



Section III

Exploring Global Issues

What is life like for children living in communities around the world?

What would your life be like if you did not have clean water to drink, or the chance to go to school?

How do children affected by difficult circumstances, such as disease and conflict, manage to live healthy and satisfying lives?

In the following section, you and your students will explore the answers to these questions and learn how the basic rights of young people around the world can be protected. The themes and activities are designed with specific grade levels in mind:

- **Grades 2–3: Communities**
- **Grades 4–6: Water and Education**
- **Grades 7–8: Children and HIV & AIDS and Peace and Conflict**

The activities are accompanied by three videos included on the GEAR DVD: *Communities: Around the World*, *Around the Corner*, *Safe Water for All*; and *Circle of Friends*.

While activities are recommended for specific grades, teachers may adapt lessons from other sections for their classes. Activities can stand alone, or be completed as part of a larger unit.

All activities are linked to *Curriculum Outcomes* (Appendices A to C) and *Calendar of International Dates* (Appendix D) that can be used to plan your lessons throughout the school year.

Communities Grades 2–3

Stone Soup

Students will

- describe ways individuals can contribute to the common good of a community
- generate predictions
- express their thoughts through group participation in drama and/or creating a poster

Related International Dates

- World Food Day (October 16); World Storytelling Day (March 19); National Citizenship Week (3rd week of October)

Background

There are many variations on the folktale *Stone Soup*.¹ In one version, the main protagonists are three hungry soldiers returning from war. In another, it is a lone stranger. At first the villagers hide all their food, but the visitors coax one stingy villager after another into donating ingredients to a pot of stones. Eventually, the pot brims over with a rich and hearty soup to be shared by all. This folktale teaches that by sharing what little we have, we can produce plenty for everyone. In healthy communities we look out for one another.

Preparation

- Locate a *Stone Soup* picture book or online story, or use the version provided (page 44).
- Optional: Collect objects from the story such as a large pot, a few medium-to large-sized stones, a ladle, water, etc.

Instructions

1. Students sit in a circle on the floor so they can all see the teacher or leader. Place the pot, ladle, stones and a jug of water in the centre of the circle. Arouse curiosity by asking the students to predict what a story with these items could be about.

2. Read the *Stone Soup* story. Pause at various places and ask students to predict the next plot detail.

Discussion

- Did you like this story? Why or why not?
- Why did the main character(s) use stones to make the soup? Was it the stones that made the soup taste good?
- What happened to the villagers while the soup was being made? What changed about them?
- What is the main message or lesson of the story?
- What happens when people in a community don't share what they have with others? Why is it important that they do?

Follow-up Activities

- If you have access to a kitchen, make a large pot of soup with the class. Assign one ingredient for each student to bring in. Give the soup recipe a special name. Eat the soup together, or invite another class to join you for a “village feast”.
- Use coloured construction paper to make a cutout of a soup pot. On paper stones, each student writes one word describing a non-food “ingredient” that makes the *Stone Soup* recipe a success (i.e. sharing, trust, helping, working together, friends, etc.). Glue each stone onto the soup pot and display.
- Divide students into groups to create a dramatic tableau of a scene from the story. Present the tableaux in chronological order with a narrator reading the text out loud.
- Discuss the importance of good nutrition. Grow vegetables, such as carrots and beans.

¹ One delightful Canadian version is *Bone Button Borscht* by Aubrey Davis (Kids Can Press, 1995). Online versions are at: <http://www.dltk-teach.com/fables/stonesoup/mtale.htm> and <http://www.storybin.com/sponsor/sponsor116.shtml>

Reproducible Master

Communities
Grades 2-3

Stone Soup

Three soldiers trudged down a road in a strange country. They were on their way home from the wars. Besides being tired, they were hungry. In fact, they had eaten nothing for two days.

“How I would like a good dinner tonight,” said the first. “And a bed to sleep in,” added the second. “But that is impossible,” said the third.

On they marched until ahead of them they saw the lights of a village. “Maybe we’ll find a bite to eat and a bed to sleep in,” they thought.

Now the peasants of the place feared strangers. When they heard that three soldiers were coming down the road, they talked among themselves. “Here come three soldiers,” they said. “Soldiers are always hungry. But we have so little for ourselves.” And they hurried to hide their food. They hid the barley in haylofts, carrots under quilts, and buckets of milk down the wells. They hid all they had to eat. Then they waited.

The soldiers stopped at the first house. “Good evening to you,” they said. “Could you spare a bit of food for three hungry soldiers?” “We have no food for ourselves,” the residents lied. “It has been a poor harvest.”

The soldiers went to the next house. “Could you spare a bit of food?” they asked. “And do you have a corner where we could sleep for the night?” “Oh, no,” the man said. “We gave all we could spare to the soldiers who came before you.” “And our beds are full,” lied the woman.

At each house, the response was the same. No one had food or a place for the soldiers to stay. The peasants had very good reasons, like feeding the sick and children. The villagers stood in the street and sighed. They looked as hungry as they could.

The soldiers talked together. The first soldier called out, “Good people! We are three hungry soldiers in a strange land. We have asked you for food and you have no food. Well, we will have to make stone soup.” The peasants stared.

The soldiers asked for a big iron pot, water to fill it, and a fire to heat it. “And now, if you please, three round, smooth stones.” The soldiers dropped the stones into the pot.

“Any soup needs salt and pepper,” the first soldier said, so children ran to fetch salt and pepper.

“Stones make good soup, but carrots would make it so much better,” the second soldier added. One woman said, “Why, I think I have a carrot or two!” She ran to get the carrots.

“A good stone soup should have some cabbage, but no use asking for what we don’t have!” said the third soldier. Another woman said, “I think I can probably find some cabbage,” and off she scurried.

“If only we had a bit of beef and some potatoes, this soup would be fit for a rich man’s table.” The peasants thought it over, and ran to fetch what they had hidden in their cellars. A rich man’s soup, and all from a few stones! It seemed like magic!

The soldiers said, “If only we had a bit of barley and some milk, this soup would be fit for a king!” And so the peasants managed to retrieve some barley and milk.

“The soup is ready,” said the cooks, “and all will taste it, but first we need to set the tables.” Tables and torches were set up in the square, and all sat down to eat. Some of the peasants said, “Such a great soup would be better with bread and cider.” So they brought forth the last two items and the banquet was enjoyed by all. Never had there been such a feast. Never had the peasants tasted such delicious soup, and all made from stones! They ate and drank and danced well into the night.

The soldiers asked again if there was a loft where they might sleep for the night. “Oh, no!” said the town folk. “You wise men must have the best beds in the village!” So one soldier spent the night in the priest’s house, one in the baker’s house, and one in the mayor’s house.

In the morning, the villagers gathered to say goodbye. “Many thanks to you,” the people said, “for we shall never go hungry now that you have taught us how to make soup from stones!”

Source: *The Story Bin*. <http://www.storybin.com/sponsor/sponsor116.shtml>

Communities Grades 2–3

Ideal Communities Cubes

Students will

- understand some of the things that make communities better places for all people
- express their thoughts by creating artistic representations
- express and exchange ideas and reflect on contributions of others

Related International Dates

- UN World Habitat Day (1st Monday in October); Canadian Multiculturalism Day (June 27)

Preparation

- Photocopy a set of Cube Patterns (page 46), one for each group of six students. Enlarge as needed.
- Provide blank drawing paper and drawing materials.

Instructions

1. Remind students about the communities they set up in the *Journey to a New Planet* activity (page 27). Did everyone in the group or class want the same things in their ideal, or perfect, community?
2. Ask students to form groups of six. In their groups, brainstorm things that make their neighbourhood or community a great place to live. Discuss what things they would like to have to make it even better. Collect and share each group's ideas on the blackboard or chart paper.
3. Tell students they are going to make an “ideal community” cube. Give each group a cube pattern (page 46) to cut out and assemble (cube size can be modified to match available paper sizes; cubes can also be pre-made).
4. Distribute blank papers which students will cut to match the size of one cube side without the tabs. Using available art materials each student creates a panel for their group cube. Instruct them to illustrate their panel with the things they would personally like to have in their ideal community. As each student completes a panel it is pasted on one side of the cube. Students can sign their names on their artwork. *Option: Use magazines to cut out pictures and words that can be pasted on each cube panel.*
5. Display all the cubes in the class. Ask students to examine them and note the differences in individual interpretations, both within each cube and between groups. Explain that this diversity makes our communities even richer places to live in.

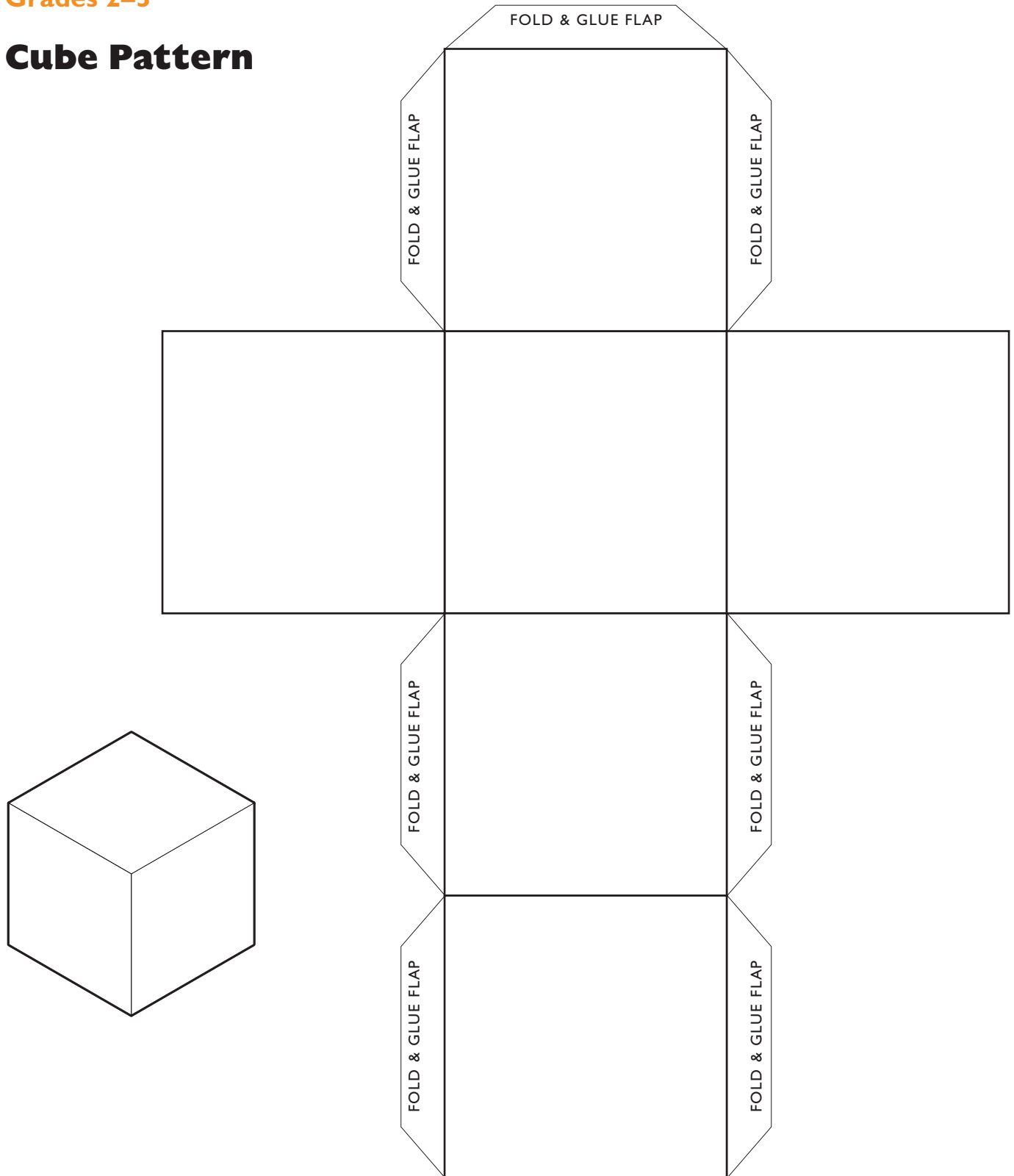
Follow-up Activity

- Do additional activities from the *Communities: Around the World, Around the Corner* resource. Download the study guide at WorldVison.ca/resources. The video is provided on the GEAR DVD.

Reproducible Master

Communities
Grades 2-3

Cube Pattern



Communities Grades 2–3

Two Stories: The Gifting Goat and Pigs and Pineapples

Students will

- identify cultural and lifestyle similarities and differences in the ways communities around the world meet their needs
- explain how individuals and groups contribute to the well-being of others
- understand how personal roles, rights and responsibilities affect community well-being
- generate, exchange and reflect on ideas

Related International Dates

- UN International Day for the Eradication of Poverty (October 17); UN International Day of Families (May 15)

3. Hand out copies of *The Gifting Goat* to students. Ask them to read the story alone, in pairs, or out loud with you. If the story is read aloud, pause at unfamiliar vocabulary and allow students to ask questions. Pass around the photos that accompany the story.

Discussion

- How did the story and photos compare to your predictions? Did anything surprise you?
- What kinds of gifts do you get? Would you enjoy receiving a goat as a gift?
- Why did Paritosh's family receive a goat?
- How did the goat make life easier for Paritosh and his family?
- How will the goat help other people in Paritosh's community? What other types of animals would be useful?
- Why is the story called *The Gifting Goat*?
- In what ways is *The Gifting Goat* like the *Stone Soup* story?

Follow-up Activity

- To release some energy at the end of this lesson, play the *Farmyard* game in the *Team Builders and Energizers* section (page 12).

The Gifting Goat

Preparation

- Photocopy a class set of *The Gifting Goat* story (page 49) and copy the accompanying photos (page 50).
- Provide a world map or globe.
- Gather objects that represent items from the story (a toy goat, school supplies, food, a miniature village, etc.).

Instructions

1. Ask students to locate Canada and India using the world map or globe. Encourage them to share anything they know about India.
2. Inform students they will be reading a story about a boy named Paritosh from a village in India. Tell them the title, show items from the story and ask them to predict what the story is about. Accept responses without comment.

Communities Grades 2–3

Pigs and Pineapples

Preparation

- Photocopy a class set of *Pigs and Pineapples* (page 51) and copy the accompanying photos (page 52).
- Provide a world map or globe.
- Gather items from the stories (toy pig, school supplies, pineapple, ear of corn, ginger root, toy motorbike, etc.).

Instructions

1. Using a map or globe of the world, ask students to locate Canada, the continent of Asia, and the country of Laos. Emphasize the distance between Laos and Canada.
2. Explain that you will be reading a story about a boy called Hhamphouy who lives in a village in Laos. (If the class has done the *Stone Soup* activity, ask what they remember about the village in that story.) Tell them the title, show items from the story and ask them to predict what the story is about. Accept all responses without comment.
3. Hand out copies of *Pigs and Pineapples* to the students. Ask them to read the story alone, in pairs, or out loud with you. If the story is read aloud, pause at unfamiliar vocabulary and allow students to ask questions. Pass around the photos that accompany the story.

Discussion

- Who is Hhamphouy? Describe what he does during a day. How is your life the same or different?
- Did anything about Hhamphouy's life surprise you?
- In what ways did having pigs make Hhamphouy's life easier?
- What other things have made life easier for Hhamphouy and his family?
- What parts of this story remind you of *Stone Soup*?

Connecting to Rights and Responsibilities

Refer back to the activities on children's rights (pages 38–41) and your classroom *Charter of Rights and Responsibilities*. Discuss which rights are being protected for Paritosh and Hhamphouy, and any that are not. Make and illustrate a *Two Sides of the Same Coin* graphic for Paritosh and/or Hhamphouy (page 39).

Follow-up Activities for The Gifting Goat and Pigs and Pineapples

- Conduct an interview with Paritosh or Hhamphouy. Compose five questions you would like to ask. Write the questions and the responses you think he would give. With a partner, present the interview as a TV talk show.
- Make a Venn diagram illustrating what is the same or different between your life and Paritosh's or Hhamphouy's.
- Name Paritosh's goat or Hhamphouy's pig. Create a "Wanted" poster for it.
- Make a list of the things Hhamphouy does from the time he gets up to the time he goes to bed. Include the time of day and the activity. Make a similar list for yourself and compare the two.
- Imagine Paritosh's or Hhamphouy's life in one year, five years, 10 years? Draw a comic strip about his life in the future.
- Design a book cover for *Pigs and Pineapples* or *The Gifting Goat* and write the story from the point of view of another family member.
- Pretend you are a child in a family that receives a kid (baby goat) from Paritosh's family. Write a thank you letter to Paritosh explaining how you feel about the gift and how it will help your family.
- Make a shoebox diorama of a scene from either story. *A diorama is a 3-D scene that includes models of people, animals and other things in the story.* Include a written description of the scene.
- Do some research on India or Laos. Pretend you are going on a journey to meet Hhamphouy or Paritosh. What will you need to take with you? How will you get there? What will you do when you meet them? Dramatize the journey and the meeting or write diary entries for your trip.

Reproducible Master

Communities
Grades 2–3**The Gifting Goat**

Paritosh lives in Sobail village in India. Here is his story.

*Namaskar!*¹ Hello! My name is Paritosh and I am 10 years old. I live in Sobail village in the Indian state of West Bengal, on the border of a country called Bangladesh.

I like my village, but it is very poor. I live with my parents and my little sister. We live in a simple hut with broken fences and broken mud walls. My parents don't earn very much money, not enough to fix the broken walls. My father says that buying food for the family and sending my sister and me to school are more important than fixing a wall right now. But I know it's hard for my parents. Sometimes I notice that they don't eat just so there will be enough money to pay our school fees. That makes me sad.

Our village is so poor and there are so few jobs here that some of my friends' fathers have gone to bigger towns and cities looking for work. I'm glad my father hasn't had to leave. He has been able to stay with us because our family is doing better now, thanks to some help from World Vision.

I am a member of a children's club in my village. This is a very important club. Sometimes the adults in our village have meetings, and they ask the children in the club about things that concern us, such as going to school. Because I am a member of the children's club, my family was selected to receive a gift from the development workers.

Can you guess what we were given? A goat! That's right—a goat! My sister and I were so happy. From the moment we received our goat, we took good care of her. She soon became pregnant and, after a few months, gave birth to a little kid, right behind the mud walls of our home. I remember every moment of its birth as if it was yesterday. I don't have a name for my little black-coloured kid, but I know he understands me. I love communicating with animals.

Over the next few years our goat will have more babies and, when they get bigger, my father will sell them. The money he makes from selling goats will help pay for our

food and pay for me to go to high school. This will make life much easier for all of us.

I am looking forward to going to high school. Not many people in my village have gone to high school, but my parents and I know how important it is for me to get an education. Then I'll be able to get a good job and help support my family.

I almost forgot to tell you something important. In order for my family to receive our goat, we had to promise to give her first-born female kid to another family who doesn't have a goat and who needs some help, just like my family needed help before we got our goat. My mother said, "This is a noble idea, a great help to other families in the village." My mother is very kind. I know she is more than happy to share what she has with another family. So am I. That's one of the reasons I'm glad we received a goat as a gift. Now we can help other people in our village

¹ *Namaskar* means "hello" in Bengali.

Reproducible Master

The Gifting Goat Photos



Paritosh and his sister play with their little kid.



Paritosh walking with his family.

Reproducible Master

Communities
Grades 2–3**Pigs and Pineapples**

*Hhamphouy*¹ lives in Sieng Si Village in a country called Laos. Here is his story.

*Sabai-dee!*² Hello! My name is Hhamphouy. I am 10 years old. I live in Sieng Si Village in Laos in a village surrounded by beautiful mountains. I live with my mom, dad, brothers and sister. I have one older brother, Phout, who is 12. My younger brother, Phai, is six. My sister, Phou, is the youngest. She is four years old. We all live together in a concrete house with a tin roof. There are two bedrooms. My parents sleep in one room and I sleep with my siblings in another room.

For many years, we did not have any animals or many things to grow in our field. My parents didn't have much work to do and couldn't earn any money. Life was very hard. Since then, our life has improved a lot. World Vision gave us pigs, chicken, fish and pineapple seeds. In the beginning of the project, we received two pigs. Soon, we had 10 pigs! My parents sold five of our pigs to buy a motorbike so we could take our crops to the market more easily.

Life is easier now that we also have a new water supply system. I used to walk 20 minutes to get to the mountain spring, but now I just walk a few metres from my house to the water tap to get water for our family. Soon, our fish will be big enough for my parents to sell. Next year, if we need school supplies, my parents will have the money to buy what my brother and I need to keep going to school.

Right now I am in the second grade and my favourite subject is mathematics. Phout is also in second grade. We hope to be the first in our family to complete primary school. I want to finish primary school and continue to high school. If I complete high school, one day I can find a good job. I want to be a policeman so I can protect people and help our country.

Every morning I wake up at 4 a.m. After I get dressed I make a fire so my mom can steam rice. I also fetch water from the water tap. Then I wash dishes and help clean the

house. Once the house is clean, I walk a few minutes down the mountain to feed our pigs, chicken and fish. Then I go back to the house, wash my face and get ready for school.

My parents are both farmers, so they go to the field everyday. They grow pineapples, corn, ginger and rice. When my older brother Phout and I go to school, my parents take my younger siblings to the field with them.

When school finishes at 4 p.m., I go to our family's field to work. Our field is on a hillside close to my house. I bring water to my parents and join my siblings to help clear weeds from the land. Today, my parents are growing lots of pineapples on the hill. I work for about two hours before my family goes home for dinner. On my way back to the house, I feed the pigs and fish again. After dinner, I do my homework then go play with my friends or watch TV. I go to bed around 8 p.m. everyday.

On weekends, I go to the field with my family for the whole day. Usually we leave the house around 7 a.m. and come home at 5:30 p.m., so I don't have much free time. When I do, I like to play football with my friends.

These days my parents have a lot of things to do to help them earn money so they can buy the things my family needs, especially food and clothes. Even though I am very busy and tired at the end of each day, I know that life is better than it was before.

¹ Hhamphouy is pronounced "Ham-po-ee". Pronunciation of other names: Phout = Pote. Phai = Pie. Phou = Po.

² Sabai-dee means "hello" in Laos. The "ai" in sabai-dee sounds like the "i" in like.

Reproducible Master

Pigs and Pineapples Photos



Hhamphouy feeds the pigs.



Hhamphouy and his family standing in the pineapple field.

Communities Grades 2–3

DVD Activity: Comparing Communities Around the World

Students will

- identify cultural and lifestyle similarities and differences among communities around the world, including their own community
- describe how communities around the world meet their needs

Related International Dates

- International Development Week (1st week of February); UN International Day of Families (May 15)

Preparation

- Preview the video *Communities: Around the World, Around the Corner*, included on the DVD in the GEAR resource.
- Read *Profiles: The Children and Their Communities* (page 56) about children in Tanzania, Nicaragua and India.
- Provide a world map or globe, and DVD viewing equipment.
- Prepare a copy of the *Comparing Communities Chart* (page 55) on a large piece of chart paper or the board.

Instructions

1. Before showing the video to the class, introduce students to the children they will meet in the video. See *Profiles: The Children and Their Communities* (page 56). Help students with any new vocabulary such as: nomads, Maasai, slum, poverty, etc., (see italicized words). Locate Tanzania, Mount Kilimanjaro, Nicaragua, India and Delhi on a map or globe. Show how far these places are from Canada.
2. Using some or all of the categories in the chart below, have students brainstorm some similarities and differences between the lives of children in the video and their own lives in Canada. Record their ideas on the large class chart. Tell students that the class will revisit the chart after watching the video to see how their predictions matched and to make any needed changes.
3. Show the video (18 minutes).
4. After discussion of the video, revise the class chart where necessary. *Note: There may be variations in the responses to the "Our Class" category based on students' backgrounds. Acknowledge these differences and inform students that not all children in Tanzania, Nicaragua or India live exactly the same way either.*

Discussion

- How are Nairiamu's, Jaime's and Rehka's lives different from what you expected? What things surprised you most about each child?
- In Nairiamu's community, people meet together outside to sing and exchange news. Think of occasions and places where people in your community come together (school assemblies, church, street festivals, etc.). Do you meet outside or inside? What do you do when you get together?
- Jaime's village in Nicaragua is very poor. Compare the ways Jaime's community meets basic needs such as food, shelter and education with how our communities meet their needs.
- Rehka lives with many other people in a large city. In what ways do people in her community help each other (sewing, mending shoes, selling food on the street, driving rickshaws, recycling, etc.)? Generate a list of businesses and services in your community that help families.

Communities Grades 2–3

Simulation Exercise

Nairiamu and Rehka do not attend school. In Jaime’s country, Nicaragua, only five out of every 10 children continue school beyond grade 5. Use the following simulation to help students imagine what this might be like.

1. Instruct two of every 10 students to leave the classroom (or sit apart from the others). These are children who are not in school.
2. Tell the remaining students to imagine they are in grade 5. By this time, three more of every 10 children have dropped out: two to help at home and one because the family could not afford school materials. Ask three more children to leave each group.
3. ”Teach” the remaining students “something important” (read a story or tell a joke).
4. Invite the excluded students back and debrief. How did it feel to miss the lesson? For those who stayed, how did it feel to be the “privileged” few still in class? How is life different for children who do not attend school? Will they have the same opportunities when they are older as those who stayed in school?

Connecting to Rights and Responsibilities

Refer back to the lessons on children’s rights (pages 38–41) and your classroom *Charter of Rights and Responsibilities*. Discuss the rights that are upheld or denied for Nairiamu, Jaime and Rehka. As a class create a Charter of Rights and Responsibilities for one or all of these children and compare it to your own.

Follow-up Activities

- Write a letter and send a drawing of your community to one of the children in the video. In the letter, tell Nairiamu, Jaime or Rehka about your life.
- In small groups, role-play a day in the life of each child featured in the video.
- Create a family coat of arms for your family and for one of the children’s families. Categories can include: My Family, My Home, My Favourite Things to Do, Future Dreams

Reproducible Master

Comparing Communities Chart

	Family	School	Play	Food and Water	Shelter	Health	Chores and Responsibilities
Our Class							
Nairiamu (Tanzania)							
Jaime (Nicaragua)							
Rehka (India)							

Reproducible Master

Communities
Grades 2-3**Profiles: The Children and Their Communities**

Nairiamu (Nare-ee-ah'-moo) Nairiamu is an eight-year-old girl from the *Maasai* tribe. She lives in Tanzania, in eastern Africa, within sight of majestic *Mount Kilimanjaro*. Nairiamu works every day to help her family. She carries water from a river, gathers firewood in the bush, sweeps out the family hut and helps care for her little brothers. Nairiamu would like to go to school, but for now she has to stay home and help her mother.

Traditionally, the Maasai are *nomads*, moving from place to place looking for fresh grass for their cattle to eat. Today, as *grazing* land is harder to find, many Maasai are settling down to live in *permanent* communities. They live in groups of small huts made of sticks and mud. These simple shelters are built in a circle with space in the middle for animals. Huts are used for cooking, sleeping, and protection from wildlife such as snakes and lions. Singing is very important in the Maasai community. Men, women and children often gather together to talk, sing and exchange news.

Jaime (Hi'-mee) Jaime Salinas is a 10-year-old boy who lives in a small mountain village of La Escoba in Nicaragua, Central America. Jaime and his brothers attend a school built by parents in the community with the help of World Vision. Jaime's father, Andres, was loaned money to buy chickens. Now the family has 85 chickens, providing meat and eggs to eat and sell at the local market. The community of La Escoba receives health care at a medical clinic built by World Vision.

Nicaragua is a very poor country that has suffered many years of war. Communities in mountainous regions far away from the capital city, like Jaime's, are among the poorest. Primary and secondary school is free in Nicaragua, and by law all children must attend, but many rural areas lack proper schools, teachers or school supplies. *Poverty* forces children to drop out of school and work to help their families. Only 50 per cent of the children reach grade 5.

Rehka (Ray'-kah) Rehka is an 11-year-old girl living in Delhi, the capital city of India. Her father was a *bricklayer* in the country. However, the family was too poor to buy a house, so the family moved to the city to make a living. The only place they could afford to live was in the Janakpuri *slum*, one of the poorest and most crowded sections of Delhi. Rehka's father began a *recycling* business, picking garbage off the streets. Rehka helps her mother in her job of cleaning houses so the family can have money for food.

India is the seventh-largest country in the world. The population of the city of Delhi alone is close to 15 million, almost half the population of Canada. Delhi has a modern *economy* with high tech companies as well as more traditional craft-based jobs. The downside of the growing economy is overcrowding, poor housing, traffic congestion and pollution. And many people, like Rehka and her family, are still very poor.