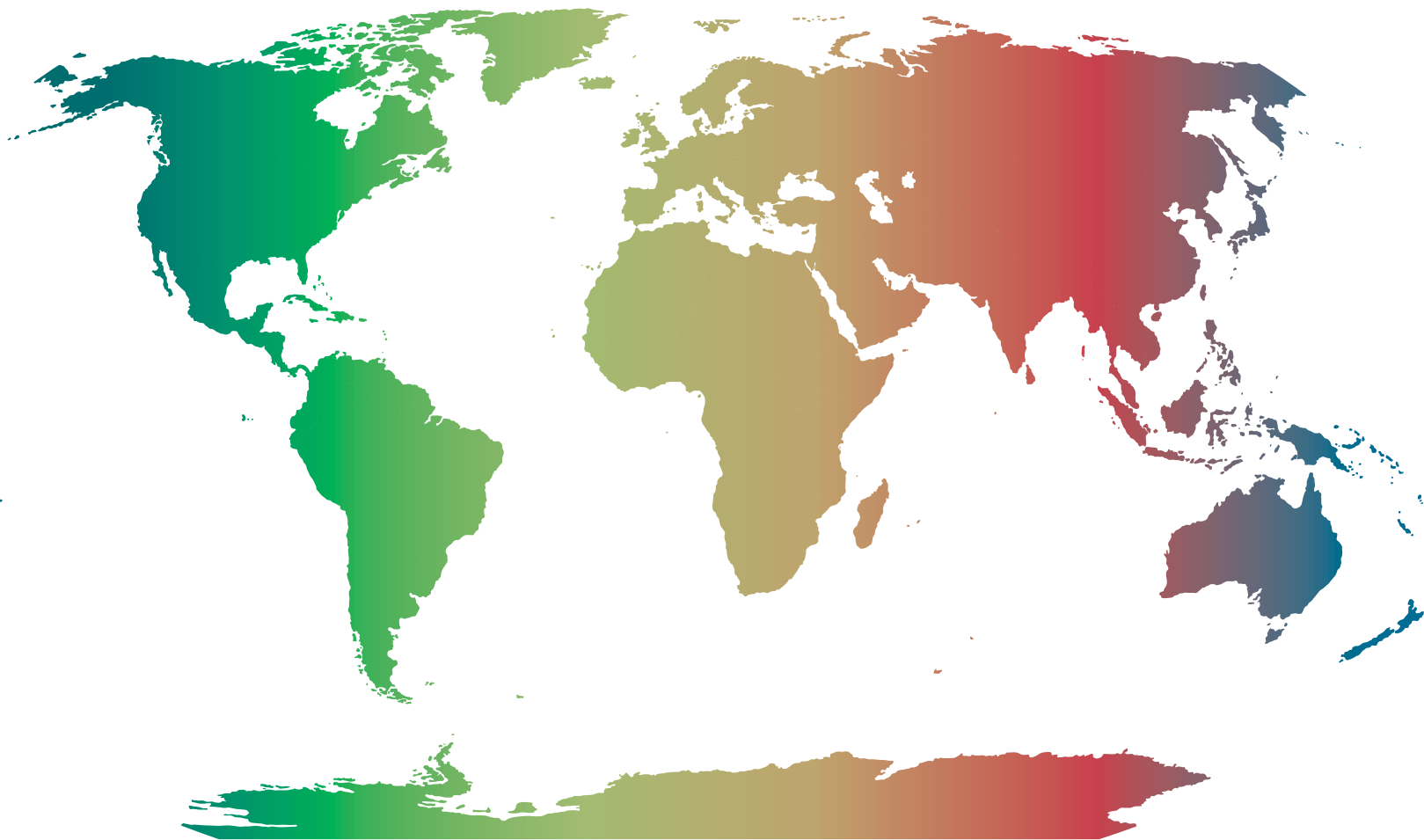


# Virtual Voyage

Exploring the impact Aga Khan Foundation  
Canada has made across the globe



# Virtual Voyage Education Package

## Statement on reconciliation

The work that we do in supporting teachers and youth to become active global citizens reminds us of the importance of learning, listening and taking action as changemakers, all of which are central to the process of reconciliation. We are reminded that Canada's reconciliation process with Indigenous Peoples must be continuous and intentional, as do all processes like this around the world. We must remember that Canadian society struggles with the ongoing legacy of colonialism. Our ongoing pursuit of this work reminds us of the importance of understanding and acknowledging history, accurately and completely, to help us make changes that move us towards more inclusive and equitable societies. These reminders will inform our work, in Canada and globally, as we embark on this shared path of reconciliation.

## Contributing organizations

### AGA KHAN FOUNDATION CANADA

Aga Khan Foundation Canada (AKFC) is an international development organization and registered charity. Since 1980, AKFC has helped millions of people in Africa and Asia unlock their potential to build a better life. In Canada, AKFC works with caregivers and educators to empower them with practical tools and strategies to engage students as active global citizens. All of this work, in Canada and globally, promotes gender equality, an active, inclusive civil society, and environmental sustainability — using approaches based in evidence and research.

World Partnership Walk, an initiative of AKFC, is Canada's largest public movement to fight global poverty. This annual, volunteer-driven fundraising campaign rallies support for development and inspires Canadians to act locally to fight poverty globally. AKFC directly invests the funds its volunteers raise, alongside public funds, in its work overseas. This year, supporters can join the campaign as we travel virtually and see the impact of Canadian support through the Virtual Voyage campaign.

### CANADIAN GEOGRAPHIC EDUCATION

The programs of Canadian Geographic Education aim to strengthen geographic education in the classroom. In addition to increasing the emphasis on geography within the school system, Canadian Geographic Education endeavours to increase public awareness of the importance of geographical literacy. Canadian Geographic Education, the educational committee for the Royal Canadian Geographical Society, is one of Canada's largest non-profit education organizations.

This resource was made possible with financial support from Global Affairs Canada.

# Virtual Voyage Education Package

## Introduction

Being an informed global citizen is more important now than ever before. The following educational package has been designed to assist teachers in bringing international topics and discussions into the classroom and to raise awareness of the work Aga Khan Foundation Canada has been doing across the globe. Subjects discussed in this learning resource will cover gender equality and inclusion, access to quality education, health care, nutrition and much more. It is our hope that the activities and resources provided will help engage your students to become active global citizens and take action on the issues that are most important to them.

This resource guide is meant to accompany the [Virtual Voyage website](#). The lessons and activities provided have been designed for both in-class and virtual K-12 classrooms. The guide focuses on four countries: Pakistan, Kenya, Mozambique, and Tanzania. Each country is explored in a different lesson plan, which provides teachers with background information on the country as well as a variety of activity ideas you can do with your students to dive deeper into the topics discussed on the [Virtual Voyage Website](#). Teachers may use these activities in any order that works best for them. In each lesson plan, two activities are suggested for both a younger and older classroom audience. Teachers are encouraged to review the lesson plans ahead of time to determine which activities will work best for their class. All lesson plans come with activity descriptions, question sheets, and handouts. Each lesson plan is also connected to the [Canadian Geography Framework](#), Can Geo Education's national curriculum, as well as the [United Nations Sustainable Development Goals](#).

**DID YOU KNOW** THAT BY COMPLETING THESE LEARNING ACTIVITIES, YOU'RE CONTRIBUTING TO THE GLOBAL ACHIEVEMENT OF THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOAL #4? IN FACT, ALL FOUR LESSON PLANS PROVIDED IN THIS GUIDE TOUCH ON EACH OF THE 17 GOALS!

## The Virtual Voyage

Want to learn about the 2021 Virtual Voyage campaign? Visit the [website](#) for videos, stories and more, and to learn how you can join us in stepping forward to help end global poverty. Sign up your class for the Virtual Voyage to make a positive impact around the world.

# Virtual Voyage Education Package



## Table of contents

- **PAKISTAN**
- **KENYA**
- **MOZAMBIQUE**
- **TANZANIA**
- **ADDITIONAL RESOURCES**



# Pakistan

## Time:

75 minutes (approximately  
2 class periods)

## Materials:

- Access to the [Virtual Voyage website](#)
- Pakistan information sheet
- Profile of Adiba worksheet
- Scavenger hunt
- Images of Pakistan
- Find your way activity sheet
- World map (not included)

## Sustainable Development Goals you can connect this lesson to:



## Connection to the Canadian Geography Framework:

### Concepts of Geographic Thinking

- Patterns and trends
- Interrelationships
- Geographic perspective
- Spatial significance

### Inquiry Process

- Gather and organize
- Interpret and analyse
- Evaluate and draw conclusions

### Geospatial Skills

- Foundational elements
- Spatial representations

## Overview:

In this activity, students will learn about Pakistan and how Aga Khan Foundation Canada (AKFC) has partnered with communities there to reduce poverty and improve the quality of life, so that all women, men, girls and boys can reach their full potential. Using the [Virtual Voyage website](#), students will learn about specific initiatives that AKFC supports to improve health care, education, and gender equality.

## Learning objectives:

In this activity, students will:

- Learn about how Aga Khan Foundation Canada has worked to support women's health and education in Pakistan.
- Learn about the challenges faced by women and girls in Pakistan and what one young woman is doing to create change.
- Connect the projects happening in Pakistan to the United Nations Sustainable Development Goals.

## Introduction to Pakistan:

Display a world map on the board and bring attention to where the country of Pakistan is located. Ask students to identify the continent it is located on as well as surrounding countries. Have students examine what the physical geography may be like and compare it to the physical geography of their own community/province/territory/country. Ask students what they know about Pakistan or have heard about it.

Using the Pakistan information sheet provided, display the information for students to see. Alternatively, teachers can photocopy the sheet for students or send them a link to view it electronically. Allow time for students to examine the statistics provided on the sheet and have them consider the following questions:

- *Who has access to education in the country? Who is at a disadvantage?*
- *What health challenges might people living in this country face?*
- *What are some positive statistics connected with health and education shown in the information provided? What kind of opportunities may be available?*
- *How do you think Pakistan and Canada are similar? What is different?*

For younger students, review the page as a class and explain what the different statistics mean using simple terms. For example, instead of 71 per cent, you could say, "About 3 out of 4 people." Have a discussion about how many males versus females learn to read and why that might be.



## Exploring Pakistan further: Virtual Voyage activities

Now that students are more familiar with facts and figures about Pakistan, explain that students are going to go on a virtual trip to learn more about the work being done to address the lack of quality education for women and girls in Pakistan. Share the [Virtual Voyage website link](#) with students to access and explore independently. Alternatively, teachers can display the website for the class to explore together. Use the following activities as a way to dive deeper into the content provided.

### For younger grades:

- 1. Geo-inquiry image exploration:** Explore the Pakistan section of the [Virtual Voyage website](#) as a class. Read the welcome letter and review more of the statistics provided in the area guide as well as other information provided about Pakistan. Display the images of Pakistan provided in this activity guide for students to examine. Have students select one image and examine it more closely. Next, ask students to write down three inquiry questions in their notebooks based on what they see (or don't see) in their image. Remind students that an inquiry question is a question that cannot be answered with a yes or no. Once students have written their questions, conduct a Think-Pair-Share activity so students can share their photo and question with another classmate or with the class.
- 2. Find your way activity:** Explore the Pakistan section of the [Virtual Voyage website](#) as a class then have students complete the Find your way activity sheet to help a midwife get to a community to provide maternal health care. Once students have had time to solve their puzzle, ask students to list the different obstacles or barriers they encountered in their maze. Explain that the obstacles portrayed in this puzzle are real obstacles that people living in Pakistan, and particularly women and girls, may experience. Have students consider two or three other barriers not mentioned in the puzzle, based on what they learned while exploring the website, and share their suggestions with the class.

### For older grades:

- 1. Profile of Adiba:** Share the video of Adiba, [Finding Her Voice](#), from the Virtual Voyage website and distribute a Profile of Adiba worksheet to each student. Allow time for students to watch the video and complete the handout. Afterwards, place students into groups of four and have students share their answers with each other. Once everyone has shared, have a class discussion about what students observed, questions that arose, and their overall thoughts about what the subject discussed.
- 2. Scavenger hunt:** Distribute the Scavenger hunt: Pakistan worksheet to students and allow time for them to independently explore the [Virtual Voyage website](#). Encourage students to read the welcome letter and review more of the statistics provided in the area guide as well as other information provided about Pakistan. As they are exploring, have students answer the questions, working towards solving the puzzle at the bottom. Take up the answers together as a class.



## Lesson wrap-up: Incorporating Sustainable Development Goals

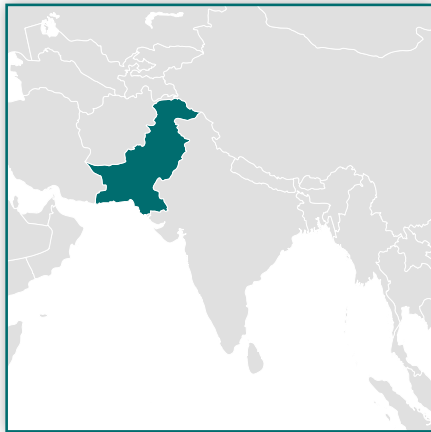
Adiba is a youth activist making a difference in her community and her country. Have students research activists in Canada who are making a difference and connect one UN Sustainable Development Goal with one activist's work. Have students complete their own profile card on their chosen activist. Possible activists to look into can include:

- Autumn Peltier
- Naomi Klein
- Manny Kohli
- Melina Laboucan-Massimo
- Tina Yeonju Oh
- David Suzuki

For younger grades, choose a few activists and discuss these activists and their work with the class. Explain how these activists are working towards the achievement of different Sustainable Development Goals. Students can create a profile by choosing one activist and drawing an image of the activist at work.

# Pakistan Information Sheet

## BACKGROUND



Country location



**Population:**  
~220,892,331



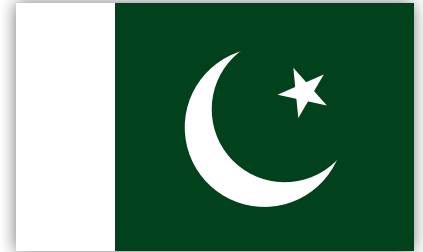
**Government:**  
federal parliamentary  
republic



**Capital:**  
Islamabad



**Land area:**  
770,875 km<sup>2</sup>



Flag

**Languages:**  
Urdu (official),  
English (official)



**Median age:**  
22 years

## HEALTH

### Life expectancy:



Female: **68** years



Male: **66** years

- **94%** of the population has access to an improved **water source** (e.g., indoor plumbing, a public tap, a protected well)



- **79%** of the population have access to improved **sanitation** facilities (e.g., flush toilet, septic tank or pit latrine)



- **Maternal mortality** ratio (deaths per 100,000 live births): **140**



## SOCIETY

- **37%** of the population lives in **urban** areas
- **24%** of the population live below the **poverty** line
- **74%** of the population have access to **electricity**
- **20%** of seats in **parliament** are held by women



- **47%** of Pakistan's **energy consumption** comes from renewables
  - ▶ **9%** of Pakistan's **energy** comes from hydropower

## EDUCATION



- Population above the age of 15 who are **literate**:



Female: **46%**



Male: **71%**

- Average **span** of education: **8 years**

### School enrollment:

#### Primary

Female: **62%**  
Male: **73%**

#### Secondary

Female: **34%**  
Male: **40%**

**Population with at least some secondary education (25 and older)**

Female: **28%** Male: **46%**

## AGA KHAN FOUNDATION CANADA CONNECTION



- AKFC has supported **development work** in Pakistan for more than **35 years**.
- AKFC and Canada played a critical role in establishing a world-class **school of nursing and midwifery** in Pakistan that has supported and empowered thousands of women to become professionals and community leaders.
- In the remote, high mountain areas of northern Pakistan, AKFC has **partnered with communities** to improve education and health, create new economic opportunities, strengthen gender equality, and protect the environment.

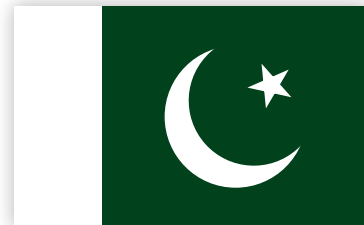


# Images of Pakistan



# Find your way activity sheet

**A MIDWIFE** is someone who helps women give birth; they are important figures in health care around the world. Help this midwife get to communities in remote areas in the mountains of Pakistan. Begin at the “start” and, using a pencil, trace a path to reach the pregnant woman. What obstacles block your way?



## LEGEND



No access to the necessary medical supplies.



In some families, a young woman must have her family's permission to study to become a midwife.



Heavy snowfall is blocking the path.



People in the community don't trust someone outside of their community.



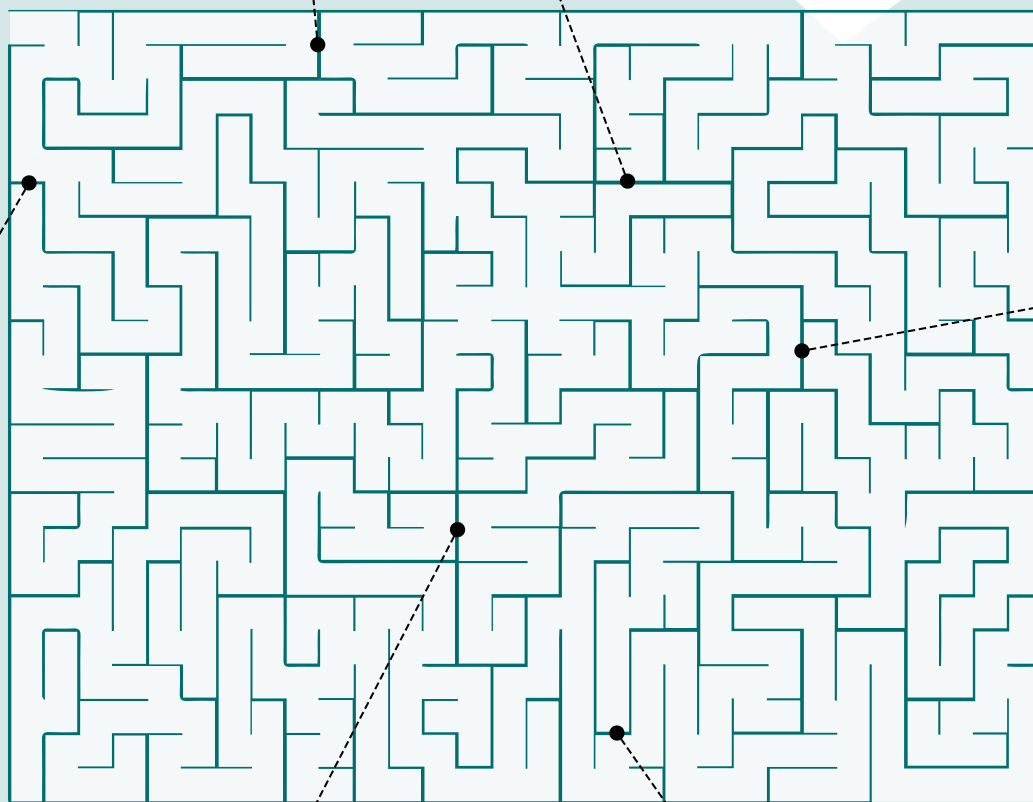
A bridge is washed out.



No more minutes on her cell phone to call patients today. (Cell phones may have a limit on the amount of time for calls.)



End



Start





# Profile of Adiba



**WATCH THE VIDEO *Finding Her Voice* about Adiba, a youth mobilizer who is campaigning for gender equality in her community.** Answer the following questions to complete the character profile.



Name of youth mobilizer:

Mission:

Things that are important to her:

Challenges women and girls face in Adiba's community:

What kind of activities do participants in this youth group do?

What changes have been observed? How is society affected when women and girls have access to this type of organization?

# Scavenger hunt: Pakistan



**EXPLORE** the **Virtual Voyage website** to learn more about Pakistan and the work Aga Khan Foundation Canada (AKFC) is doing. Answer the following questions to solve the puzzle below.

Question	Answer
Aga Khan Foundation Canada supported the creation of the Aga Khan University School for which two subjects?	_____ & _____ _____ <input type="text"/> _____
What is the acronym for the AKFC program that helped increase infection control protocols by about 67 per cent at select health facilities?	_____ <input type="text"/> _____
What type of screening was offered for 66,100 children, adolescents and pregnant women in 2020?	_____ <input type="text"/> _____
What is the name of the Regional Health and Nutrition Advisor doctor who wrote the welcome letter?	<input type="text"/> _____
For more than 40 years, who has been supported and empowered by AKFC programs?	_____ & _____ <input type="text"/> _____
What did the outbreak of COVID-19 push to the limits for healthcare workers around the world?	_____ & _____ _____ <input type="text"/> _____
What type of service helped reach 33,800 people in 2020?	_____ <input type="text"/> _____
What type of energy is used for 9% of Pakistan's households?	_____ <input type="text"/> _____



## PUZZLE

Unscramble the underlined words from the answers above to find the missing word and complete the following sentence:

UN Sustainable Development Goal #5 focuses on empowering all women and girls to achieve gender \_\_\_\_\_.



# Kenya



## Time:

75 minutes (approximately  
2 class periods)

## Materials:

- Access to the [Virtual Voyage website](#)
- Kenya information sheet
- Kenya video question sheet
- Images of Kenya
- Postcard template
- Colour the Kenyan flag activity sheet

## Sustainable Development Goals you can connect this lesson to:



## Connection to the Canadian Geography Framework:

### Concepts of Geographic Thinking

- Patterns and trends
- Interrelationships
- Geographic perspective
- Spatial significance

### Inquiry Process

- Gather and organize
- Interpret and analyse
- Evaluate and draw conclusions

### Geospatial Skills

- Foundational elements
- Spatial representations

## Overview:

In this activity, students will learn about Kenya and how Aga Khan Foundation Canada (AKFC) has partnered with communities there to reduce poverty and improve the quality of life so that all women, men, girls and boys can reach their full potential. Using the [Virtual Voyage website](#), students will learn about specific initiatives that AKFC supports to improve health, rural development and education.

## Learning objectives:

In this activity, students will:

- Learn about the geography of Kenya and how it can affect access to and use of health care and education services in the country.
- Learn how Aga Khan Foundation Canada is supporting quality health care and education in Kenya.
- Hear the story of Dr. Nyabera, a medical officer at a Kenyan hospital, and learn about the upgrades he and others have supported to the local hospital.
- Connect the learnings they have made about Kenya to the Sustainable Development Goals.

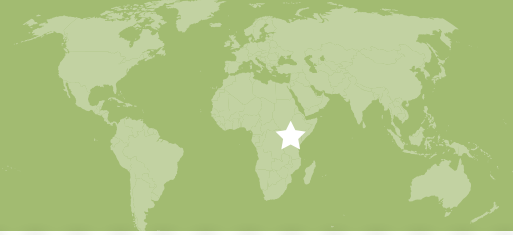
## Introduction to Kenya:

Write “Kenya” on the board and ask students what they know about the country. Allow time for students to share what they know. For those students who aren’t familiar with this country, have each student write three questions in their notebook about what they want to learn or, for younger students, discuss as a class what students would like to know about the country. Afterwards, have students share their questions with a partner or the class.

Display the Kenya information sheet for students to review. Alternatively, teachers can photocopy and distribute the page or share a link to the page for students to access. Allow time for students to independently explore the information sheet. If any of the information provided answered any of the students’ questions, encourage them to write the answers in their notebook next to the questions they asked earlier. For younger students, review the page as a class and explain what the different statistics mean using simple terms. For example, instead of 71 per cent, you could say, “About 3 out of 4 people.”

Based on the statistics provided on the information sheet, have a class discussion about what students can infer from this information. Possible discussion questions can include:

- *What statistics stood out as interesting or surprising? Why?*
- *What kind of health challenges might people in this country face? How might these challenges be different for diverse groups of people? For example, for women, for people from poor households, or for people with disabilities.*



- *What education challenges might students in this country face? How might the challenges differ between boys and girls?*
- *What are some positive statistics connected with health and education shown in the information provided? What kind of opportunities may be available?*
- *What programming is in place to support education in Kenya? What impact has it had?*
- *How do you think Kenya is similar to Canada? What is different?*

## Exploring Kenya further: Virtual Voyage activities

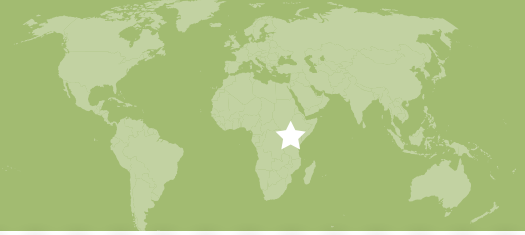
Now that students have some facts and ideas about Kenya, inform them that they are going to go on a virtual voyage to learn more about the country and how AKFC programs address health and education challenges in the country. Share the [Virtual Voyage link](#) with students to access and explore independently. Alternatively, teachers can display the website for the class to explore together. Use the following activities as a way to dive deeper into the content provided.

### For younger grades:

1. **Design your own postcard:** Explore the the [Virtual Voyage website](#) as a class. Read the welcome letter and review more of the statistics provided in the area guide as well as other information provided about Kenya. Display the images of Kenya provided in this activity guide for students to examine more closely. Ask students to highlight things that stand out to them. Next, distribute the Postcard template and ask students to design their own postcard representing what they know about Kenya based on what they saw on the pictures or from the information they learned about previously. Encourage students to select an individual they would like to address the postcard to and to share what they learned.
2. **Colour the Kenyan flag:** Have students complete the Colour the Kenyan Flag activity sheet to learn more about the country and what the individual colours mean. Next, have students research various flags used throughout Canada, such as the provincial/territorial flags or the different flags used by Indigenous Peoples in Canada. Have students research what the colours and symbols mean and have a discussion about how the use of flags and symbols can help us learn more about cultures and identities.

### For older grades:

1. **Kenya Hospital video:** As a class or individually, [watch the video of the Kenya Hospital](#) and the work that Dr. Nyabera, Dr. Wanyama, and others have been doing to address some of the health care challenges in Kenya. Distribute a copy of the video question sheet for students to complete while they are watching the video. Take up the answers as a class. Conclude this activity by asking students about the types of services they think are available at their own local hospital. Inform students that although the hospitals may look different in Kenya, many of the services offered are quite similar.



2. **Taking action:** Allow time for students to independently explore the Kenya section on the [Virtual Voyage website](#). Encourage students to read the welcome letter and review the information on the area guide and anything else that is provided. Next, have students identify two challenges the country of Kenya is facing as well as two possible solutions to these challenges. Allow time for students to share what they learned with the rest of the class, providing an opportunity for students to speak about and celebrate the positive things that are already happening in Kenya.

### Lesson wrap up: Incorporating Sustainable Development Goals

Display the UN Sustainable Development Goals for students to see. Now that students have learned about Kenya, some of its health and education challenges, as well as programs that are being implemented to address these challenges, ask students to select three goals that they feel the country of Kenya is addressing and explain how Kenya is addressing these goals. Have students write a brief paragraph afterwards highlighting some of the positive changes happening in Kenya or allow time for students to discuss this in small groups or as a class.

# Kenya Information Sheet

## BACKGROUND



Country location



**Population:**  
~53,771,300



**Government:**  
presidential republic



Flag



**Capital:**  
Nairobi



**Land area:**  
569,140 km<sup>2</sup>

**Languages:**  
Swahili (official),  
English (official)



**Median age:**  
20 years

## HEALTH



### Life expectancy:



Female: **69** years



Male: **64** years

- **71%** of the population has access to an improved **water source** (e.g., indoor plumbing, a public tap, a protected well)



- **58%** of the population have access to improved **sanitation** facilities (e.g., flush toilet, septic tank or pit latrine)



- The rate of **maternal mortality** has dropped by **half** since 2000



## EDUCATION



- Population above the age of 15 who are **literate**:



Female: **78%**



Male: **85%**

- Average **span** of education: **11 years**

### School enrollment:

#### Primary

Female: **82%**  
Male: **78%**

#### Secondary

Female: **46%**  
Male: **49%**

**Population with at least some secondary education (25 and older)**

Female: **30%**    Male: **37%**

## SOCIETY

- **29%** of the population lives in **urban** areas
- **31%** of the population live below the **poverty** line
- **70%** of the population have access to **electricity**
- **22%** of seats in **parliament** are held by women



## AGA KHAN FOUNDATION CANADA CONNECTION



- For more than **three decades**, AKFC has **partnered with Kenyans** to fight poverty and improve quality of life in their communities so that women, men, girls, and boys can all reach their full potential.

# Kenya video question sheet



## REFLECT:

*Before you watch the short video, reflect on the types of services you think are available at your local hospital. Consider the different people who might come to a hospital (elderly, pregnant women, children, injured people, people with disabilities, etc). Brainstorm a list of services in the space provided.*

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## VIDEO

*Watch the [Building Blocks video](#) with Dr. Nyabera and Dr. Wanyama, who describe upgrades being made to a sub-county hospital in Kenya. Answer the questions below.*

**List some of the services mentioned that the sub-county hospital provides:**

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**What challenges do some of the hospital's patients face?**

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**What specific challenges did pregnant women have when they arrived at the hospital?**

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**Aga Khan Foundation Canada partnered with the local government to improve the hospital. What improvements were made?**

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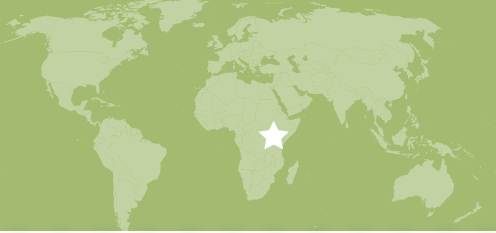
**What effect did it have on the hospital? How did the changes affect the patients and staff?**

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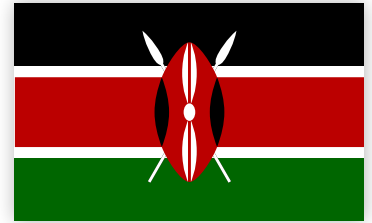
# Images of Kenya



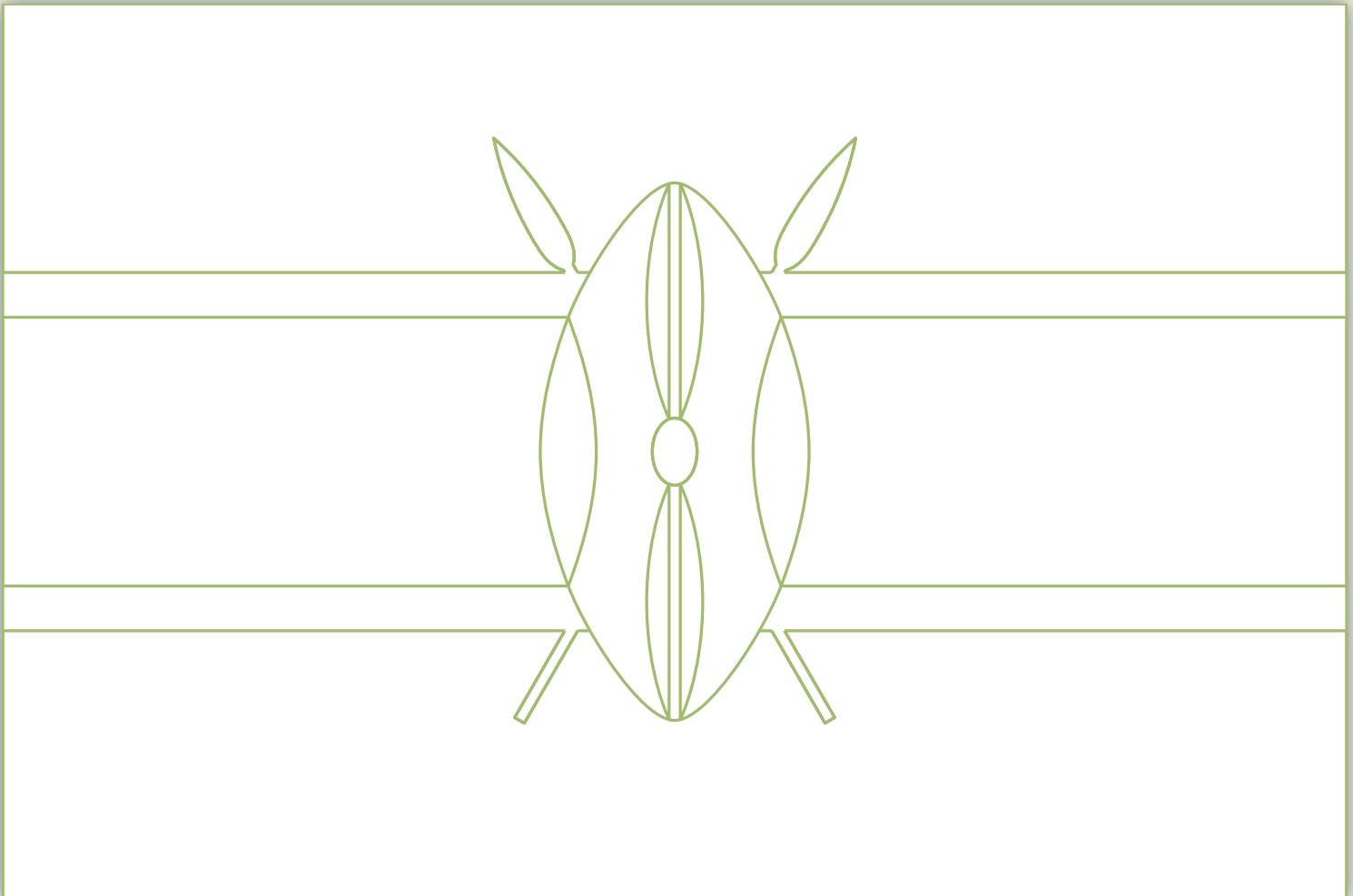


# Colour the Kenyan flag activity sheet

**USING THE IMAGE** of the flag at the top of the page, colour the Kenyan flag and learn about why each colour was chosen.



- **Top: Black.** This colour symbolizes the people of Kenya.
- **Middle: Red.** This colour symbolizes the Kenyan fight for independence from the British.
- **Bottom: Green.** This colour symbolizes the land of Kenya.
- **White stripes between the black, red and green:** This colour represents peace.
- **The shield:** This is a Maasai warrior shield with spears behind it. The Maasai are a semi-nomadic people in Kenya and Tanzania who herd cattle. Semi-nomadic means sometimes they stay in one place, and sometimes they move around.



**DID YOU KNOW** RED AND WHITE HAVE BEEN THE OFFICIAL COLOURS OF CANADA SINCE 1921 AND FOR HUNDREDS OF YEARS, THE MAPLE LEAF HAS BEEN A SYMBOL OF CANADA?



# Mozambique



## Time:

75 minutes (approximately  
2 class periods)

## Materials:

- Access to the [Virtual Voyage website](#)
- Mozambique information sheet
- Nutrition photo activity
- What's different? activity sheet
- Healthy diets, healthy lives exploration sheet
- Mozambique video sheet
- World map (not included)

## Sustainable Development Goals you can connect this lesson to:



## Connection to the Canadian Geography Framework:

### Concepts of Geographic Thinking

- Patterns and trends
- Interrelationships
- Geographic perspective
- Spatial significance

### Inquiry Process

- Gather and organize
- Interpret and analyse
- Evaluate and draw conclusions

## Overview:

In this activity, students will learn about Mozambique and how Aga Khan Foundation Canada (AKFC) has partnered with communities there to reduce poverty and improve the quality of life so that all women, men, girls and boys can reach their full potential. Using the [Virtual Voyage website](#), students will learn about specific initiatives that AKFC supports to improve rural development, agriculture and food security, education, adolescent health, and nutrition.

## Learning objectives:

In this activity, students will:

- Learn about how Aga Khan Foundation Canada is working to address issues affecting women, adolescents, children, and food security in Mozambique.
- Learn about a program in Montepuez, Mozambique, that focuses on adolescent health.
- Learn about health programs that Aga Khan Foundation Canada supports in northern Mozambique.
- Connect the projects happening in Mozambique to the United Nations Sustainable Development Goals.

## Introduction to Mozambique:

Display a world map on the board/screen and focus on the continent of Africa. Ask students what they know about Africa and if they can name any specific countries that are located there. Next, highlight the location of Mozambique and inform students that they are going to learn more about this southern African nation.

Share the Mozambique information sheet with students. Teachers can choose to display the sheet, photocopy and distribute it to students or share an electronic version of it. Allow time for students to explore the information on the sheet and have students write three questions or identify three areas of interest that stand out to them as they are investigating. Have students share their ideas with the class, compiling a list of questions or topics students are interested in and want to learn more about.

For younger students, review the page as a class and explain what the different statistics mean using simple terms. For example, instead of 71 per cent, you could say, "About 3 out of 4 people."

Optional discussion questions can include:

- *What health challenges do you think this country is faced with? What are the particular issues facing adolescents and young women?*
- *What can you infer about the status of nutrition in the country? Why do you think this? Who is at risk?*

# Mozambique



## Geospatial Skills

- Foundational elements
- Spatial representations

- *Who is at a disadvantage for education? What impact can this have on a society?*
- *What are some examples of positive statistics that stand out to you? What kind of opportunities does this provide?*
- *What kind of programs are supported by Aga Khan Foundation Canada? Who are these programs geared towards?*

## Exploring Mozambique further: Virtual Voyage activities

Now that students are more familiar with some facts and figures about Mozambique, explain to students that they will be going on a virtual voyage to learn more about Mozambique and about the education initiatives Aga Khan Foundation Canada is supporting to address some of the education challenges that students there face. Use the following activities as a way to dive deeper into the content provided on the [Virtual Voyage website](#).

### For younger grades:

1. **What's different? activity:** Explore the Mozambique section of the [Virtual Voyage website](#) as a class. Read the welcome letter and review more of the statistics provided in the area guide as well as other information on the website. Next, have students complete the What's different? activity. Teachers can choose to complete the activity together or allow students to complete it independently. Once students have had time to identify the differences between the two photos provided, take up the answers as a class. Ask students to talk with a partner about what they see in the photos and how this photo may be different from and/or similar to what they would see in their own community.
2. **Nutrition photo activity:** Load the Healthy diets, healthy lives [StoryMapJS](#) provided under the bonus content on the Virtual Voyage website. As a class, read through the story, watching the video provided, examining the images, and identifying and addressing key words and phrases along the way. Afterwards, distribute the Nutrition photo activity sheets to students, or pairs of students, and have them match the image provided to the step discussed in the StoryMapJS. Teachers can choose to have students complete this activity while they are exploring the StoryMapJS or use this activity sheet afterwards as a way to recall what they have learned.

### For older grades:

1. **Healthy diets, healthy lives exploration sheet:** Direct students to the Healthy diets, healthy lives [StoryMapJS](#) provided under the bonus content on the Virtual Voyage website. Have students review the StoryMapJS by watching the video, exploring the map, and examining the images along the way. As students are reading through the map, encourage them to complete the activity sheet provided to check for understanding. Afterwards, take up the answers as a class, concluding this activity with a class discussion about what students learned, the impact of the program, and facts they found important.

# Mozambique



- 2. Mozambique video sheet:** Share the [Starting the Conversation video](#) with students along with the Mozambique video question sheet. As students are watching the video, encourage them to record their thoughts and observations and to highlight what they learned by answering the questions provided on the handout. Afterwards, take up the answers as a class, concluding the activity with a class discussion about what students observed, questions that arose, and their overall thoughts about what the video discussed.

## Lesson wrap-up: Incorporating Sustainable Development Goals

If you haven't already done so, allow time for students to explore the content on the [Virtual Voyage](#) Mozambique page of the website. Encourage students to read through the welcome letter, explore the facts provided in the area guide and any other information provided on this page. Next, have students select one UN Sustainable Development Goal they feel is being addressed in Mozambique and to write a personal reflection about the goal they selected, how activities related to it are being implemented, and the impact this is having or may have on the country. Next, using that same goal, have students look into what Canada is doing to address this goal on the homefront or overseas. Have students share their research with the class.

For younger students, as a class, guide a discussion about what the UN Sustainable Development Goals are and which ones could be connected to the work and programs being supported in Mozambique. Students can draw a picture of the work being done in this country to support their chosen goal. Students can use images they find on the [Virtual Voyage website](#) for inspiration.

# Mozambique information sheet

## BACKGROUND



Country location

  
**Population:**  
~31,255,435

  
**Capital:**  
Maputo

  
**Government:**  
presidential republic



**Land area:**  
786,380 km<sup>2</sup>









Flag


**Languages:**  
Portuguese  
(official)

  
**Median age:**  
17 years



## HEALTH

- **Life expectancy:**  
 Female: **64** years     Male: **58** years
- **73%** of the population has access to an improved **water source** (e.g., indoor plumbing, a public tap, a protected well) 
- **42%** of the population have access to improved **sanitation** facilities (e.g., flush toilet, septic tank or pit latrine) 
- **33%** of people are **undernourished**  
▶ **42%** of children have stunted growth because of malnutrition 
- Maternal **mortality** ratio (deaths per 100,000 live births): **289** 

## SOCIETY

- **37%** of the population lives in **urban** areas
- **46%** of the population live below the **poverty** line
- **30%** of the population have access to **electricity** 
- **42%** of seats in **parliament** are held by women

## EDUCATION

- Population above the age of 15 who are **literate**:  
 Female: **50%**  
 Male: **73%**
- Average **span** of education: **10 years**

### School enrollment:

#### Primary

Female: **92%**  
Male: **95%**

#### Secondary

Female: **19%**  
Male: **19%**

### Population with at least some secondary education (25 and older)

Female: **14%**    Male: **20%**

## AGA KHAN FOUNDATION CANADA CONNECTION



- For more than **15 years**, AKFC has **partnered with communities** in some of the poorest areas of Mozambique to fight poverty and improve quality of life in their communities so that women, men, girls, and boys can all reach their full potential.

# Nutrition photo activity

**EXPLORE** the Healthy diets, healthy lives **StoryMapJS** provided on the Virtual Voyage website.

Match the picture to the correct step, then name the step and add additional information about each step.



STEP 3: \_\_\_\_\_

STEP 1: \_\_\_\_\_

STEP 5: \_\_\_\_\_

STEP 4: \_\_\_\_\_

STEP 2: \_\_\_\_\_



# What's different? activity sheet

**KNOWING WHICH FOODS** help us grow and **how to eat a wholesome diet** is **important to keeping us healthy**. In Mozambique, nutrition groups teach parents and children about food choices and how to cook with locally grown ingredients to ensure that everyone can live healthy lives.

Look at these two images of volunteer members of a local nutrition group, preparing a meal. Write the five differences you see between the two pictures. Can you find them all?



Write the differences you spot below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# Healthy diets, healthy lives exploration sheet

**EXPLORE** the Healthy diets, healthy lives StoryMapJS provided on the Virtual Voyage website. As you learn about each of the five steps, record some key information in the space provided below and draw a picture that you feel best represents the information shared in each step.

STEP 1:

STEP 2:

STEP 3:

STEP 4:

STEP 5:

What impact do you feel this program has had on the local community? Why is this important?

# Mozambique video sheet



**TO LEARN MORE** about health in Mozambique, watch the **Starting the Conversation** video about Teresa Joaquim Jorge and her work to help educate adolescents in rural Mozambique. Answer the questions below.

What motivated Teresa to get involved?

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What topics were discussed during Teresa's training?

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Why is this group important to youth like Teresa?

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What impact does this group have on women and girls?

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What happens when girls feel empowered to make informed decisions?

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# Tanzania

## Time:

75 minutes (approximately  
2 class periods)

## Materials:

- Access to the [Virtual Voyage website](#)
- Tanzania information sheet
- My map of Tanzania activity
- Letter template
- Tanzania video sheet
- Impact activity sheet
- Scissors and glue (for My map of Tanzania activity) (not included)
- Map of the world (not included)

## Sustainable Development Goals you can connect this lesson to:



## Connection to the Canadian Geography Framework:

### Concepts of Geographic Thinking

- Patterns and trends
- Interrelationships
- Geographic perspective
- Spatial significance

### Inquiry Process

- Gather and organize
- Interpret and analyse
- Evaluate and draw conclusions

### Geospatial Skills

- Foundational elements
- Spatial representations

## Overview:

In this activity, students will learn about Tanzania and how Aga Khan Foundation Canada (AKFC) has partnered with communities there to reduce poverty and improve the quality of life so that all women, men, girls and boys can reach their full potential. Using the [Virtual Voyage website](#), students will learn about specific initiatives that AKFC supports to improve gender equality and access to quality health care and education.

## Learning objectives:

In this activity, students will:

- Learn about the country of Tanzania and the impact Aga Khan Foundation Canada has had on health care and education in the country.
- Learn about specific challenges some people in Tanzania are faced with, such as women and girls accessing the maternity ward at the only hospital on Ukerewe Island.
- Connect the programs and work being done in Tanzania to the United Nations Sustainable Development Goals.

## Introduction to Tanzania:

Display a map of the world and ask students to locate Tanzania. Ask students to identify where in Africa it is located, the surrounding countries, and other geographic features that are close by (such as lakes, oceans, mountains). Ask students if they know anything about the region or if there are any specific questions students have about the country.

Using the Tanzania information sheet, display the information provided. Alternatively, teachers can choose to photocopy and distribute a copy to students or share an electronic version. Allow time for students to explore the information and make notes in their notebooks about information that stands out to them.

Once students have had time to examine the information, write a chart on the board similar to the one on the following page. Do not share the Canada facts yet. Ask students to fill in the information about Tanzania and to estimate what they think the statistics are in Canada. Take up the answers as a class, sharing the correct statistics for Canada.

# Tanzania



Statistics	Tanzania	Canada
Percentage of population who has access to improved sanitation facilities	72%	99%
Population above the age of 15 who are literate	Male: 83% Female: 73%	Male: 99% Female: 99%
Average span of education	8 years	16 years
Percentage of population who lives in urban areas	35%	82%
Percentage of population who has access to electricity	38%	100%

Once the chart has been completed, have a class discussion about what students learned comparing Tanzania to Canada. Ask students what challenges people living in Tanzania may be faced with and what positive information they see in the statistics provided. What are the big similarities and differences between the two countries? How does the geography of a region influence things like education and healthcare?

To expand on your students' discussion, ask them to consider what these statistics mean and how they feel when they review them. Explain to students that when we review statistics about something we can sometimes make assumptions. It is important to be aware of different perspectives when reviewing statistics, especially statistics about other cultures. Ask students the following questions:

- *If someone is illiterate, does that make them less intelligent?*
- *If someone doesn't have access to electricity, does that mean they can't have a job?*
- *If someone doesn't live in an urban area, does that mean there aren't job opportunities?*

For younger students, review the Tanzania information page as a class and explain what the different statistics mean using simple terms. For example, instead of 71 per cent, you could say, "About 3 out of 4 people." Explain to students what the different statistics in the table above mean, and, after reviewing the statistics for Tanzania, ask students what they think the statistics are for Canada in those same categories. After revealing Canada's statistics, ask students why they think there is a difference between the numbers for Tanzania and Canada and what might cause those differences.



## Exploring Tanzania further: Virtual Voyage activities

Now that students have a better understanding of facts and figures from Tanzania, inform them that they are going to go on a virtual voyage to learn more about the country and the programs offered to address the issues of gender equality, health care and education. Share the [Virtual Voyage link](#) with students to access and explore. Teachers can choose to allow students to explore independently or together as a class. Use the following activities as a way to dive deeper into the content provided.

### For younger grades:

- 1. Write a letter:** Explore the [Virtual Voyage website](#) as a class. Review the statistics provided in the area guide, examine the images on the website, and watch the video provided. Finally, bring attention to the welcome letter provided. Read this together as a class. Afterwards, ask students about what they saw, learned, and if they have any questions. Inform students that they are going to write a letter based on what they just learned. This letter will be a response letter to David Siso, the individual who wrote the welcome letter. Using the letter template provided, have students write a letter to David, highlighting what they learned about Tanzania and sharing some information about Canada. If students have any other questions about Tanzania, encourage them to ask them in their letter. Once students have finished their letters, encourage them to share their letters with another classmate. Alternatively, students can read their letters to their families or put them on display at school for others to read.
- 2. My map of Tanzania activity:** Once you have explored and discussed the content from the website as a class, distribute the My map of Tanzania activity to each student. Inform students that they are going to cut out the pictures provided, study the map handout of Tanzania and find the best location for each picture. Once students have completed this activity, have them share their map with another classmate.

### For older grades:

- 1. Tanzania video:** As a class or individually, [watch the video about Dr. Simiyu](#), the head of the maternity ward at the only hospital on Ukerewe Island in Tanzania. Distribute a copy of the Tanzania video question sheet for students to complete while they are watching the video. Take up the answers as a class.
- 2. Impact activity sheet:** Allow time for students to explore the [Virtual Voyage website](#) independently. Encourage them to read the welcome letter, review the statistics on the area guide, examine the images, watch the video and explore the [StoryMapJS](#) about the Improving Access to Maternal and Newborn Health (IMPACT) program in Mwanza, Tanzania. Next, distribute the Impact activity sheet to students and allow time for students to answer the questions provided as well as write a brief reflection about the IMPACT program. Once students have completed their worksheet, allow time for students to share with a partner or as a class.



## Lesson wrap-up: Incorporating Sustainable Development Goals

Share a list of the UN Sustainable Development Goals with the class and ask students to connect a goal with each of the statistics provided in the area guide. How many goals can be connected? Next, ask students to select one statistic from the area guide and one goal and explain why this is important and the impact it is having or will have on the country. If possible, have students investigate if there is something similar being addressed in Canada connected to this Sustainable Development Goal.

# Tanzania information sheet

## BACKGROUND



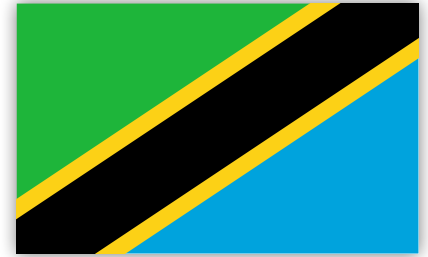
Country location



**Population:**  
~59,734,213



**Government:**  
presidential republic



Flag



**Capital:**  
Dodoma



**Land area:**  
885,800 km<sup>2</sup>

**Languages:**  
Swahili (official),  
English (official)



**Median age:**  
18 years

## HEALTH

### Life expectancy:



Female: **67** years



Male: **64** years

- 72% of the population has access to an improved **water source** (e.g., indoor plumbing, a public tap, a protected well)



- 50% of the population have access to improved **sanitation** facilities (e.g., flush toilet, septic tank or pit latrine)



- Maternal **mortality** ratio (deaths per 100,000 live births): **524**



## EDUCATION



- Population above the age of 15 who are **literate**:



Female: **73%**



Male: **83%**

- Average **span** of education: **8 years**

### School enrollment:

#### Primary

Female: **83%**

Male: **80%**

#### Secondary

Female: **27%**

Male: **26%**

**Population with at least some secondary education (25 and older)**

Female: **12%**

Male: **17%**

## SOCIETY

- 35% of the population lives in **urban** areas
- 26% of the population live below the **poverty** line
- 38% of the population have access to **electricity**
- 37% of seats in **parliament** are held by women
- 64% of the population works in **agriculture**
  - 67% of them are women



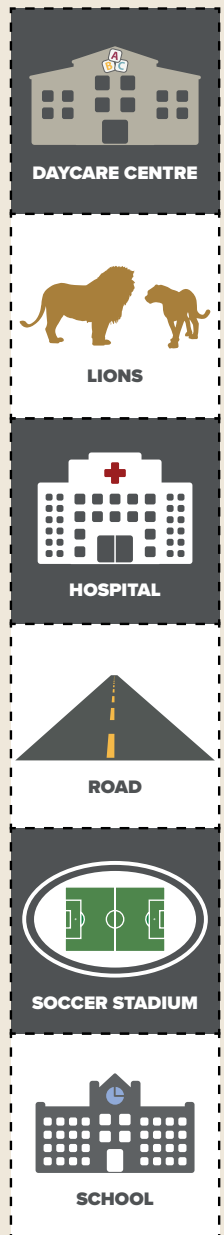
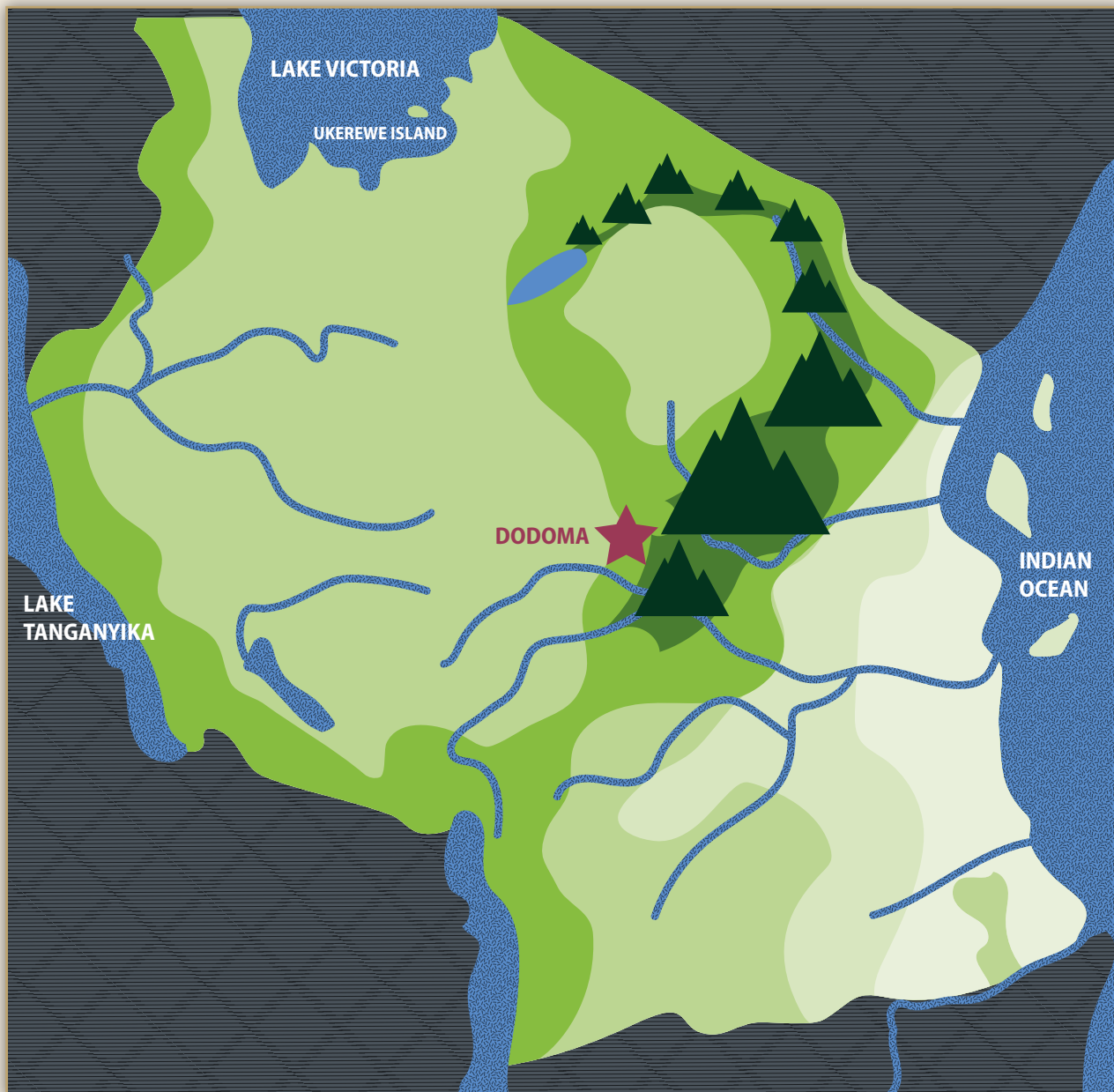
## AGA KHAN FOUNDATION CANADA CONNECTION



- For more than **20 years**, AKFC has **partnered with communities** in some of the poorest areas of Tanzania to fight poverty and improve quality of life in their communities so that women, men, girls, and boys can all reach their full potential.

# My map of Tanzania activity

1. **CUT OUT** the icons on the right-hand column.
2. Study the map of Tanzania and the images on the right-hand side. Where do you think you would find these places, things and animals? Where would be a good place to put a school or a hospital? Where would the lions live? Where should a road go?
3. Glue the pictures onto the map.



LEARN MORE ABOUT THE IMPACT PROGRAM IN TANZANIA IN THIS [VIDEO!](#)

# Tanzania letter template



A large white rectangular area with a thin brown border, serving as the main body for the letter. It contains horizontal brown lines for writing, with a dashed line at the top indicating a fold. The lines are evenly spaced and cover most of the page area.

# Tanzania video sheet



**ON THE TANZANIA Virtual Voyage webpage, watch *The Island Doctor* video about Dr. Simiyu, the head of the maternity ward at the only hospital on Ukerewe Island in Tanzania. Answer the questions below.**

**Why did Dr. Simiyu say that it was challenging being a female doctor?**

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**What are some of the challenges Dr. Simiyu mentions that are happening at the hospital?**

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**How has the Improving Access to Maternal and Newborn Health (IMPACT) program in Mwanza, Tanzania, helped address these challenges?**

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**How does the community benefit from this program? How do you think the women and girls in the community have been affected?**

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**What motivates Dr. Simiyu to continue her work as a doctor at this hospital?**

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# Impact activity sheet



## CONNECT THE NUMBERS

As you explore the [Virtual Voyage](#) Tanzania webpage, identify what the numbers listed below mean. In the last column, identify a UN Sustainable Development Goal which could be connected to this statistic.

Statistic	To what does this statistic refer?	Sustainable Development Goal
8,500		
7,000		
1.075		

Share one or more pieces of information you learn about Tanzania as you explore the [Virtual Voyage](#) website.

Select one of the statistics above and reflect on why you feel this is important and how it connects with the Sustainable Development Goal you chose.

## IMPACT PROGRAM STORYMAPJS

Read through the [StoryMapJS](#) about the Improving Access to Maternal and Newborn Health (IMPACT) program in Mwanza, Tanzania and explore the map, images and pictures provided along the way. Write a short reflection piece on the impact you feel this program has had on the community and why this is important to the country of Tanzania.

# Virtual Voyage Education Package

## Additional resources

- [Aga Khan Foundation Canada](#)
- [Virtual Voyage](#)
- [Aga Khan Development Network](#)
- [Canadian Geographic Education](#)
- [Global Centre for Pluralism - Educating for Pluralism](#)
- [AKF Blended Learning Courses](#)
- [United Nations Sustainable Development Goals](#)
- [The World's Largest Lesson](#)
- [The World Bank Data Indicators](#)
- [UN Human Development Reports and Gender Development Index](#)
- [OECD DEV Social Institutions and Gender Index](#)
- [UN Women Training Centre](#)
- [WHO/UNICEF - Joint Monitoring Programme for Water Supply, Sanitation and Hygiene](#)
- [CIA -The World Factbook](#)
- [SDG Tracker - Our World in Data](#)