

Dear Educator,

This week, **Operation Change** takes you and your students on a humanitarian adventure to Colombia, where former President Bill Clinton helps the team provide hearing aids for some of the millions of Colombians who have been displaced by decades of violence in their country. The team then travels to a dangerous slum on the outskirts of Bogotá to help the displaced people who live there build a community center with recycled plastic bottles.

Your students can view this episode for free at OperationChange.com, where they can also sign up for an Operation Change Passport and earn points for exploring and sharing the rich digital content on the site.

We have provided a student activity sheet to help you make this episode of **Operation Change** part of your class plans. Have students complete the "Fact Check" quiz on the activity sheet to learn more about Colombia. Then use the discussion questions to examine some of the issues brought to life in this episode, and to brainstorm with students how they can help address similar issues in their own community.

Operation Change offers you a unique opportunity to add a service learning dimension to your social studies curriculum. We encourage you to share this opportunity with other social studies teachers at your school, and we look forward to receiving your comments on this learning program through our feedback form at ymiclassroom.com/operationchange.

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



OPERATIONCHANGE

TARGET AUDIENCE

This program is designed to supplement the social studies curriculum for students in grades 9-12.

PROGRAM COMPONENTS

- This one-page teacher's guide.
- A reproducible student activity sheet for the Colombia episode of **Operation Change**.
- YMI microsite at ymiclassroom.com/operationchange, for additional resources and to send feedback on this program.

TOUR THE OPERATIONCHANGE.COM WEBSITE

Begin your **Operation Change** humanitarian adventure by introducing students to the OperationChange.com website:

1. Click the green "Get Started" button on the homepage to show students how to sign up for an Operation Change Passport, so they can earn points for exploring and sharing content on the site. As you tour the site, have students notice how points are awarded for watching videos, viewing photo galleries, and clicking links to learn more. Also show students the "Top Explorers" leaderboard on the homepage, and explain that they can climb the ranks to become a Top Explorer every time they visit the site. (You may want to create your own in-class leaderboard to encourage student exploration of the site and reward top explorers.)
2. Click "About Us" for a video that explains the **Operation Change** mission and profiles of the **Operation Change** team members.
3. Click "The Series" to give students a preview of the places they will visit with the **Operation Change** team over the coming weeks.
4. Click one of the buttons under the description of the Colombia episode to launch the "Story Mode" content panels. Pause the video to show students how they can click the Story Mode tabs for background on the history and geography of this region (globe tab), information about the people and organizations featured in the episode (people tab), videos that provide an in-depth or behind-the-scenes look at topics presented in the episode (play-button tab), **Operation Change** team member blogs about their experience in Colombia (dialogue tab), and multimedia content on Colombian culture (masks tab).

5. Explain to students that additional Story Mode content will appear alongside the video player on this page as they watch the episode, providing them with background facts and commentary.
6. Click "Causes" to show students a roster of some of the non-profit organizations that **Operation Change** has worked with in countries across the globe. Students can click the "Learn More" link to view multimedia content on the work of each organization, or use the "Click Here" link to visit the organization's website.
7. Complete your tour of the website by clicking "Exclusive Videos" to show students a quick way to browse the Story Mode videos for different featured episodes.

HOW TO USE THIS PROGRAM

1. Distribute photocopies of the student activity sheet to your class. Point out that the URL for viewing the Colombia episode of **Operation Change** is provided at the top of the sheet. Then review the activity to help prepare students for this learning experience.
2. Students will complete Part 1, "Fact Check," at home after they have watched the episode and explored the Story Mode content. Review the answers to this quiz in class the next day, and provide time for students to challenge one another with the Fact Check questions they have developed on their own.
3. Part 2, "Mission Assessment," guides students through some of the issues presented in the episode. These discussion questions are designed to prompt critical thinking by encouraging students to consider the broader implications of specific incidents within the episode. Encourage students to expand the discussion by citing additional incidents as well as facts they have gathered from the Story Mode content. Also provide time for students to pose their own questions for discussion.
4. Students will complete Part 3, "Change Your Perspective," by working in small groups to brainstorm ways they can build on what they have learned from **Operation Change** to empower people in their own community and help them overcome challenges in their lives. Encourage students to start with ideas for taking action in small ways that can be multiplied by working together. Remind them of the **Operation Change** slogan, "Alone we can't do much, together we can change the world." Have students share their group's ideas in a class discussion.



OPERATIONCHANGE



OPERATION CHANGE MISSION TO COLOMBIA

PART 1: FACT CHECK

Review the answers to the Fact Check quiz, asking students to

cite where in the episode or the Story Mode content they found each fact.

- 1-c Bogotá was founded by Spanish conquistadors in **1538**. (This fact can be found in the “La Candelaria” article under the Location tab in the Story Mode content.)
- 2-a FARC (Fuerzas Armadas Revolucionarias de Colombia) is a **guerrilla army** that has waged war against the national government since the 1960s and now controls drug traffic in the country. (Chan Shigematsu provides this fact during the episode at 15:30-40.)
- 3-b **Guanabana**, a tropical fruit, is not an ingredient in *ajiaco* soup, which does require *chugya* (red potatoes) and *guascas*, a local spice. (This fact can be found in the Learn More section of the “Ajiaco Soup Recipe” article under the Culture tab in the Story Mode content.)
- 4-c *Capoeira* is a popular Colombia dance style based on **fighting**. (This fact can be found in the “Capoeira” video under the Video tab in the Story Mode content.)
- 5-a It is estimated that, by 2015, **1.1 billion** people around the world will be affected by hearing loss. (This fact appears in the Story Mode content that displays alongside the episode at 4:24.)

PART 2: MISSION ASSESSMENT

Use these talking points to

guide your students’ discussion of the Colombia episode. Allow time for students to share their own discussion questions.

1. In assessing the impact of the Cazuca community center, students may recall the “structures create structure” theme from past episodes of **Operation Change** — that is, physical structures, like the community center, help create social structures, like the support networks that begin to form when the center provides the displaced people of Cazuca with a place where they can find friendship, help, and opportunity. These networks are the “social fabric” that Niousha Roshani speaks about during the episode, the connections that transform “a collection of people” into a community.

At Cazuca, however, perhaps more than the structure itself, it is the experience of building this structure that transforms what starts as “a collection of people” into a real community. Have students describe the building process, focusing on the many small tasks required to create each recycled plastic bottle brick and the many different people who play a part in this process. From this perspective, real bricks might have been a less beneficial building material, since no one in Cazuca would have been involved in making them. If appropriate, ask students for examples of similar community-building experiences they may have participated in — neighborhood clean-up days, local food drives, annual parades, etc. How does the experience of each person playing a small part enhance the meaning and value of what many people can accomplish together?

2. In the Story Mode videos “Capoeira,” “Community Center Update,” and “Making the Band,” students will learn that dance and music both have a psychological effect on the children of Cazuca, helping them develop feelings of trust toward one another and reestablish a positive rhythm in their everyday lives. Some students may find it hard to imagine how the constant threat of violence has isolated the young people of Cazuca, forcing them to live in fear and apprehension. Dance and music help dissolve these negative feelings, creating aesthetic relationships — the synchronized movements of a dance, the interwoven rhythms or melodies of a song — that provide a foundation for personal relationships and a shared sense of accomplishment. Children also learn important life skills, such as following directions, persisting at a task, cooperating with others, and demonstrating one’s abilities in public. But like the process of building the community center one recycled plastic bottle brick at a time, it is the experience of working together to combine each person’s separate efforts into a dance or piece of music that makes these activities transformative.
3. Use this question to help students recognize that conditions in Cazuca parallel the social damage caused by drugs in our own communities. Gangs operate here in much the same way that they operate in Cazuca, pulling young people into a life of violence and retribution, creating a climate of fear that erodes trust, displacing families by forcing them into isolation, with doors locked and little hope for the future. Have students discuss how the community action projects and programs they have seen in Cazuca — building a community center together, bringing children and teens together through music and dance — could be transplanted to neighborhoods in the United States. Students might also research whether such projects and programs are already underway in your area, and how they can help them succeed.

PART 3: CHANGE YOUR PERSPECTIVE

Have students work in small groups to brainstorm ways they can build on what they have learned to launch a humanitarian adventure in their own community. To get started, students might research local organizations that help people overcome challenges like those they saw in the Maasai community. Or they might build on Bill Austin’s idea and brainstorm ways they can incite change by simply reaching out to create mutually caring relationships. Have students share the results of their brainstorming in a class discussion.



OPERATION CHANGE MISSION TO COLOMBIA

JOIN THE MISSION AT OPERATIONCHANGE.COM/EPISODE/COLOMBIA

The **Operation Change** team visits Bogotá, Colombia, where former President Bill Clinton and Academy Award-winning actress Marlee Matlin help them provide hearing aids to some of the millions of Colombians who have been displaced by decades of violence in their country. The team then travels to Cazuca, a dangerous slum on the outskirts of Bogotá, where they partner with Niousha Roshani, founder of the Nukanti Foundation for Children, to help build a community center with recycled bottles. In the process, they see how the displaced people of Cazuca are creating a place for themselves by working together as a community.

PART 1: FACT CHECK

As you watch this episode of **Operation Change**, keep an eye on the Story Mode content that displays alongside the video player. Then, after watching the episode, explore the Story Mode content in depth. Use what you learn to answer these questions about the region and its people.

- Bogotá, the capital of Colombia, was founded by Spanish conquistadors in _____.
a. 1629 b. 1584 c. 1538
- What is FARC?
a. a guerrilla army b. a disease
c. a government agency
- Which of the following is NOT an ingredient in traditional Colombian *ajiaco* soup?
a. *chugya* b. *guanabana* c. *guascas*
- Copoeira is a dance style based on _____.
a. tango b. marching c. fighting
- It is estimated that, by 2015, ____ people around the world will be affected by hearing loss.
a. 1.1 billion b. 500 million c. 57.5 million

Now come up with your own question to test your classmates' knowledge of Colombia.

PART 2: MISSION ASSESSMENT

Use these discussion questions to reflect on what happens during the **Operation Change** mission to Colombia. Add a question of your own in the space provided.

- Near the beginning of the episode, Bill Austin says that Cazuca is "not a real community," just "a collection of people" from different parts of Colombia. By the end, however, Tani Austin says that Cazuca is no longer "a displaced community" because there are "people here...that can build an infrastructure." How did the community center project spark this change? Would the project's impact have been the same if the center were built with bricks instead of recycled plastic bottles?
- Dance and music also play a part in helping the people of Cazuca form a community. Watch the Story Mode videos "Capoeira," "Community Center Update," and "Making the Band" to see how dance and music bring the children of Cazuca together. What are they learning as they practice dance moves and create new rhythms? How is making a dance or making music together similar to working together to build the Cazuca community center?
- The hardships we see in Cazuca can be traced to the international drug trade. As Niousha Roshani says, "Every single time somebody sniffs cocaine, they displace a family and feed the violence in these mountains." Do drugs have a similar effect on families and communities in our country, at the other end of the supply chain? What lessons could we take from Cazuca to begin repairing the social damage that drugs have caused in the United States?

Your question:

PART 3: CHANGE YOUR PERSPECTIVE

You've seen how the **Operation Change** team helped the displaced people of Cazuca come together as a community. Now take a look at your own community. Are there displaced people living near you? People who feel uncared for, excluded, alone? How could you help them find a place in your community? What local organizations you might work with? Talk with your classmates about ways you can make a difference. Use this space to brainstorm your own ideas.
