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MISSION:
BURKINA FASO WITH
DARTANYON CROCKETT

Mission Briefing Video: Burkina Faso

Objectives

Students will:

- Identify Burkina Faso on a map and learn key facts about the country.
- Define malnutrition and how it impacts children's health and future outcomes.

Set-Up

- Cue the Mission Video: [Burkina Faso with Dartanyon Crockett](#).
- Gather the supplies listed under Materials.

Time: 30-45 minutes

Vocabulary

- Burkina Faso
- Colony
- Drought
- Landlocked
- Malnutrition
- Sahara Desert

Materials

- Map of Africa or world
- Malnutrition Around the World Map
- Computer and Internet access
- Interactive whiteboard or projector/screen
- Chart paper or poster board and markers
- Notebooks and pencils

Directions

1. Conduct a mission briefing with students:

- Post a map of the Americas or the world, and ask for a volunteer to identify this mission's destination, Burkina Faso. Discuss students' prior knowledge about this West African country, including its location near the Sahara Desert, and have them answer the following questions:
 - What does "Burkina Faso" mean? (Answer: "Land of Honest Men")
 - What is the capital of Burkina Faso and where is it located? (Answer: Ouagadougou, central)
 - How many other countries border Burkina Faso? Name them. Describe what it means to be landlocked. (Answer: Mali, Niger, Benin, Togo, Ghana, Ivory Coast)



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- How many people live in Burkina Faso? Identify a global city that is similar in population size to Burkina Faso. (Answer: ~17.4 million, Mexico City or Seoul)
- Burkina Faso was formerly a French colony. When did they gain their independence? (Answer: 1960)
- Have students take out their passports, open to a blank page and write Burkina Faso as the title. Option: Give students an “entry stamp” for their passports by using suitable stickers or rubber stamps that you may have, or by directing students to design their own.
- State or post the following mission objectives. Instruct students to take notes in their passports to achieve these objectives as they watch the video:
 - a. Describe why malnutrition is the one of the “biggest killers” of children.
 - b. What kinds of educational programs are local organizations providing to mothers and families? Describe at least three different nutrition education lessons that families are being taught.
 - c. How are families earning money to send their children to school? How is this a win-win situation for these communities?

2. Show the video: [Burkina Faso with Dartanyon Crockett](#) (competitive Judo athlete and Paralympic bronze medalist). After viewing, discuss students’ thoughts and observations in light of the mission objectives:

- **MISSION OBJECTIVE A** (Describe why malnutrition is the one of the “biggest killers” of children in Burkina Faso)
 - Direct answer from the video: “Malnutrition isn’t the lack of food, it’s the lack of the right kind of food.” The northern region of Burkina Faso is near the Sahara Desert and has experienced extreme drought, which has contributed to malnutrition.
 - Talk about malnutrition and help explain severe malnutrition¹ to students as a rapid decline in nutritional health that results in weighing far too little for one’s height. It makes children fragile, lethargic, and puts them at great risk of disease and death.
 - Have students write down a couple reasons why some children become malnourished. Then discuss students’ ideas. Consider issues such as:
 - Lack of access to food and/or water
 - Poverty
 - Natural disaster/climate change (drought, floods, hurricanes)
 - Disease (measles, tuberculosis, HIV/AIDS)
 - Conflict (e.g., civil war)

¹Severe malnutrition is more accurately called acute malnutrition. Also called wasting, it occurs when an individual suffers from current, severe nutritional restrictions and/or a recent bout of illness. It is characterized by extreme weight loss and can lead to death. Acute malnutrition reduces resistance to disease and impairs bodily functions. It tends to be highest in children from 12 to 36 months of age. About 50 million children suffer from acute malnutrition, of which 16 million are affected by severe acute malnutrition (SAM).



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- **MISSION OBJECTIVE B** (What kinds of educational programs are local organizations providing to mothers and families? Describe at least three different nutrition education lessons that families are being taught.)
 - Answer: Teaching families to rely less on staples like millet and encouraging them to eat more fruits and vegetables; teaching them how to vary crops that are planted and how to plant more efficiently; learning how to establish more wells; doing cooking demonstrations at markets and sharing nutrition information.
- **MISSION OBJECTIVE C** (How are families earning money to send their children to school? How is this a win-win situation for these communities?)
 - Mothers take what they need of the crops – fresh fruits and vegetables – that they grow in order to feed their families, and then they sell the leftover staples at markets to earn cash for their families and send their children to school.
 - This is a win-win situation because families are eating healthier foods and becoming self-sufficient farmers, and their children are getting an education.

Teacher Tip: Now that you've launched your mission, engage students in the Learn and Earn activity, **Human Machine**.