MORE READ TO FEED ACTIVITIES: Economics, Art and Music, Sports, Empathy etc. tie in's-pg 2

Read to Feed can be done any time of year.
Meets curriculum standards in Reading, Social Geography, Civics, Economics, Science, Math, Writing, reflective and letter writing, etc. GET IT! For middle and high school.

Read to Feed April to June. Keeps students reading through the end of the year.

Chores for Change or Labors for LOVE-See Heifer-produced curriculum

Living Gift Market
Fair 1: Student-made booths represent each type of animal given by families to Heifer. People visit booths and give donation for animal they are most interested in being given. -Posters, snacks, sales pitches (economics) educating others
Fair 2: Student-made booths about countries where they will be giving animals. People give money to country they want to help. Games. Can have music from that country
Petting zoo with animals Heifer gives to families. Presentation about Heifer's work. Llama, sheep, or goat from local farm so kids can see them, pet them. Presentation about Heifer's work or Read to Feed.

Friendly competition between classes, between schools.

Proceeds from recycling or Cans for Cash

Kiss a Cow (or a goat or a pig) or dress up like a chicken, or other silly, fun stunts. Teacher of top fundraising class
    School notables, like the principal.

Book exchange. Children bring old books and then buy books at 25 or 50 cents that goes with Read to Feed money. Can have presentation or info or resources available for community

Spiral reflective writing, start, middle, end of Read to Feed

Heifer tube for quarters. Everyone can be involved!-Contact Heifer for one!

Create hall bulletin board with information about Read to Feed. Inspire other classes! Graph in hallway to measure progress. Encourages students to bring in money sooner than later, and they are reading like crazy!

Campaign posters about individual animals, Vote.

READ TO FEED DAY in school: p.j's, stuffed animals-read and watch Heifer videos.

Donations to Heifer for birthdays, holidays, graduation, special occasion. Local business can sponsor, Matching gifts.

SPORTS: 5K Run for Read to Feed.
Runners entry fee or family and friends sponsor. Prizes at shop.heifer.org
Anyone can run!
School athletes run and then give presentations about Heifer

MUSIC: Notes for Goats: Hours practiced on music for the spring concert-Money raised and kids got better at playing the songs, better concert. Or a benefit concert by high interest group, boys' ensemble, jazz band.

Iwodin @ gmail.com
ART: Student Art Auction fundraiser

Art for a Cause - Student created and published a book about Heifer Read to Feed. And people bought it, and the original artwork.

ECONOMICS:
Community meals to raise money and educate community
Food for Families-Make and sell food, work registers, clean tables-ongoing
This group wrote a rap song too!

Host a Heifer Fair Share Meal-guide online at shop.heifer.org
Students plan and sell tickets to a meal that is locally grown and/or culturally representative and give a presentation about Heifer. Extra donations can be accepted.

"Enhance the Chance"
Students develop business models and sell their products at an annual sale. Secure loans, manufacture products based on supply and demand, market the product using posters and commercials, broadcast commercials. ~Forest Park Elementary

Create small businesses: goods and services, creating business, designing a product, advertising products, selling. Roles: designer, marketer, financer, salesperson.

Crafter's Closet-Handmade and knitted and crocheted goods

Students develop home businesses.
Cupcake business, soap making, jewelry making, babysitting

CIVICS AND GEOGRAPHY: Building interest 10-15 minutes a day. To coincide with a curriculum on building empathy-
What are basic human rights?
What should every child expect to have?

DEBATE or Discuss: Are education, water, or voting basic human rights. What about Internet access, access to medical care, a good job? “Niceties vs. Necessities”

EMPATHY CHALLENGES: e.g. Families must boil water, haul water, measure water use

VISUAL LITERACY: PHOTOS-Are these children getting their needs met? How can you tell?

RESEARCH: Causes for poverty in project countries, country resources, animals, animal by-products, Project Profiles. Opportunities for Google Earth or Maps

POSSIBLE EXTRAS: Teachers challenge students. Give $1.00 per participant
Set up Heifer plush animals in library to build interest. Raffle off.
Animal cards sets to every participant-No cost
Heifer pencils-no cost
Student ambassador assists librarian.
Online donation form. Students view website. Make own webpage that links to school’s Huge ending celebration. Total raised revealed on HUGE check. Total books read revealed. Raffle winners announced.

MORE IDEAS: www.heifer.org/whencowsfly  World Ark Magazine  World Ark blog

http://www.heifer.org/what-you-can-do/experience-heifer/all-programs.html
Global Gateway Experience- 1-2 night overnights in MA, AR, and MD
Global challenge- 2-3 night overnights, grades 6 and up
Howell Nature Center, Howell, Michigan. Heifer Global Village
Heifer Project Reflection (Digital)

Write a paragraph reflecting on the beginning of this project. The following questions can guide your response.
What do you really like about this project?
What is the biggest challenge on this project?
What do you want to learn from this project?

Date:

Part way through this project, how do you feel you are doing? Successes, challenges, goals.
What new feelings or questions do you have about the project now?

Date:

How do you feel about the money raised?
What was picking the animals like?
What do you think about helping the poor around the world?

Date:
Reflective thinking

Reflection is:
- a form of personal response to experiences, situations, events or new information.
- a 'processing' phase where thinking and learning take place.

There is neither a right nor a wrong way of reflective thinking, there are just questions to explore.

Figure 1 shows that the reflective thinking process starts with you. Before you can begin to assess the words and ideas of others, you need to pause and identify and examine your own thoughts.
Doing this involves revisiting your prior experience and knowledge of the topic you are exploring. It also involves considering how and why you think the way you do. The examination of your beliefs, attitudes and assumptions forms the foundation of your understanding.

Reflective thinking demands that you recognize that you bring valuable knowledge to every experience. It helps you therefore to recognize and clarify the important connections between what you already know and what you are learning. It is a way of helping you to become an active, aware and critical learner.

What is reflective writing?

Reflective writing is:
- your response to experiences, opinions, events or new information
- your response to thoughts and feelings
- a way of thinking to explore your learning
- an opportunity to gain self-knowledge
- a way to achieve clarity and better understanding of what you are learning
- a chance to develop and reinforce writing skills
- a way of making meaning out of what you study

Reflective writing is not:
- just conveying information, instruction or argument
- pure description, though there may be descriptive elements
- straightforward decision or judgement (e.g. about whether something is right or wrong, good or bad)
- simple problem-solving
- a summary of course notes
- a standard university essay