

An illustration featuring five diverse young girls jumping joyfully around a central white circle. The girls are depicted in various poses, with their arms raised and expressions of happiness. The background is a light teal color with decorative green foliage and small yellow flowers on the right side. The text "Your story Counts" is written in a dark green, cursive font within the white circle.

Your
story
Counts



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The three stories of the book are the winners of the contest, “Tu cuento Cuenta”, (your story counts) organized by ONAY, in collaboration with Tantaka, and the funding of INNOVA SOCIAL.

The objective of this publication is to raise awareness about inequality and to facilitate innovative tools related to transformative Education. Therefore, in each story, there is a small guide to work in the classroom.

The proposed methodology includes both working in large groups for a collective reflection, and in small groups to work cooperatively and individually in more depth.

Work through projects, dialogic readings and cooperative learning are the three methodological pillars on which the proposed educational practice is based.

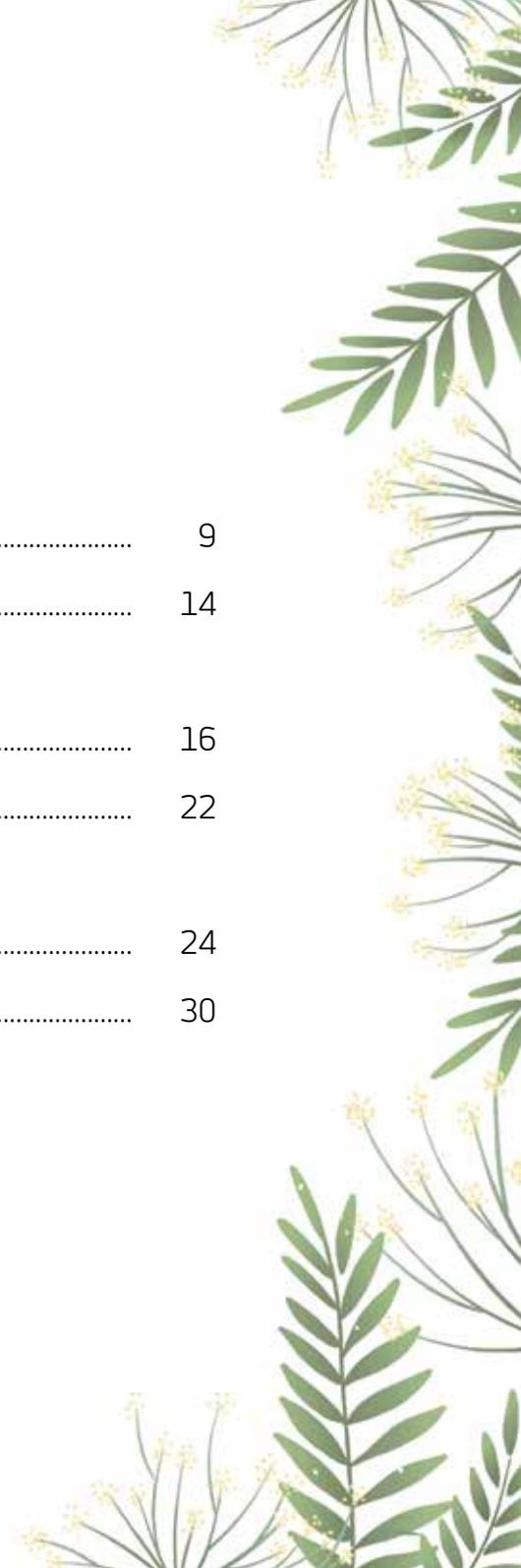
From ONAY we are delighted to collaborate in the implementation of this material, so on this same page, you will find our contact information for any questions you may have.

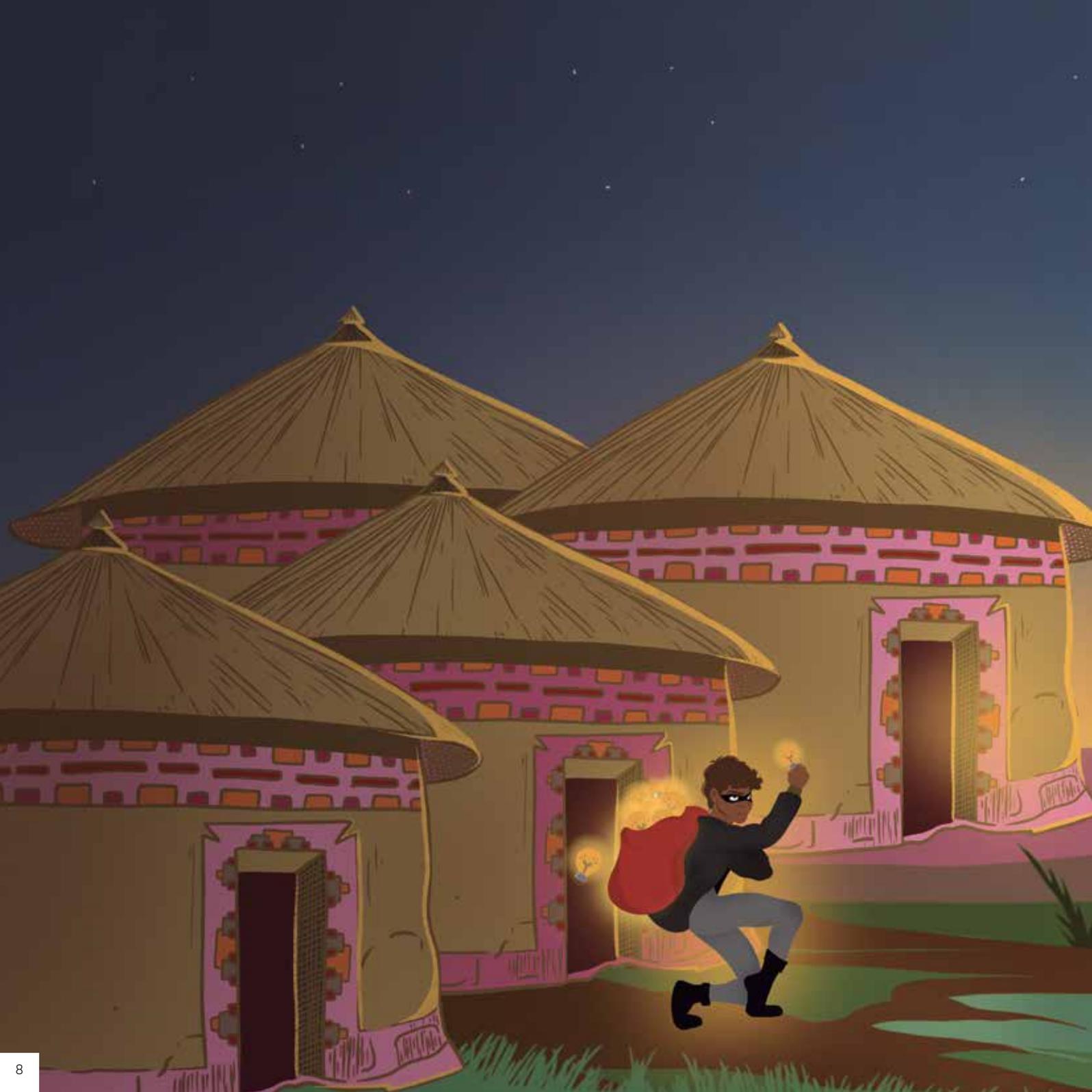




Index

The Light of Africa	9
Guide	14
Jenni goes to the school.....	16
Guide	22
Follow your dreams!	24
Guide	30

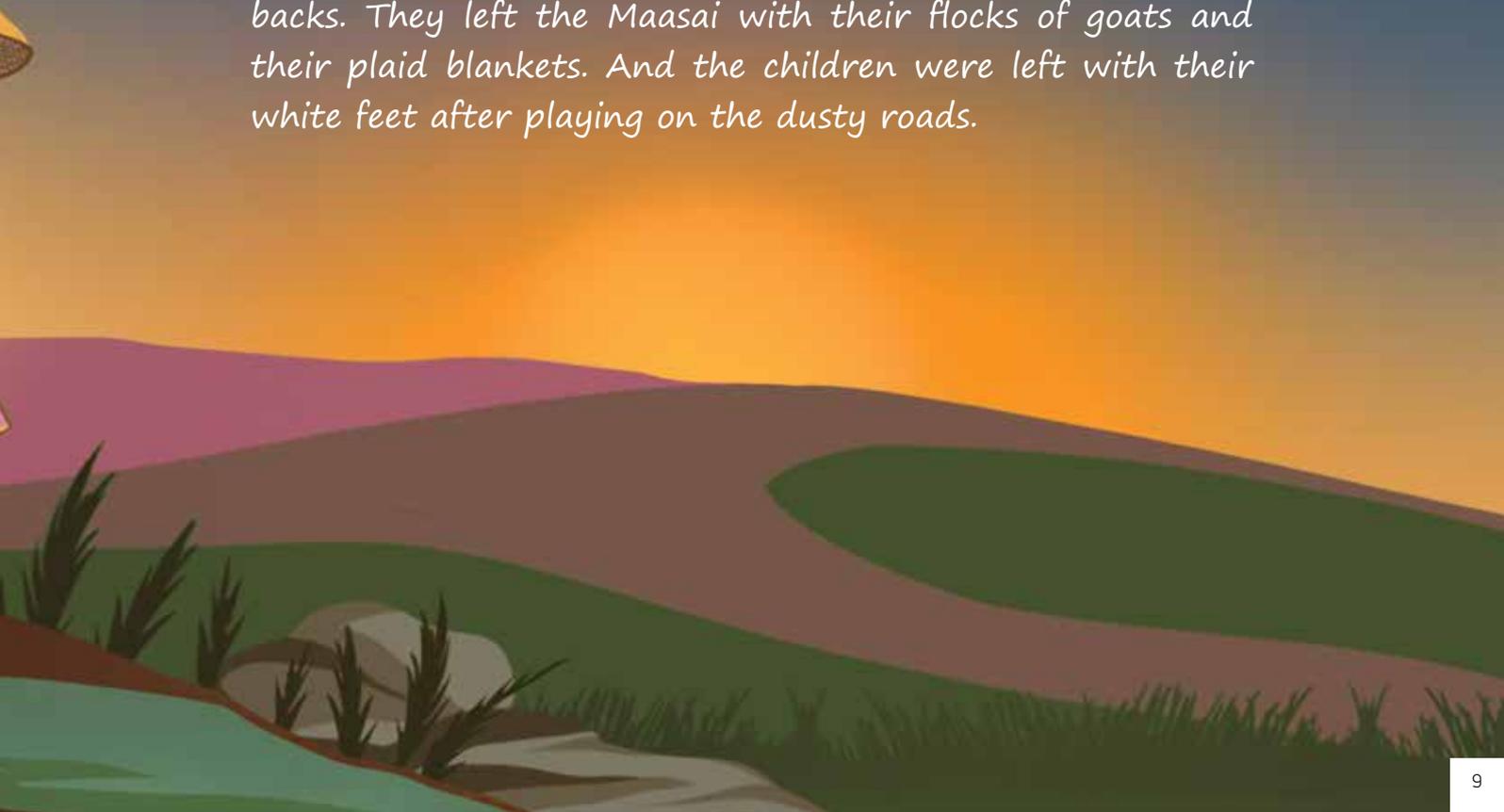




THE LIGHT OF AFRICA

A long time ago, someone took away the light from Africa. Overnight, the continent dawned without street lighting. People say that strangers came suddenly and took all the light bulbs, lanterns, and the high voltage cables, and left the streets, towns, and roads in the dark.

They left the women in the dark with their large baskets of fruit, clothes on their heads, and their children on their backs. They left the Maasai with their flocks of goats and their plaid blankets. And the children were left with their white feet after playing on the dusty roads.



Why did they take the light from Africa? Maybe there were no street lamps on their continents. But the Africans continued driving on their roads, lighting up with their dala-dala lights, and turning the road into a dazzling snake after dusk.



The women continued sitting on blankets selling avocados and bananas, from sunrise to sunset and under the moonlight. The Maasais continued to make colored necklaces, jumping and singing next to their mud houses full of smoke.





The Africans adapted their eyes to the darkness, and where they could not, they created the light. From Kenya to Senegal, from the Sahara to the Cape of Good Hope, a thousand fires were lit, and Africa shone.

Gradually, over the years, Africa left the pit of darkness in which they had submerged, shining with its light.

Africa shines, and it will soon dazzle us all.



Guide

We often have the idea that Africa is a single country, far and poor. However, despite the poverty, inequality and existing violence, Africa is a very diverse continent with great wealth, which we should know and appreciate more.

Goals:

- ✓ To know the continents, especially delving deeper into the African one: location, extension.
- ✓ To bring students closer to the different aspects of the African culture: customs, traditions, type of food, clothing, etc (...)
- ✓ To recognize the ability to overcome and solve problems by oneself.

Contents:

- ✓ The continents.
- ✓ World map.
- ✓ Aspects of African culture: traditions, clothing, food.



Activity 1: What do we know about Africa?

Brainstorming:

- What is Africa? Where is it? Near, far?
- What can we find there? What type of products come from Africa? Did you know that much of what we eat comes from Africa? And that every single phone has a little bit of Africa inside?
- What are the continents? How many are they?
- Point the continents on a world map. See differences. Point out where we are, where we were born, where our relatives were born (...)
- Draw the world map, and have the students color Africa and Navarra.
- Draw the transport students can use to get from one place to another.
- Point out how close or far it is. And compare it with other countries on the map.

Activity 2: What is in Africa?

- Compare different aspects of the African culture (to work in several sessions).
- Study the different types of food you can find in the African continent. And compare it with traditional Navarran food. Organize a session to learn about the food through the senses.
- Make a corner of an African store.
- Describe different dances, instruments, and African music, modern and traditional. Make the instruments, and prepare a dance.
- Search on internet photos of African men, women, and children. What do they wear? Is it different? Does it vary on each occasion? Make costumes that attract the student's attention.

Activity 3: Why did you take the light of Africa?

- Do you think it was good that someone took the light of Africa?
- What would you do if you ran out of light? Experience what it means to be without light in the classroom.
- Propose solutions to the problems we face when we are without light.





JENNI GOES TO THE SCHOOL

Once upon a time, there was a girl named Jenni who lived in the mountain. Her little house was high in the middle of a meadow. She used to get up at 5 am to go to school in a nearby town.

However, some days she could not go because she had to help his family at home.

In the afternoon, she used to go up to another meadow near her house to take care of her father's three cows.

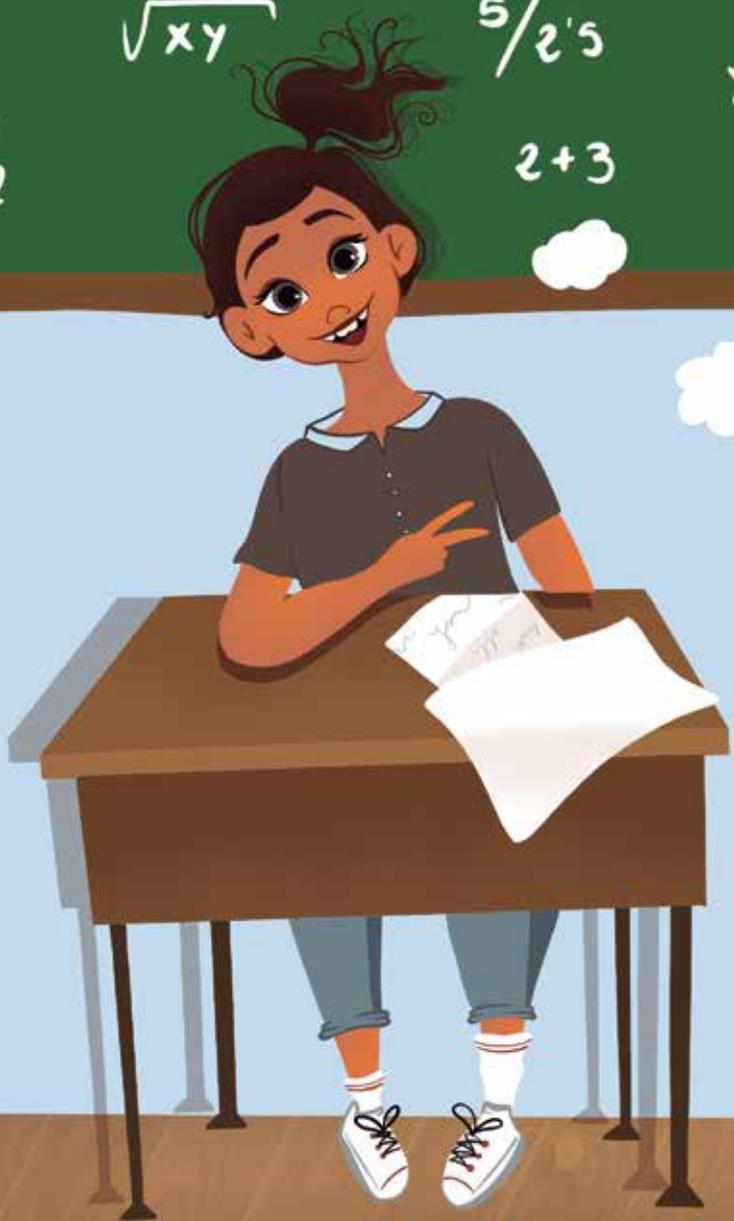


From these cows, they could get the milk for breakfast, cheese, and even meat. Also, they had an orchard in the lands next to their house, from which they got vegetables and fruits to eat.

The whole family helped to collect the products from the garden, also Jenni. And if any of the neighbors needed help in their garden they were always willing to serve.









One day, they realized that Jenni learned much more at school than in the garden, because that is how she learned to read and write. And as she knew the numbers, she could count the cows and the vegetables they picked.

Therefore, Jenni's father and mother decided to send her to school every day, so she could learn and work on what she wanted to be when she grew up.

Guide

All the children of the world have the right to go to school since education improves their lives and it is key to end poverty.

Goals:

- ✓ Bring students closer to the Sustainable Developing Goals, focusing on SDG 4.
- ✓ Raise awareness about the importance of Education.

Contents:

- ✓ Schools in different cultures.
- ✓ Education.
- ✓ SDG.



Activity 1: Agree Vs Disagree

Put the whole class standing in the center, and allocate an "Agree" and "Disagree" sign on opposite sides of the classroom. Then, read several phrases out loud, and depending on the students position, send them to one team or the other. Once the group is split into two teams, the students have to convince each other and make someone change their mind.

Phrases:

- ▶ All the children go to school.
- ▶ If I could choose, I wouldn't come to school.
- ▶ In the world, there are millions of children forced to work who cannot go to school.
- ▶ All the schools in the world teach the same content.
- ▶ The only function of the school is to teach how to read and write.
- ▶ Education improves people's lives.
- ▶ (...)

Activity 2: SDG, what is this?

- Ask students if they know what the SDGs are. If they have seen them on television or a poster.
- Watch the video of the SDGs "The biggest lesson in the world":

<https://vimeo.com/138852758>

* Regarding this activity, there is abundant content on the internet, or you could also contact ONAY.

Activity 3: Learn the DSDG 4 "Quality Education"

Make a poster about the SDG 4. Providing different information such as:

- Real data on education.
- Photos of schools from different countries.
- Relevant people who talk about Education.

Discussion:

- How do you imagine Jenni as an adult? Draw a picture.
- And, if she had not continued her school? Would her life as an adult be the same?

* On the following website, there are materials to work on the SDG 4. https://issuu.com/docentesparaeldesarrollo/docs/primaria_aecid



FOLLOW YOUR DREAMS!

Jambo Watoto! I mean ... Hi children! Although I speak your language quite well, sometimes I cannot resist to speak in Swahili, forgive me. I introduce myself: I am Happiness, a young Tanzanian girl who comes to tell you a very beautiful story, I hope you enjoy it as much as I do!



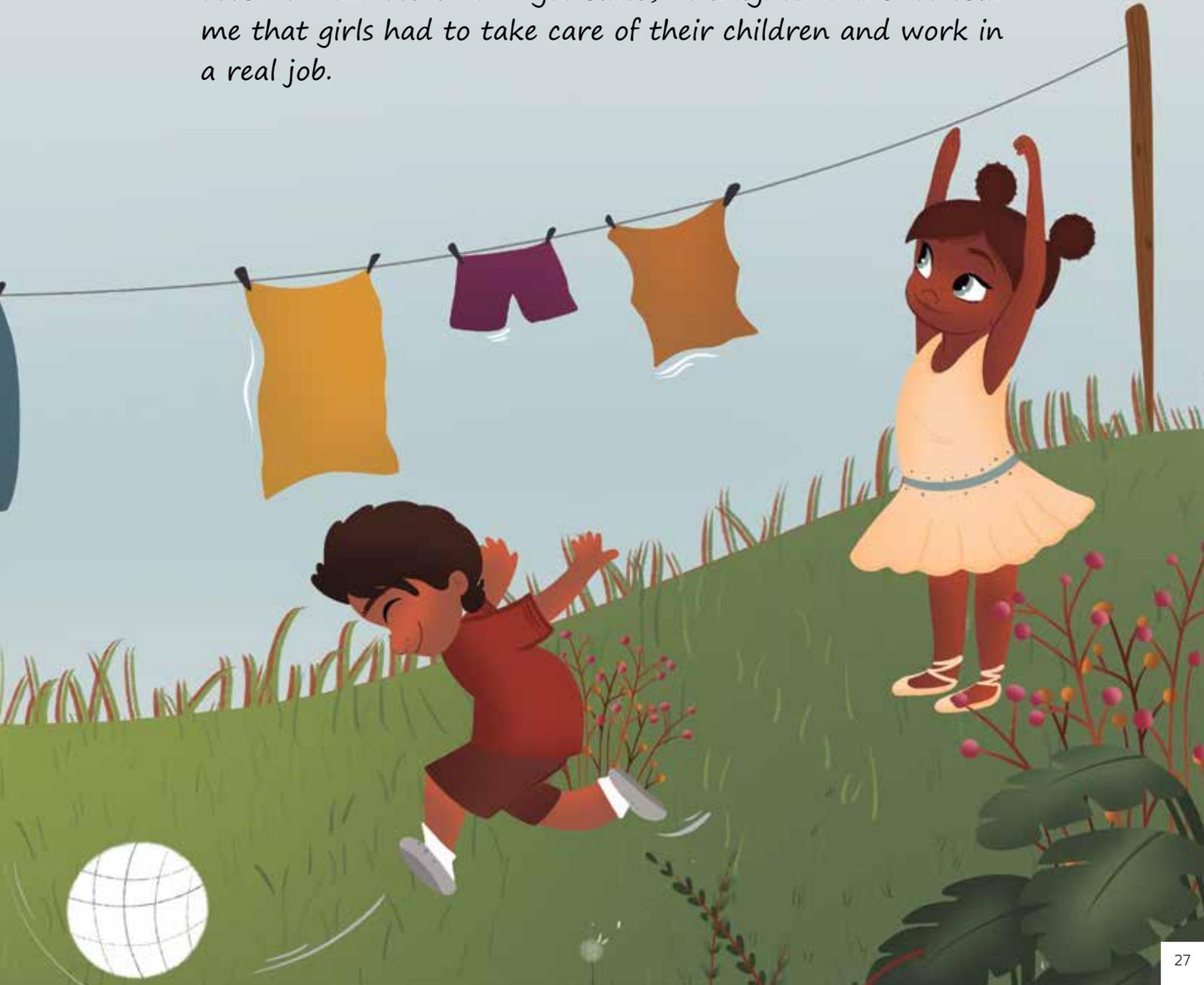
I was born in Leganga, a small village at the foot of the highest mountain in Africa, Kilimanjaro. Since I was a little girl I grew up in an orphanage, because my parents couldn't take care of me as they would have liked to. The word orphanage sounds a bit ugly to me, because many of the children who lived there had parents, so from now on, I will call it by its name: Safe Africa.



I grew up surrounded by children and I was very happy. We lived every day without thinking about tomorrow, enjoying the little we had (or a lot, depending on how you see it). We loved singing, clapping, swinging, playing soccer, hopscotch and, above all, going to school. Even when we had to do the laundry or to cook for the little ones, we had a great time.



What I liked the most was dancing. Whenever the dance teacher came to Safe Africa, I used to say that I wanted to become a dancer when I get older; he laughed and once told me that girls had to take care of their children and work in a real job.





However, I did not give up and I finally became a professional dancer.

Remember the story of Happiness, and never give up on being happy!



Guide

The dreams of children are similar throughout the world. Nothing prevents them from dreaming and making what they set out to do!

Goals:

- ✓ Bring students closer to different cultures from Africa.
- ✓ Analyze the tasks/jobs within the African and European cultures of both adults and children.
- ✓ Visualize the dreams/expectations of the students' future.

Contents:

- ✓ Cultures from Africa and Europe.
- ✓ SDG 5.
- ✓ Dreams / expectations.



Activity 1: Are we different?

Analysis and question for students.

- What do children living in Safe Africa like to do? And then ask the students' preferences.
- What type of tasks do they do? Then, ask the students about their tasks at home. (In case of not receiving answers, propose some tasks they can do at their homes)
- Ask about their parents' professions. And make them compare it with the parents' professions in Africa.

Make a graph with all the information that comes out. Thus, it is easier to understand as it is more visually.

Activity 2: ODS 5 Gender Equality

- Select the SDG 5 from the SDG table and paint it, write the student's name, analyze the symbols and put it in a visible place.

Activity 3: What do we want to be?

Discussion with the students:

- What do you want to do for a living when you grow up? Do you think it will be easy?
- Do you think it was easy for Happiness to be a dancer?
- And your parents, what did they want to be? Have they achieved it?
- Make a survey and give it to the students to fill out about their parents.

Activity 4: What do they tell us?

Discussion:

- Happiness was told that she had to look for a real job, what does this mean?

Game:

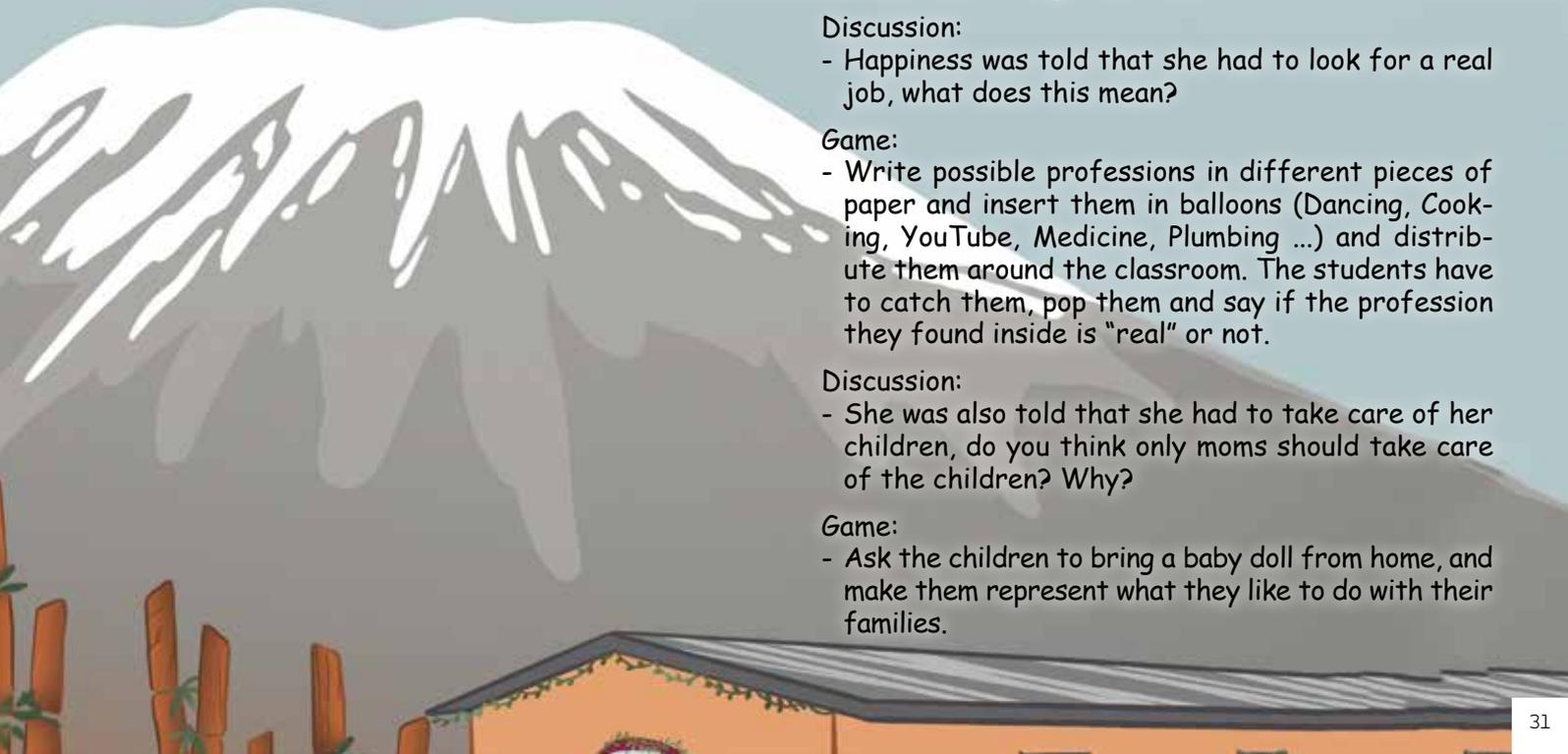
- Write possible professions in different pieces of paper and insert them in balloons (Dancing, Cooking, YouTube, Medicine, Plumbing ...) and distribute them around the classroom. The students have to catch them, pop them and say if the profession they found inside is "real" or not.

Discussion:

- She was also told that she had to take care of her children, do you think only moms should take care of the children? Why?

Game:

- Ask the children to bring a baby doll from home, and make them represent what they like to do with their families.





Authors

Clara Sallán Artasona

The Light of Africa

1st Place

2nd year of History and International Relations

Tanzania, June 2019

Leire Alargunso Maiztegui

Jenni goes to the school

3th Place

5th year of Medicine

Peru, August 2019

Tania de la Roza de Miguel

Follow your dreams!

2nd Place

3th year of Early Childhood Education and
Pedagogy

Tanzania, June 2019

ONAY has been collaborating with different countries in areas such as health and education for more than 25 years and supporting the construction of a more caring, critical and committed society in Navarra.

Within this context, we are committed to international university volunteering by collaborating with Tantaka in the training and managing of it.

In 2019, thanks to the funding from INNOVA SOCIAL, we held a children's story contest to convey international volunteering experiences and present the different realities lived in the Countries in the Southern Hemisphere, emphasizing the richness of their culture to the children of our community.

These stories are inspired by the experiences the authors lived while volunteering in Africa and Middle and South America during the summer of 2019.









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COLLABORATE:



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