

# CLUCK-CLUCK FOR KIDS

*David M. Milotta, Brianna L. Simpson, Kevin R. Swisher,  
Katie E. Voigt*

A project proposal submitted in partial fulfillment of the requirements of LS 350

WHITWORTH COLLEGE

October 2002

## ABSTRACT

### Need

With 80% of its population below the poverty line, Haiti is the poorest country in the Western Hemisphere. Political upheaval has left the country without a stable economy for almost 200 years. Without an economic infrastructure most Haitians must survive on subsistence living. In villages there are no opportunities for employment, the villagers live off what they can grow. Boufar is a small village in Haiti that suffers from malnutrition and starvation because of the lack of employment and poverty. Farming techniques are primitive and soil quality is poor. Dry season starvation is common and malnutrition is a year round problem due to the lack of protein and other vitamins

### Goals

This project seeks to work with Dr. Pierson of Christian Veterinary Association to alleviate the problems of hunger and malnutrition in Boufar by providing financial assistance and education for children on farming techniques. Financial support would be provided in purchasing livestock, implementing techniques for soil enrichment, and school supplies. Money would be raised by doing a chicken sponsorship fundraiser and a fast with the students of Whitworth College.

### Procedures

In order to raise awareness among the student body, presentations will be made in each dorm. In addition the members of the LS350 class will go door to door across the campus. They will discuss the issues of world hunger on a one on one basis with the students and collect money to sponsor the purchase of chickens for Boufar. To raise additional funds and instill on the student body the reality of living without ample food a 5 meal fast will be initiated. Sodexo will donate \$1.75 for each meal a student fasts for. In conjunction with the fast a campout will be held in the upstairs conference rooms in the HUB. The campout will serve to expose students to life in the Haiti village of Boufar. Chickens will be raised and used as advertisements for the project during events on the Whitworth campus. A message containing information on the project will be placed inside of a plastic egg and put in all campus mailboxes. Additional free advertisements will be broadcast over KWRS and Spirit 101.9.

### Criteria for Evaluation

This project will be successful if we raise 3,000 plus dollars, and are able to purchase school supplies. In addition a deeper awareness of world hunger should be displayed in the student body of Whitworth College. Indicators of that would include a greater turn out in future LS 350 events, and more interest in being active on the issue of world hunger.

### Resources

This project will take approximately \$300 to implement and it will take about 6 hours a week per student in LS 350 class. Other resources needed are the use of Whitworth facilities, and rice provided from Sodexo-Marriot for the students participating in the fast. The print shop and the use of local radio stations will be a resource for the advertisement of the project.

## **NEEDS**

*The first and greatest necessity is food,  
which is the condition of life and existence.*

- Plato

### ***Worldwide Hunger Facts***

At this very moment, and in every corner of the world, there are people suffering from the devastating and deadly effects of starvation. Over eight hundred million (800,000,000) people are living testimonies of 'hell on earth.' Hunger's potency reaches one out of every five people on earth. In every single minute, twenty-four people die from starvation, and eighteen of those twenty-four are children. Between thirteen and eighteen million people will die from hunger in the next year. Before nightfall, approximately thirty-five thousand more will die from starvation and its affects. "More (have) died of hunger in the last two years than those who died in World Wars I and II combine. The number of people who die every two days from hunger is equal to the number of people who were killed instantly at Hiroshima" (The Minnesota Hunger Project). World hunger is a growing epidemic that is reaching all people, everywhere.

Although "hunger affects one out of five persons around the globe, the world produces enough food to feed everyone" (City care). There are food surpluses around the world that sit unused and go to waste because of political battles and poverty. "Twenty percent of the world's people consume eighty percent of the earth's resources. The wealthiest one-fifth of the world's people control about eighty-five percent of the global income. The poorest one-fifth – more than a billion people – receive only about 1.4 percent" (The Minnesota Hunger Project).

## *Causes*

Hunger, especially in third world countries is routinely blamed on a number of different causes including overpopulation, warfare, disease, gender, class and racial discrimination. Other major causes of starvation and malnutrition include: poverty, soil quality, deficient nutrition, and lack of education and literacy.

One third of the population of the developing world lives on less than one dollar a day. (Evangelical Lutheran Church in America) With such little income, how is it expected that families are able to provide for themselves? Without education (high illiteracy rates), it is impossible for impoverished people to buy and produce even the bare necessities. A major problem in the world today is the gap between the rich and the poor, and the extreme poverty seen by starving people in third world countries.

Often the mindset of those who have adequate food supplies is just to brush off world hunger and tell them to grow their own food. However, in many places where starvation is an issue, the water supply is either non-existent or is not clean enough to support growing crops. Also, because of erosion, excessive rainfall, excessive dryness, pack animals, and disease, soil quality is extremely poor. The people have not been taught farming techniques to combat these problems. In current conditions, food simply won't grow in some areas of the world.

Sometimes people consume enough daily calories, but still suffer from the effects of malnutrition. This is because their diets consist of starchy carbohydrates such as rice. A person's body requires other nutrients to stay healthy and prevent disease. Many malnourished people do not consume sufficient amounts of protein or vitamins found in meats and fruits. Without these foods, they will suffer similarly to people who have no food supply.

## *Haiti*

Each of these causes are evident in Haiti. Among the biggest problems in Haiti today is the level of poverty. "Haiti is the poorest country in the Western Hemisphere and one of the poorest countries in the developing world" (The World Bank Group, Haiti: The Challenges of Poverty Reduction). As of January 2001, approximately eighty percent of Haitians live in complete poverty and today ninety percent live in the lower economic class. "Mother Teresa of Calcutta called it (Haiti) the worst slum she had ever seen" (Catholic Star Herald). In fact, the average Haitian makes only about sixty-eight cents per day, creating a country that is unable to stop suffering from mass starvation and malnutrition. Unfortunately there is no end in site. "Far from improving, the poverty situation in Haiti has been deteriorating over the past decade, concomitant with a rate of decline in per capita GNP (Gross National Product) of 5.2 percent a year over the 1985-95 period" (The World Bank Group, Haiti: The Challenges of Poverty Reduction).

Of the nearly seven million people in Haiti, a staggering seventy percent are children. Over three hundred thousand children are in child slavery before the age of three and are subject to physical, sexual, and emotional abuse. (The Foundation for Mercy and Sharing) Sometimes this is referred to as 'restavek.' This is the name given to poor children who are given away to families that are better off in return for the promise that the children will be fed. Many of these children serve as 'slaves' for the families that take them in" (Pierson). Because of reasons like this as well as other factors, the infant mortality rate is soaring around ten percent and children who survive past childhood can only expect to live fifty years. (U.S. Central Intelligence Agency)

Why are these numbers so bad? Dr. Doug Pierson asserts that there are three major causes of the poverty and hunger in Haiti.

Haiti is the poorest nation in the western hemisphere - partly due to the early colonization by Europeans that viewed Haiti only as a source of supplies for Europe. Since its independence in the early 1800's, there has been only continual political upheaval in Haiti and this has also

contributed to its poverty as there has not been much investment in trying to industrialize Haiti due to its instability. Coffee and sugar industries in Haiti have been undercut by cheap imports from our own country (USA) and that is one fallout of government subsidy of US agriculture - particularly with the sugar industry (Pierson).

Other factors that affect the poverty level in Haiti are climate, soil erosion, deforestation, overpopulation and disease.

Disease and illness also leads to poverty and hunger. In 1999, the U.S. Central Intelligence Agency estimated that over five percent of the population is HIV positive. Since then, the number has grown dramatically. Another health problem aside from those caused from a lack of food and nutrients is tuberculosis. "Health conditions are similarly poor; vaccination coverage for children, for example, is only about 25 percent. Only about one-fourth of the population has access to safe water" (The World Bank Group, Haiti: The Challenges of Poverty Reduction).

Approximately twenty five percent of the land in Haiti is used for agricultural purposes. However, this small portion is currently unable to produce enough food to support the general population. The main agricultural food staples grown in the country are coffee, mangoes, sugarcane, rice and corn. However, the sugarcane refining and coffee industries are in a current economic downfall. "The majority of their diet is rice or plantains or potatoes. Meat is a luxury" (Pierson). Their diets consist of mainly carbohydrates, few nutrients and proteins.

Of the land used for agricultural purposes, much of this land lacks that soil nutrients necessary for growing highly productive crops. Most importantly, Haitian soil does not have the nitrogen needed for plants to make energy. Also, much of this land is inadequate because of the natural geography of Haiti. It is difficult to grow crops where the soil is rocky terrain or on mountain tops.

Haiti also has a high illiteracy rate of about 45 %. However, there are two official languages in Haiti, (Creole and French), which reduces actual illiteracy when it is considered that many people are literate in only one language. “High illiteracy contributes to Haiti's poor health, low economic production, outmoded technology, and limited scientific knowledge—all of which are necessary conditions for equitable development” (The World Bank Group, Country Brief). The poor education rate in Haiti has spawned a lack of knowledge about basic farming and agricultural techniques that can lead to self-sufficiency.

***Boufar, Haiti (see Appendix 1)***

Three thousand people inhabit the small, mountainous village of Boufar. The village has one main dirt road and many paths leading from it. Most of the houses are made of stone or mud and consist of two to four rooms. Each house may hold up to eight or ten family members as families are usually very close. Most houses sit on a plot of land that is 0.15 acres.

Many parents are unable to send their children to school because they don't have any funds. Also, some children stay at home rather than going to school so that they can do much needed chores and help their families. Boufar has struggled in the past few years with the closing of a local sugar refinery. Boufar does not have a source for employment and has no business district. (Pierson, Untitled)

The people of Boufar suffer from dry-season starvation and protein deficiency. Many of the children are undernourished, and need nutrients and protein. Their standard food is rice, plantains and sweet potatoes. They also have small amounts of seasonal corn, dependant on the quality of the two rainy seasons. They live mainly off of starches, little protein, and inadequate amounts of citrus fruits and juices. Their fruit is tropical because it is a little cooler in the mountain region. The farming techniques used in Boufar produce small quantities of low quality food. “Currently, farmers throw seeds in the ground and hope for a good crop” (Pierson, Untitled).

The soil quality in Boufar isn't adequate either. "The soil quality in the Boufar area is a very red soil with a high clay content. Most of the soil is planted almost continuously (with) no input of chemical fertilizer. Composting is not a common practice... (and the soil) is deficient in nitrogen more than anything else" (Pierson, Untitled).

Boufar does have one school and it is affiliated with the Evangelical Baptist Church of Southern Haiti. The school enrolls two-hundred fifty students and offers courses at the elementary level in writing, arithmetic, history, and Bible. However, the teacher's possess few, if any, textbooks and other school supplies that aid in the teaching process. The students too, have no school supplies to write on or read from. About seventy percent of children who are eligible to go to school do. The rest cannot afford its high price of twenty-three dollars for the first month and three for the following. Illiteracy is extremely high in Boufar, presenting a prime task for the teachers. The school itself helps fight poverty by teaching a Christian lifestyle where people have a desire to serve the community – servant leadership. (Pierson, Untitled)

### ***Christian Veterinary Mission's Dr. Doug Pierson***

Dr. Doug Pierson is a veterinary missionary who works through Christian Veterinary Mission to tell others about Christ through his various ministries as a veterinarian. Besides being an 'on-call' veterinarian for a wide area of rural Haiti (Les Ceyes), Dr. Pierson and his family have three projects that are designed to help various areas of Haiti become self-sufficient. He currently runs several goat projects in schools where "we sign a contract with a student and his or her parents and we give the child a bred female goat. The children also receive weekly instruction in how to take care of the goat. They learn how to plant different types of grasses to help feed the goats" (Pierson, Leadership studies). Another project is to "establish a forage garden to feed an increased number of goats with an improved diet" (The Journal of Christian Veterinary Mission). The third project is newly beginning at a school in the village of Boufar. Here Dr.

Pierson hopes to initiate a system where schoolchildren learn to raise chickens for meat and fertilizer, and spread their knowledge to the entire village community. Dr. Pierson also helps with several seminars and occasionally teaches at a local agriculture/Bible school. (Pierson, Leadership studies)

The newest project to Dr. Pierson is the chicken project in the mountainous village. While visiting Boufar, Dr. Pierson saw the need to help elementary students understand the concepts of self-sufficiency, nutrition and agriculture, and leadership skills for reaching out to the community. The chickens and excess produce will be sold at market to provide needed school materials, scholarships, teachers, tithe to the church, and even help start chicken farming in the community. (Pierson, Untitled)

The first step and lesson Dr. Pierson needed to teach was to raise garden beds about 18 inches with tree branches. This was to prevent wild chickens from devouring the newly planted seeds, and to create a system for water maintenance that is beneficial to the developing seeds.

We are going to teach intensive gardening methods. Things that will be new for them are elevated seed beds, transplanting plants from the seed beds, chemical control of ants in the garden with Sevin, composting of animal manure for the garden, creating natural ways for rainwater to water the garden, (and) different seed varieties from Hope Seeds in Florida. (Pierson, Untitled).

The students will take part in this project through new classes, and as a part of the garden project itself. (Pierson)

Dr. Pierson will need to construct two chicken coups (new farming technique) that will hold approximately fifty chickens apiece. The students will learn about chickens and their nutrition values in a balanced diet. (Pierson, Leadership studies) Also, the students will need to learn about fertilizer through chicken feces. The feces are rich in nitrogen, an element that the soil lacks. The nitrogen will help the garden to grow even better because plants need nitrogen to make help make the energy to grow. At first, the

plan is to raise chickens for meat and ‘turn them’ every two months. Sometime in the future, they will introduce standard egg farming. (Pierson, Untitled)

In order for the entire community of Boufar to be affected by the project, the students will need to share their learned information with their families and neighbors. The hope is that enough chickens will be produced so that the students can take home a chicken. It is the job of the two hundred fifty students to take their knowledge to the approximately two thousand seven hundred others in the village. The hope is to continually renew old farming techniques into new techniques that eliminate hunger, malnutrition, and poverty, and make the entire village self-supporting. (Pierson) “Hopefully these traits will stay with them as they get older and will help them to be leaders among their peers” (Pierson, Untitled).

### ***Christian Veterinary Mission***

Christian veterinary mission are a part of a larger, worldwide organization called World Concern. All veterinaries such as Dr. Pierson are insured and paid by World Concern. World Concern recognizes the needs of impoverished and malnourished nations and backs most of the projects that Christian Veterinary Mission initiates. However, Dr. Pierson’s mission to Boufar is a personally acquired mission and he receives no support from the larger organization. He needs his support to come from other sources like Christian Veterinary Mission and its supporters. Dr. Pierson gives a great explanation of the goals of Christian Veterinary Mission.

We try to spread the gospel in word and deed. By deed, we mean that in our work we will conduct ourselves in such a way that our Christian love and desire to serve our Haitian brothers and sisters will be evident. By word, we mean we will incorporate Biblical truths in our teaching and also in our relationships as we get to talk with the people. The garden provides a rich source of information that can be related to Biblical truths. (e.g. Parable of the Sower – Mark 4:1-20). (Pierson, Untitled)

The veterinarians are to be leaders in their community in their knowledge area, leadership skills, and dedication to the spreading of the gospels.

### ***Whitworth College***

As stated in the college mission, students need to be affected in “mind and heart” (Whitworth College). Students at colleges have shown to lack the desire and see the necessity of serving others. In the fall of 2001, the American Council on Education and the University of California and Los Angeles Higher Education Research Institute found that 57.1% of all college freshmen participated in community service activities as part of a class. However, less than 8% of college freshman participated in community service because of their individual passion to serve humanity. (The Chronicle of Higher Education) There are numerous organizations and clubs around college campuses that offer opportunities students to serve others, yet their enrollment numbers remain low. There is only a small number of students here at Whitworth College serving in clubs that deal with issues of poverty and hunger. En Cristo, one of Whitworth College’s largest community service organizations has less than 30 members present for each project.

College students need to become involved in the community. Sometimes students at Whitworth College lack the global perspective of the problems of this world and therefore are not transformed into acting upon their passions and desires. The only global issue that received any attention by the students surveyed was environmental issues, something that directly affects them. (The Chronicle of Higher Education) It appears that student’s do not understand the worldwide need for food, and the drastic reality of world hunger. Students’ worries and concerns are on the national level and not on the global level.

Students also need to understand the potential that each individual holds in making a difference at the school as well as in the World. In their survey, the American Council on Education found that 61.4% of college freshman believed that it is important to help others who are in need and difficulty, but only 26.2% believed that anything they

could do would make a difference. (The Chronicle of Higher Education) Too little is currently being done by the general student body to change the world because students lack the understanding that one person can make a difference. Students need shown that they can make a difference and introduced to ways in which they can become involved in global issues.

At a Christian institution dedicated to providing “an education of the mind and heart” (Whitworth College), students need to have a desire and passion to serve the Lord, people need to be committed and dedicated to the Lord on deeper levels. While 83% attend a weekly religious service, approximately 30% discuss religion and a frequent basis. (The Chronicle of Higher Education) Students need to feel a spiritual hunger. Jesus declared, "I am the bread of life. He who comes to me will never go hungry, and he who believes in me will never be thirsty" (John 6:35).

By reaching their minds and ideas and focusing them on real issues that seem so far away, students will respond. They need stimuli to help them fully understand the magnitude of problems that world hunger presents. Students are too sheltered by the ‘pinecone curtain,’ and need to have large issues continually being introduced. It is only after an individual changing of the mind and heart occurs that students can fulfill their potential, influence the entire community and positively affect people’s lives on a global level.

## GOALS

Our goal is to directly and positively affect the Haitian village of Boufar and the Whitworth College community. Our goals in Boufar are to support and initiate new techniques of food production, break the cycle of poverty, provide funds that will support the educational system and educational opportunities, and support the local church through membership tithing and prayers. These goals will help to eliminate malnutrition, starvation and create a self-sufficient village. Our goal at Whitworth College is to create a powerful picture of world hunger in order to have students examine their lives and have the desire and passion to begin a life long journey in service to people all around world who are less fortunate.

***Objective 1:*** Provide chickens for local schoolchildren in order to help stop hunger and malnutrition in the Haitian village of Boufar

*Goal 1.1:* Raise \$225.00 through chick sponsorship that will provide 150 chicks for the 4<sup>th</sup> and 5<sup>th</sup> grade schoolchildren.

*Goal 1.2:* Introduce a farming technique that will create a nutrient rich soil through the use of chicken feces

*Goal 1.3:* Educate Haitian schoolchildren about the importance of a balanced diet, food production, and sharing farming techniques, all of which are products or byproducts of chickens

***Objective 2:*** Help break the cycle of poverty in the village of Boufar

*Goal 2.1* Educate schoolchildren by raising \$2500.00 through a Sodexo Marriot sponsored fast and \$600.00 through 300 chick sponsorships that will expand school grounds, fund teacher salaries for two years, provide educational supplies and initiating a self-

sufficient scholarship program to help the poorest children afford school

*Goal 2.2:* Educate and encourage students to become community leaders by sharing learned farming techniques and nutritional information and becoming self sufficient members of the community

***Objective 3:*** Reach the spiritual needs of the village of Boufar through the schoolchildren

*Goal 3.1:* Provide 250 Bibles from the Haitian Bible Society to be used as the education textbooks for the schoolchildren

*Goal 3.2:* Provide prayer support for the school, the children, the projects, and the village

*Goal 3.3:* Initiate a local church tithing system by giving 10% of the profit from the produce and chickens

***Objective 4:*** Educate and influence students at Whitworth College to be active in world hunger issues

*Goal 4.1:* Share our passions for the world's starving people and present a graphic depiction of the brutal reality of starvation

*Goal 4.2:* Affect student's thoughts, beliefs and actions in a manner that will inspire them to get involved in the fight against world hunger

*Goal 4.3:* Provide on-campus activities such as a fast, camp-out, and chick sponsorship as a way to get students immediate involvement in the battle against world hunger

*Goal 4.4:* Provide an opportunity for students to search for a spiritual  
hunger

## PROCEDURES

In order to fulfill our goals, four major procedural items need to be addressed:

1) presentations that provide students and visitors a realistic eye-opening picture on the situation in Haiti and advertise for the upcoming fast, 2) a fast and campout to fund the project and impact the worldview of students on campus, 3) raise chicks and run a campaign to raise \$600.00 for Haitian chicks, chicken feed, gardening materials, school supplies, Bibles, and educational materials through chick sponsorship, and 4) advertising for the previous procedures. For a projected calendar of the events and deadlines for the procedures presented in this proposal, please see appendix 2.

### ***Procedure 1:*** Presentations

It is proposed that the LS 350 class will design and present an educational program that will be available to the entire campus through dorm 'prime time' (nightly dorm activities) and Cultural Diversity Advocate activities. The presentation will provide explicit information and graphic scenes of world hunger as well as introducing the solutions proposed by the LS 350 class. The purpose of this procedure is to: 1) introduce the LS 350 class and class project to the students at Whitworth College, 2) introduce and advertise for procedures 2 and 3 to the Whitworth community, 3) gain campus support for the implementation of the class project, and 4) begin mold Whitworth students' worldview and encourage them to become activists for world hunger.

*Procedure 1.1:* The RD's (Resident Directors) of the dorms have each been approached about gaining endorsement for the presentation and possibly requiring residents to attend. Because it is almost impossible to require attendance, the RD's suggested simply giving the presentations on "prime time" or approaching RA's (Resident Assistants) about including it as a hall or even dorm activity. Some RA's in

three of the four campus dorm clusters have already expressed interest in this activity. Tentative dates for the presentations are November 17 and November 18. (See Appendix 2)

*Procedure 1.2:* The LS 350 class will be split into four groups of three – according to current group placement – for presentation preparation. (See appendix 3)

*Group #1* will be in charge of making a PowerPoint presentation that includes such explicit material as world hunger needs; the Haitian situation; the purposes and goals of the LS 350 class, class project (see Procedure 2), and transforming leadership; and how Whitworth students can help through this project. The PowerPoint is designed to reach the hearts of the students and give them the desire to join in the fight against world hunger.

*Group #2* will be in charge of making a short promotional but graphic video from the videos presented in class and others found in the Whitworth Library that will directly move a person toward helping with the LS 350 class project.

*Group #3* will be in charge of the presentation backdrop that will be used to set the tone of the presentation. A large white sheet will hang around the presenters and be filled with holes, and filth as it would be in Haiti. Also, the background will contain large pictures of poverty and hunger stricken people around the world. Other things the group can think about are maps of Haiti and short pieces of horrible hunger related information or anything else the group desires to make the setting of the presentation solemn and potentially impacting student's passions itself.

*Group #4* will be in charge of logistics such as contacting RA's to make sure the dates of the presentation are set, advertising the presentation, obtaining a video projector, TV/VCR, signup sheets for Procedure 2, and the availability of chicks (Procedure 3), et cetera.

*Group #5 (if necessary)* The LS 250 class will be contacted and invited to aid in the presentation to keep a watchful eye on the chicks during the presentation and gathering students before the presentation begins.

*Procedure 1.3:* All material for the presentations is required to be in class on November 13 where LS 350 class members will join all groups' work and finalize the presentation. This class session will be used for presentation practice and familiarization.

*Procedure 1.4:* Each group will have a selected night and dorm(s) to present to depending on the group member's schedule. Following the presentation and while "prime time" is still proceeding, class members will answer questions and collect money for sponsored chicks. They will also go to each room promoting the fast (procedure 2) and collecting change for the sponsorship of chicks.

This procedure is intended to address all goals in Objective 4 by expressing the vividness and reality of world hunger in such a manner that students change their worldviews and gain the desire and passion to serve others and help the LS 350 project to become a success. The hope is to have the world hunger problem become more of a priority in student's everyday life.

***Procedure 2:*** Spiritually renewing Fast and Camp-out

The LS 350 class, in conjunction with the Sodexo Marriott Corporation, will hold a five meal fast which is intended to raise funds for the school at Boufar and allow members of the Whitworth student body to experience physical hunger at a personal level. Also, it is important to recognize spiritual hunger and how to fulfill it.

*Procedure 2.1:* Jim O' Brien, the General Manager of the Sodexo Marriott Corporation has agreed to have Sodexo Marriott support this LS 350 class proposal by sponsoring a "Cafeteria Fast." He has arranged to donate \$1.75 to the LS 350 class project for every meal that a student with a Meal Plan does not eat in the college dining hall. This \$1.75 comes from the average amount of food cost per meal per person when eating at the campus dining hall. Mr. O' Brien has also shown interest in providing small amounts of rice to the fasters. This amount is to be similar to the amount Haitians eat on a day-to-day basis.

*Procedure 2.2:* O' Brien pointed that the more meals a student fasts, the more chance that the experience is transforming. "People can go for one day without food" (Jim O' Brien). However, he also knows that it is difficult to gather students to fast for longer periods of time. With this in mind, the proposed fast begins after dinner on November 20 and proceeds until after dinner on November 22, a span of five meals and about 48 hours. Each faster has the potential to help raise \$8.75 for the school of Boufar.

*Procedure 2.3:* In order for Mr. O' Brien to participate, he requires a list of the fasters and their Student ID #'s a day before the fast begins in order to update his computer system with the fasting information. Also, it will help him to know the amount of regular food and rice to cook.

*Procedure 2.4:* The LS 350 class will sign up for times to sit at a booth in front of the campus dining hall to obtain as many signatures of potential fasters as possible on

November 15 to November 19 at prime lunch and dinner times. Each LS 350 class member is responsible for signing up for a time to sit and promote the fast and camp-out project.

*Procedure 2.5:* The camp-out part of this procedure requires many contacts and forms to be filled. Currently, Linda Yochum, along with Hixon Union Building (HUB) management has approved the usage of the upstairs conference rooms A and B for usage in a camp-out project. Conference room C has a scheduled meeting, but Linda Yochum said “let me know so I will have plenty of time to move them if you need all three rooms” (Linda Yochum). To obtain official usage of the HUB conference rooms for November 21 to November 22 a final facility request form to Stephanie Halton will be filed shortly after the project begins.

*Procedure 2.6:* In order to make the camp-out a life changing experience, the room will need total transformation.

*Class group #4* will be in charge of determining exactly how to change the conference rooms into a mini-Haiti. They will determine what the room will look like, and the steps to getting it there. It is important to make sure that the room does not look or feel like a room.

*Class group #3* will make the following contacts to get any needed materials for Group #4. Other contacts may also be added depending on the needs of Group #4.

- Contact REI about boxes for living arrangements
- Contact REI about obtaining lanterns for the room
- Contact ROTC members for large tents

- Other things that might be needed like tarps, sand for floors, wood, et cetera

*Procedure 2.7:* Prayer groups will be formed during the camp-out in order to help students search for spiritual hunger and transformation in a small communal setting. “For where two or three come together in my name, there am I with them” (Matthew 18:20, NIV). Students will be encouraged to participate in discussions and activities centered on the sensation of hunger and peoples need to be hungry for Christ.

*Procedure 2.8:* Upon culmination of the camp-out event will be a leadership-debriefing seminar where the LS 350 class informs the campers the real reasons for the Haiti project – transforming leadership on a global and campus-wide level. Michel ‘Nels’ Johnson will present his experiences as a missionary in Haiti. He will be able to reiterate the need that these people have, and present a slide show of his experiences.

*Procedure 2.9:* Advertisement is important in ensuring a large number of fasters. Through the presentation (procedure 1) and other advertisement techniques (procedure 4), the LS 350 class will reach every student with a Meal Plan. Also, Camp-out advertising is needed to provide students with the opportunity to feel homeless and hungry for a night.

This procedure is intended to address Objective 4 by providing a way for students to pursue the world hunger problem and feel first-hand the pain that it brings. The students will have the opportunity and be encouraged to change their worldview and begin desiring to be a global citizen by fighting against world hunger. It will affect Goal 2.1 through the Sodexo Marriott Corporation sponsored fast and raise \$2,500.00 for the school in Boufar, Haiti.

***Procedure 3: Chicks***

It is proposed that the LS 350 class will raise chicks that will be used for advertisement purposes to attract and encourage the sponsorship of a chick that will be raised in Haiti as shown in goal 1.1. Chickens, the center of this project will provide Haitian schoolchildren the means for education, protein, and leadership.

*Procedure 3.1:* This procedure includes checking all the bases on the Whitworth campus in order to raise chicks. Nicole Boymook has been approached about using school property to raise chicks for approximately two weeks – November 14 through November 23. She has gotten approval from Dick Mandeville and together they have decided to allow the LS 350 class to raise 15-20 chicks on campus for two weeks. (Boymook) Also, Bill Roberts, head of the Physical Plant has been asked if the LS 350 class could use the unoccupied wood shed behind the Music & Ministry theme house (Dr. Jack Burns –advisor) to house the chicks. After consulting with campus electricians who were going to use the shed for storage, he has agreed to allow the LS 350 class to use it upon the conditions that it is thoroughly cleaned after the project is completed, and the Physical Plant is notified when the shed is again vacant.

*Procedure 3.2:* Preparing for the arrival of the chicks will assure that there is sufficient heat to combat cold temperatures, chicken feed, water, and a comfortable living arrangement.

*Group #2:* will be in charge of ensuring that the chicks will have sufficient living arrangements for the duration of their stay on campus. It will be this group's job to feed, water, transport, and care for the chicks when necessary. They will purchase feed, find a heat lamp, and

inquire a kiddie-pool from the Music and Ministry theme house to build a small home for the chicks.

*Procedure 3.3:* The chicks will be bought mail order for \$1.10 apiece plus the cost of shipping (there is a minimum of a \$20 order) from Ideal-Poultry Breeding Farms INC. They will be shipped and an age of one day old via airmail, and it will take two days to arrive. The Post office needs to be informed of the shipment of live animals prior to ordering.

*Procedure 3.4:* The chickens will act as an attention grabber advertisement for Chick Fundraiser. Members of the LS 350 class will set up a sales booth that also includes presentation material (See procedure 1) at various key times during the main project week. The events where the chicks will be sold and presented are: (see appendix 2)

- Great Escape
- Whitworth Basketball Tournament
- Whitworth and Mead High School Jazz Concert
- Class presentations in dorms
- Frank Runyon event
- Corporate donor luncheon
- Jazz Choir fall concert

They will be sold (sponsored) for \$2.00 apiece. That includes \$1.50 for the Haitian chick, \$0.25 for farming materials and chicken food, and 0.25 for educational materials and Bibles. Anything after 150 chicks are sold will go toward educational materials, seed packets, and Bibles that will be sent to the Boufar. The school will only be able to support a limited number of chicks, and will expand naturally as offspring are born.

*Procedure 3.5:* Each of the sales sites will use the same presentation as presented in the dorms, although it will be less formal. Linda Yochum and Dayna Coleman have

approved the usage of the HUB for several of the sale sites. Contacts for the sale sites in the Field House and Auditorium and music recital hall have not yet been made. Class members will sign up for the sales sites and be responsible for set-up and take-down of the presentation material. A laptop computer will be used to give the PowerPoint presentation in order to make this a personal event. The chicks will be present and draw much attention to the project presentation.

*Procedure 3.6:* The fund raising through the chicks also grants money toward educational supplies, seed packets, and Bibles. Dr. Pierson has suggested that the school produce plastic bags of personal educational materials for each of the 250 elementary students that include such educational supplies as:

- Notebooks
- Pencils
- Rulers
- Stickers
- Pens

The bags would be delivered to Dr. Kit Flowers of Christian Veterinary Mission who would then get them to Dr. Pierson in Haiti. Dr. Pierson also mentioned that it would be nice for students to have a packet of seeds that they could take home to their family. This would promote students to take on leadership positions in the community by introducing their newly learned gardening techniques in a home garden, helping the entire families become self-sufficient. Dr. Pierson also suggested teaching materials such as:

- Chalkboard paint
- Chalk erasers
- Sets of plastic recorders and harmonicas
- Gym supplies
- Maps of the world and Caribbean
- Alphabet charts in French or Creole

*Group #1:* will be in charge of organizing the production of 250 bags of school supplies for the children at the school. By again using 'prime time' and the Community Service Theme house as a resource, this project will continue to touch the lives of on-campus students and present them another way to get involved. By initiating a pencil-and-pen-a-thon, this group can cut costs even more. Contacts made include Officemax.com who sells \$0.53 notebooks and Hope seeds who can donate seed packets with seeds that have been biochemically engineered to grow better in the Haitian climate. This group can incorporate the LS 250 class and determine if teaching materials or personal notes or letters can be provided as well.

*Procedure 3.7:* Bibles for the students and the school will be funded either by the Haitian Bible Society or the 'left-over' money from the chick sales. Dr. Pierson has agreed to pick up the Bibles at the Haitian Bible Society in Port-au-Prince, Haiti, and deliver them personally to his project school in Boufar. Large On-line bookstores sell the New Testament in Creole for \$5.95, but the Haitian Bible Society already has Bibles available for donation or purchase in Haiti.

*Procedure 3.8:* After the two week period when the LS 350 class is raising the chicks, the chicks needs to be sent to a new owner who can care for them long term. There are a few families from Life Center North Church who have expressed interest in taking the chicks.

This procedure is intended to address all four objectives by helping to produce food, educating Haitians about food and nutrition, providing spiritual support, and greatly influencing the Whitworth community.

***Procedure 4:*** Advertising

It is proposed that the LS 350 class advertise in the following ways: 1) student mailboxes 2) a local radio station 3) local newspaper media 4) booths in the hub 5) presentation 6) chicks 7) 'in-your-face' fliers and 8) "at the person-to-person level of ordinary, intimate, informal everyday contact..." (Burns).

*Procedure 4.1:* In order to influence the entire campus community, a small plastic egg will be placed in each of the 1730 mailboxes. Inside these eggs will be a slip of paper that spells out the severity of world hunger and explains how each individual can help. They are intended to hit student's hearts and push them to desire to serve humanity and help the LS 350 class project. The 1730 eggs can be purchased from The Oriental Trading Company at a price of 8.95 per 144 eggs. Although this is the most expensive advertisement, it is designed to be the most vivid and reach every student at Whitworth. The eggs will be delivered to campus mailboxes November 15.

*Group #1:* will be in charge of ordering the eggs, making the informational paper, placing it inside every egg, and assuring that the eggs will all be delivered to campus mailboxes November 15.

*Procedure 4.2:* Radio stations that can air advertisements for this project are KWRS (the campus radio station) and Spirit 101.9 (contact person is Katie Voigt). An informational and potentially graphic and life touching radio commercial needs be made for both stations. The KWRS advertisement will be focused on advertising for the fast, camp-out, and chick sales. The Spirit 101.9 commercial will be focused on touching the Spokane area, and introducing a way that listeners can send monetary support to the Haiti project.

*Group #2:* will be in charge of producing the commercials and getting them to air on the radio stations. They will be working with the structures and guidelines presented by the individual radio stations, while maintaining the goal of making an advertisement that will change lives. The introduction of Cry, Ethiopia, Cry is a prime example of wording and vocal tone which can influence a listener.

*Procedure 4.3:* Along with the audio advertisements, it is important to advertise through local newspapers. Because advertisements are expensive, the advertisement should be in the form of an informational article that also includes a way for the Spokane community to help with the project through donations.

*Group #4:* will be in charge of contacting the Spokesman Review and initiating a proposed article on the project, its purposes, and the leadership principles being learned.

*Procedure 4.4:* A booth in the HUB will attract students and is intended to gain their support and interest for the fast. The advertising booth will also use the backdrop made for the presentations and chick sales. The idea is to influence people who are on their way to the cafeteria with information about the hunger crisis in Haiti. They also need to have a personal desire to help this solve problem. It should also remind students that food shouldn't be wasted.

*Procedure 4.5:* The presentations will be major advertising and have the capacity to reach most, if not all, on-campus students, and influence their worldview in such a way to get a response and accumulate numerous people to participate in the fast. (See Procedure #1)

*Procedure 4.6:* The chicks are an advertisement that is intended to draw the attention of those who would simply walk away from graphic scenes of hunger and starvation. They are intended provide a communication tool for those who can support the LS 350 class project. The chicks also provide a hands-on approach for ending hunger in Boufar. (See Procedure #3)

*Procedure 4.7:* Off-campus students are just as important to this project as on-campus students, and need to be aware of the ways that they can help support this project in Haiti. Graphic pictures straight from Haiti and carefully worded phrasing will be used on a limited number of fliers that are placed at prime off-campus student locations around Whitworth. I.E. the HUB, Library and Dixon Hall.

*Group #3* will be in charge of producing the fliers and posting them around campus. They should use similar pictures to those that they used for making the presentation backdrop. A stamp of approval for posting needs to be copied onto all fliers, and is attainable at the Information Center located in the HUB. The fliers should be posted about two weeks before the actual fast. Also, during the week of the fast, this group will tape large, vivid pictures of starvation to the walkways near and around the HUB and Library.

*Procedure 4.8:* One of the most important influences is person-to-person contact. Opinion leaders “know how to ‘personalize’ their influence by adjusting what they say to the interests and biases of whomever they are communicating with” (Burns). The LS 350 class will be advertising through word-of-mouth to as many of their peers as possible during the weeks prior to the project.

This procedure is intended to fulfill the goals of objective 4 by influencing the Whitworth community to become involved in the world-wide issue of hunger.

**BUDGET**

<b><u>Advertisement</u></b>				
Plastic Eggs	(13 units of 144 x \$8.95 ea.)			\$116.35
Blown up pictures of Haiti	(20 pictures x \$.50 ea.)			\$10.00
Copies of Flyers	(200 copies x \$.07 ea.)			\$14.00
Clear packaging tape	(3 rolls x \$2.39)			\$7.17
	Total for Section			\$147.52
<b><u>Chicks</u></b>				
<b>Chicks</b>	(20 chicks x \$1.10 ea.)			\$22.00
small order charge				\$6.00
quarter box charge				\$1.00
<b>Feed</b>				
Bread	(1 loaf x \$.99)			\$0.99
Milk	(1/2 gallon x 1.49 ea.)			\$1.49
Oatmeal	(1 box x \$2.49 ea.)			\$2.49
Heat lamp	(2 lamps x \$8.99 ea.)			\$17.98
	Total for Section			\$51.95
<b><u>Promotion</u></b>				
Sheet	(1 sheet x \$9.99 ea.)			\$9.99
	Total for Section			\$9.99
<b><u>Campout</u></b>				
Misc. room decorating supplies				\$20.00
	Total for Section			\$20.00
	Subtotal			\$229.46
	Tax (8.1%)			\$18.59
	<b>GRAND TOTAL</b>			<b>\$248.05</b>

## **EVALUATION**

This proposal will be considered a success if we are able to raise enough money to reach the proposed goal and to cover the costs of chicks, school supplies, teacher salaries, school scholarships, seeds and Bibles for the people of Boufar. It will also be a success if the project impacts lives of the school children and their families so that the cycle of poverty may be broken. If the students of Whitworth College are influenced so that they are encouraged to continue working to solve the problem of world hunger, this proposal has accomplished its goals. After completing the project, web-site may be set up so that everyone that participated is able to see the progress of Dr. Pierson's work in Haiti. It is ideal that the participants will continue to feel connect to the project and that they can see that faces of the children that they helped by participating in the "Cluck-Cluck for Kids" project.

## REFERENCES

- Bartlet, Thomas. (2002, February 1). Evaluating Student Attitudes Is More Difficult This Year. *The Chronicle of Higher Education*. Volume XLVIII. Pages A35 – A38.
- Catholic Star Herald. A Land of Devastating Poverty. Retrieved October 1, 2002 from the World Wide Web: <http://www.catholicstarherald.org/archive/loader/2001/071301-b.htm>
- City Care. Activity 1: What Causes Global Hunger?. Retrieved October 2, 2002 from the World Wide Web: <http://www.citycare.com/lvfoodbank/hunger/activity1.htm>
- Burns, James MacGregor. (1978) Leadership. New York: Harper and Row, Publishers.
- Evangelical Lutheran church in America. Facts about Hunger and Poverty. Retrieved October 2, 2002 from the World Wide Web: <http://www.elca.org/hunger/facts.html>
- Foundation for Mercy and Sharing, The. Giving Hope and Dignity to the Children of Haiti. Retrieved October 1, 2002 from the World Wide Web: <http://www.haitichildren.com/>
- Minnesota Hunger Project, The. Statistics from ending hunger. Retrieved October 2, 2002 from the World Wide Web: <http://www.ee.cua.edu/~georgvis/religion/olga/hungerfacts.htm>
- O' Brien, Jim. Personal Interview. Thursday, October 3, 2002.
- Pierson, Doug. (2002). Email to Author (September 18, 2002).
- Pierson, Doug. Journal of Christian Veterinary Mission, The. Tato's Goats. (August 2002). Page 4.
- Pierson, Doug. Leadership studies. (2002). Email to Author (September 13, 2002).
- Pierson, Doug. Untitled. (2002). Email to Author (September 27, 2002).
- U.S. Central Intelligence Agency. Haiti. (January 24, 2002). Retrieved October 1, 2002 from the World Wide Web: <http://www.cia.gov/cia/publications/factbook/geos/ha.html>
- Whitworth College. Our Mission. Retrieved October 11, 2002 from the World Wide Web: <http://www.whitworth.edu/Administration/StudentActivities/StudentHandbook/DeansMessage.pdf>

World Bank Group, The. Country Brief. (June, 2000). Retrieved October 1, 2002 from the World Wide Web: <http://wbln0018.worldbank.org/External/lac/lac.nsf/3af04372e7f23ef6852567d6006b38a3/e34108284560c0208525686d0062266c?OpenDocument>

World Bank Group, The. Haiti: The Challenges of Poverty Reduction. (August, 1998). Retrieved October 1, 2002 from the World Wide Web: <http://lnweb18.worldbank.org/external/lac/lac.nsf/3af04372e7f23ef6852567d6006b38a3/8479e9126e3537f0852567ea000fa239?OpenDocument>

Yochum, Linda. Re: \_\_\_\_\_. (2002). Email to Author (October 8, 2002).

APPENDIX 1



Base: 90002041 (P02704) 4-99

APPENDIX 2

10 FINAL PLANNING	11 FINAL PLANNING	12 FINAL PLANNING	13 Class practice for dorm presentation.	14 Receive chicks and set up chicken house	15 CAMPAIGN- working to get people signed up and/or to buy a chick  Deliver eggs to mail boxes.	16 Campaign contd.  Sell Chicks at Great Escape
17 Campaign contd.  Dorm presentations and promotion	18 Campaign contd.  Dorm presentations and promotion	19 Campaign contd.	20 Campaign contd.  Set up for camp-out and fast!  Sell chicks at jazz concert	21 FAST! Fast starts at breakfast  CAMPOUT	22 FAST! Fast ends at lunch  CAMPOUT	23 Sell Chicks at Basketball tournament
24	25 Make school supply bags during dorm Prime Time. (8-11)	26 Make school supply bags during dorm Prime Time. (8-11)				
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

### APPENDIX 3

