ACT!

ACTIVE CITIZENS TODAY: Global Citizenship for Local Schools

A Middle School Teachers’ Resource Kit

A collaborative initiative between
The University of Western Ontario’s Faculty of Education,
the Thames Valley District School Board
and Free the Children

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Introduction

Active Citizens Today (ACT!): Global Citizenship for Local Schools is a teacher’s resource kit to teach middle school students that they are global citizens who can make a positive difference in the world. The resource was designed specifically for the Ontario grade 6 social studies class, but it also can be adapted for teaching other middle school students in Canada. The kit provides teachers with a comprehensive set of ideas and strategies to teach students how to become active global citizens through 38 ready-made lesson plans (30-40 minutes each), black line masters, and assessment tasks.

Active Citizens Today (ACT!): Global Citizenship for Local Schools is a collaborative initiative between the University of Western Ontario’s Faculty of Education, the Thames Valley District School Board, and Free the Children.

Together, we developed this resource kit using an Enduring Understandings curriculum framework, which consists of three essential questions that tie all learning together. We can think of the enduring understanding as the “big idea” of the resource and it is our hope that this understanding will “endure” with students throughout and after their social studies course. Our Enduring Understanding is:

I AM A GLOBAL CITIZEN WHO CAN ACT TO MAKE A DIFFERENCE IN IMPROVING THE SOCIAL, POLITICAL, ECONOMIC, AND PHYSICAL ASPECTS OF THE WORLD IN WHICH I LIVE

The learning activities are designed to give students experiential learning opportunities to teach them about Canada’s connections to the world and about their roles and responsibilities as global citizens. Students work in groups to implement a social action project addressing a global issue that they choose.

The culminating activity is comprised of two parts:

1) A Social Action Fair to showcase their Social Action Plans

2) The “ACT! Pack”, a portfolio that documents their development as active global citizens

This project is dedicated to the idea that middle school teachers play an important role in shaping the next generation of global citizens. It brings research-based approaches to global education to the goal of empowering students to be active agents of change. When students understand how their actions can affect people locally and around the world, they become more prepared to be active, responsible, and open-minded global citizens.
Why Global Citizenship Education?

We live in an interconnected and interdependent world in which our lives are shaped by events that take place around the globe. We cannot isolate ourselves from world events because recent trends in globalization mean that the social, economic, political, and physical aspects of our lives are shaped by transnational forces. In order to help students to understand the world in which they live, schools must teach about the interconnectedness of the world, including the role of international political bodies, transnational corporations, international trade, and non-governmental organizations in shaping their world. Students should understand that just as these entities shape their lives, they also reveal the potential for students to exercise influence around the world through activities such as advocating for social and political change, making informed consumer choices, and supporting relief efforts.

Global educators need to acknowledge and work from this recognition of the global dimension of their students’ lives. To ignore the global contexts of our students’ lives is equivalent to ignoring one of the most significant aspects of their lives and the position and role they hold in relation to the world they live within. Global citizenship education fosters in students a sense of belonging to this global world and aims to build a global culture of peace and social justice through the promotion of values, attitudes, and behaviours which enable the realization of democratic ideals, development and human rights for all.

Citizenship is generally understood as a sense of identity and belonging to a wider community. With citizenship comes a set of rights and responsibilities within that community. In the modern era, education has been the key to providing individuals with the knowledge, skills, and attitudes to enable them to exercise their citizenship responsibly. Citizenship education is an important element of social studies curricula across Canada. Yet, “citizenship education” is a term that is used in a variety of different ways, and therefore it can refer to curricula that encourage passive obedience or political action (Westheimer & Kahne, 2004). This project is dedicated to the idea that citizenship education should promote an active model of citizenship that provides students with the knowledge, skills, and attitudes, that allows them to be politically aware, to reflect critically about political issues, and to enact social change.

Local citizenship can only be understood within the context of global citizenship because of the interconnections between the two. Like local citizenship, global citizenship requires learning about one’s rights and responsibilities. Active global citizenship shifts the focus to the global and to the active. In learning about the global community to which we all belong, active
citizenship education helps to prepare students for living in a global world so that they become cosmopolitan citizens. Active global citizenship education provides students with the knowledge, skills, and opportunities to exercise their democratic rights and responsibilities in order to act to make their global world a better place. In short, this means educating students to promote peaceful conflict resolution, respect for human rights, and responsible stewardship of the environment.

Learning about injustice and inequality is central to global citizenship education. Students must come to understand how their actions affect the lives of people around the world and how they can change people’s lives, for better or worse. Developing a global perspective enriches students’ understanding of human cultures so that they can respect people with diverse beliefs and experiences. Global education is a means of building sensitivity and combating stereotyping and ethnocentrism. As Pike and Selby (2000) explain, “Worldmindedness is no longer a luxury but a necessity for survival in the new millennium. Encountering diverse viewpoints and perspectives engenders, too, a richer understanding of the self.” (Global Teacher, Global Learner - p. 12)

Furthermore, injustices and inequalities are an ongoing source of conflict in the world. Teaching students to take an active role in confronting injustice and inequality, both locally and globally, is essential to the well-being of our global society. While it is customary to speak of schools as preparing students to participate in the larger world, schools are, in fact, a part of the larger world. This curriculum project recognizes the potential of teachers and students to be agents of change in an interconnected and interdependent world.
Free the Children

The work of Free the Children exemplifies the global citizenship approach outlined above, and therefore provides a model for the type of engaged citizenship that we are advocating throughout this teaching kit. Free The Children, founded by international child rights activist and Canadian Craig Kielburger, is the largest network of children helping children through education in the world. Through the organization’s unique youth-driven approach, more than one million young people have been involved in our innovative programs in more than 45 countries. Further details about the background of the organization and successes it has had are provided in Learning Activity 6 below.

While not required, teachers may find it helpful to supplement the teaching kit with additional resources. It is strongly recommended that teachers encourage their schools to purchase the following books to refer to:


Why Global Citizenship Education for Middle School Students?

Research has shown that children should be introduced to global issues and perspectives as early as possible and that the elementary years are the most appropriate time for doing so (Diaz, Massialas, Zanthopoulos, 1999). As Giese and Downing (1994) assert, the middle school years are the “optimal time for global learning to take place” (p. 6).

In terms of attitudinal development, the middle school years are the best time for global citizenship education to take place, before the onset of puberty when ethnocentrism and stereotypical thinking tend to increase dramatically. A study by Evans (1987) found that children 10 years or younger were more
receptive to learning about people in other countries. By the age of 14, they were less receptive and the distinctions they made about people from other nations were based on negative stereotypes.

This points to the need for global citizenship education curriculum materials that aim to develop in middle-school students a greater understanding and appreciation for global similarities and differences, human rights and their responsibilities as global citizens. As one grade five teacher explained, “I believe it is a mistake to think that children cannot identify with people and events on the other side of the world.” (Willms, 1992, p. 15).

### Three Themes/Essential Questions

<table>
<thead>
<tr>
<th>THEME</th>
<th>ESSENTIAL QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interconnections and Interdependence</td>
<td>What are Canada’s social, political, economic, and physical connections with the world?</td>
</tr>
<tr>
<td>Rights and Responsibilities</td>
<td>What are the rights of a global citizen and my responsibilities to act as a global citizen?</td>
</tr>
<tr>
<td>Active Global Citizenship</td>
<td>How can I act to improve the world in which I live?</td>
</tr>
</tbody>
</table>

Through these themes, students learn about Canada’s connections to the world and the interdependent and interconnected nature of today’s global world; the rights and responsibilities of global citizens; and how to become active global citizens.

First, students will develop knowledge and understanding of Canada’s connections to the world through the investigation of Canada’s political, economic, social, and physical ties to countries and regions around the globe. Students will use the case-study inquiry process to investigate global issues (e.g. basic human needs, gender equality, human rights, and public health) that reflect the struggle for human rights as defined in the United Nations Rights of the Child and Millennium Development Goals. They will learn about Canadian individuals and organizations that have made a positive difference in the world. Through this process, students will learn how to analyze and think critically about global issues and about Canada’s responsibilities towards our global neighbours.

Developing active global citizenship, the final theme of this resource, entails developing in students the skills that they need in order to make a positive difference in the world. Students will identify an issue that is important to them and form social action teams according to their interests. While the focus of the social action will be global in nature, it may have both local and/or global influence.
The social action teams will implement their social action plans and present their work at a Social Action Fair. The “ACT! Pack” documents their learning process and provides students with opportunities to reflect upon what they have learned throughout these lessons about active global citizenship.

**Curriculum Connections**

This resource kit meets an expressed need for resources for the Ontario Grade 6 Social Studies curriculum, “Canada and its Links to the World.” The curriculum states that by the end of Grade 6, students will:

- identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world;
- use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada’s links with other areas of the world;
- explain the relevance to Canada of current global issues and influences;
- describe some ways that Canada has influenced other countries and some influences of other countries on contemporary Canadian society; and
- describe Canada’s participation in international efforts to address global issues.

There are numerous specific expectations that are directly connected to the objectives of the ACT: Global Citizenship for Local Schools resource kit. For example, students are expected to develop knowledge and understanding of the countries with which Canada has links and distinguishing features of those countries; as well as the connections that Canada shares with the rest of the world.

Related inquiry/research and communication skills objectives include formulating questions to develop research plans with a statement of purpose, using a variety of sources to locate and process relevant information about Canada’s links with the world; analyzing, classifying, and interpreting about other world regions; and using maps and other information sources to understand the position and physical features of various regions of the world.

Moreover, this teacher’s resource kit is easily transferable to other middle school social studies classroom across the country. For example, in other provinces similar citizenship and global education themes are introduced in the middle school grades and would benefit from using this teaching kit. Examples:

- Atlantic Canada Social Studies Curriculum [www.gnb.ca/0000/publications/curric/social.pdf](http://www.gnb.ca/0000/publications/curric/social.pdf)
- AB Social Studies Curriculum Grs 4-6, [www.education.gov.ab.ca/k_12/curriculum/bySubject/social/elemsoc.pdf](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/elemsoc.pdf)
Assessment

The ACT: Global Citizenship for Local Schools teaching kit provides students with multiple opportunities to demonstrate their learning of the curriculum expectations and essential questions. We have aimed to produce assessment tasks that are performance based and meet the needs of students with different learning needs and styles. At the end of each lesson, you will find an outline of the diagnostic, formative, and summative assessments used in that lesson. Details of the culminating task are provided in Learning Activity 8. There are numerous possibilities of how you may breakdown final grades. For example:

Formative Assessment = 70%
(ongoing performance tasks and process throughout the unit)

Summative Evaluation (Social Action Plan/Fair) = 15%
Summative Evaluation (ACT! Pack - portfolio) = 15%

Social Activist Log

Throughout the course, students will be assigned various questions to answer or prompts to respond to in their Social Activist Log. This log will become a part of their ACT! Pack (portfolio) and provide them with an ongoing record of their perceptions of the content of the course. Encourage students to make entries that show they understand the topic, including their feelings about it as well as their thoughts and ideas. Each entry should be approximately ½ to 1 page in length. Collect their activist log periodically and provide students with feedback, making brief comments of encouragement and support.

Culminating Task

The culminating task, which is described in detail in Learning Activity 8, consists of two parts:
1) Social Action Plan and Fair
2) ACT! Pack - student portfolio

In shifting from traditional forms of assessment to a performance-based assessment, the culminating task provides teachers with a richer, more productive ways of evaluating students’ knowledge and skills.

The culminating task reflects the principles of authentic assessment in evaluating the students’ understanding of the three guiding questions of this course. There is a close fit between the enduring understanding framework we developed for this course and the ways that students are assessed. The various assessment tasks that students engage in throughout the course provide them with multiple opportunities to demonstrate and improve and reflect upon, if necessary, their understanding of the essential questions. Furthermore, we have developed assessment tasks that support student learning and involve students in the
process. Students are given opportunities to reflect upon their own learning through their journals and group work self-assessment checklists. Students are also provided with opportunities to help develop the criteria upon which their work will be assessed. We encourage teachers to ensure that students understand the criteria and the standards they are being used to assess their work and the work of others.

**What is Active Global Citizenship Education?**

This teaching kit reflects and reinforces two main goals of Active Global Citizenship Education:

1) **Awareness** of the connections between our lives and the lives of others.
2) **Action** to address injustices/inequities in the world.

Global citizenship education is comprised of the knowledge, skills, and attitudes that prepare people for living together in an interdependent world and to act to address inequality. The aim of global citizenship education is to build a global culture of peace and social justice through the promotion of values, attitudes, and behaviours which enable the realization of democratic ideals, development, and human rights for all.

a) **Critical Awareness**
   - of the interconnected, interdependent, and holistic nature of the world
   - of global issues and trends (e.g. human rights, development, peace, democracy)
   - about the connections between our lives and the lives of others
   - of our own and other’s perspectives, values, and attitudes
   - of our roles and responsibilities to act as a global citizen

b) **Critical Action**
   - to understand how the choices we make and actions we take have repercussions for others in the world
   - to choose which issues to act upon and an appropriate form of action
   - to develop the skills, values, and attitudes to address global injustices
   - to make the world a better place
What is an Active Global Citizen?

An active global citizen is someone who:

- understands the connections between him/herself and the wider world.
- understands that the world is connected socially, culturally, politically, economically, and physically.
- is aware of global issues such as human rights, peace, development, and democracy.
- respects and values diversity.
- cares about injustices in the world and desires to take action in the interests of others.
- understands her/his rights and responsibilities as a global citizen.
- takes responsibility for global issues and acts to make the world a better place.
- is conscious of being a global citizen.

Technology and the ACT! Teaching Kit

Some of the activities found within the ACT! teaching kit include the use of computer-based resources such as the internet. In classroom situations where computers are not accessible, teachers are encouraged to supplement with print resources, such as encyclopaedias, newspapers, or appropriate information brochures.

Acknowledgements

We would like to acknowledge the contributions of the grade 6 TVDSB teachers who piloted the draft version of this teaching kit in the 2006-2007 school year. Their work in teaching the lessons and providing the project coordinators with critical feedback was invaluable in the creation of this final product. Thank you for all of your hard work in being involved in this project and your commitment to global citizenship education for your students.
### Enduring Understanding and Essential Questions

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>I am a global citizen who can make a positive difference in improving the social, political, economic, and physical aspects of the world in which I live.</th>
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<tbody>
<tr>
<td>Essential Questions</td>
<td>What are Canada’s social, political, economic, and physical connections to the world?</td>
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<tr>
<td></td>
<td>What are the rights of global citizens and my responsibilities to act as a global citizen?</td>
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<td></td>
<td>How can I act to improve the world in which I live?</td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>What is meant by the social, political, economic, and physical aspects of a country or region?</td>
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<tr>
<td></td>
<td>What is a global citizen?</td>
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<tr>
<td></td>
<td>What is active global citizenship?</td>
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<tr>
<td></td>
<td>What is a global issue?</td>
</tr>
<tr>
<td></td>
<td>What are human rights and how do they affect the quality of life?</td>
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<td></td>
<td>What global human rights issues concern me?</td>
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<tr>
<td></td>
<td>How am I connected to citizens from other countries in the world?</td>
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<tr>
<td></td>
<td>Why should I take action to help others?</td>
</tr>
<tr>
<td></td>
<td>How have Canadian individuals and organizations made a positive difference in the world?</td>
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<tr>
<td></td>
<td>How do I decide which issues to address?</td>
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<tr>
<td></td>
<td>How do I conduct effective research to identify and explore global issues that need attention?</td>
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<tr>
<td></td>
<td>What are the different forms of social action?</td>
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<td></td>
<td>How can I work with others to achieve social change?</td>
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<td></td>
<td>How do I develop an effective plan of action that will make a difference?</td>
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<td></td>
<td>What strategies should I use to effectively communicate with others to inform and persuade others to support my cause?</td>
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<td></td>
<td>How do I know if I’ve made a difference?</td>
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</table>
The Global Educator

A global educator is someone who:

- brings a global perspective to the classroom and school.
- treats each student with respect and care in order to support and maximize their learning.
- makes the curriculum relevant and connected to their students’ lives and concerns.
- acknowledges and values multiple perspectives, values and attitudes.
- teaches students how to think and act critically.
- uses a range of teaching/learning styles to meet the needs of all pupils.
- models democratic ideals in the classroom by shifting the focus of decision-making from the teacher to the students.
- is open-minded and willing to learn from the experiences of others in the classroom and beyond.
- knows her/his rights and responsibilities as a global citizen.
- addresses injustices and inequities within and outside of the school.
- sees personal development, learning and social change as a processes that are lifelong.

Details about specific teaching and assessment strategies can be found in Appendices 2-4.

Addressing the Diverse Needs of Students through a Differentiated Learning Approach

This resource has been developed to meet the needs of students with diverse learning styles, interests, and readiness. As such, a differentiated learning approach has been used to offer students a variety of activities and opportunities to practice and demonstrate their learning. These activities address a range of learning styles and students are frequently given choices in the content, process, and product they will use to pursue and demonstrate their learning.

Developing and nurturing global perspectives and action in education is a perfect vehicle for creating an inclusive, supportive, and engaging social studies experience for all students. Through a critical thinking, action-based approach, students’ ability to recognize bias and stereotypes in contemporary society and a greater understanding and appreciation for difference and diversity will be strengthened.
The Ontario Curriculum states that social studies teaching “should reflect diverse points of view and experiences to enable students to become more sensitive to the experiences and perceptions of others. Students also learn that protecting human rights and taking a stand against racism and other expressions of hatred and discrimination are essential components of responsible citizenship.” (Ontario Government, 2004)

Through the learning activities that we have developed, this resource kit meets these goals. The Global Education classroom we envision is a supportive and positive learning environment for all students. Sensitivity for the diverse needs and learning styles of students is embedded throughout the resource kit so that all students, regardless of ethnic/cultural background, social class, socio-economic background, sexual orientation, and ability have opportunities for success.

Further, we have created learning activities that meet the needs of students with diverse learning styles. Hence, you will find an assortment of instructional strategies and accompanying assessment tasks to suit those who learn in a wide range of ways and we encourage teachers to adapt and revise to meet the needs of their individual students as they best see fit.

**How this Teaching Kit is Organized**

In addition to this Introductory Chapter, the *ACT! Active Citizens Today: Global Citizenship for Local Schools* Teacher’s Kit is organized into 8 sections, one for each of the learning activity and one to describe the culminating task. Each learning activity contains the following:

- One-two page Summary of the Learning Activity (Guiding Questions, Description of the Learning Activity, Assessment/Evaluation, and Relevant Ontario Curriculum Expectations)
- Detailed Description of Each Lesson (What Teachers Do/What Students Do; Before, During and After Lesson)
- Black Line Masters (BLMs) for Teachers and Students

Appendices at the end of the Teaching Kit include:

1) Teaching Notes and Strategies  
2) Assessment/Evaluation Strategies  
3) Mapping Strategies  
4) Global/Active Citizenship Web Sites and Further Resources

Depending on your students’ needs and learning styles, and when you begin teaching this unit, you may find that you do not have time for all of the lessons in each learning activity. You are therefore encouraged to pick and choose lessons that are most appropriate for your classroom situation. While we leave it up to your professional judgement to decide how you prioritize the various lessons and assessment tasks, we would like to encourage you to plan ahead so that students have the opportunity to complete the culminating tasks.
### Design Outline/Summary of Learning Activities

<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>GUIDING QUESTIONS</th>
<th>DESCRIPTION</th>
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</thead>
</table>
| 1) *Me in the World* | How am I connected with citizens from other countries?  
What countries does Canada have links to?  
Where are these on a map?  
What is a global citizen? | This is an introductory set of lessons to excite students about the topic, think about the connections that they as individuals have to the rest of the world, and what it means to be a global citizen. The opening and classroom activities are fun, student-centered, and hands-on. Large classroom maps and smaller outline maps for each student are used for students to record which countries Canada has connections with. Students will also be introduced to the theme of this course: *Active Citizens Today (ACT!): Global Citizenship for Local Schools* and the ACT! Pack that they will be creating for their culminating task. |

**Ontario Expectations Covered by Learning Activity 1:**

<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of Gr.6 students will be able to:</th>
</tr>
</thead>
</table>
| **Knowledge and Understanding**           | – identify some countries with which Canada has links  
– describe some of the connections Canada shares with the rest of the world  
– identify Canada’s connections with the United States through the media, trade, immigration, culture, technology, tourism, history, and geography |
| **Inquiry/Research and Communication Skills** | – use a variety of primary and secondary sources to locate and process relevant information about Canada’s links with the world  
– use appropriate vocabulary to describe their inquiries and observations                                                                 |
| **Map, Globe, and Graphic Skills**        | – use base maps and a variety of information sources to sketch the relative position of places  |
### LEARNING ACTIVITY

**2) A Global Lens to the World**

**Time:** 3-6 lessons

**Teaching Strategies:** Research, Question and Answer, Photo Analysis, Class Discussion, Brainstorming, Mapping, Concept Attainment / Reinforcement, Class Discussion, Cooperative Group Activities and Games, Graphic Organizers, In-class Group Research, Socratic Teaching

**Assessment:** Journal Writing, Mapping, Graphic Organizers, Teacher Observations

### GUIDING QUESTIONS

- What is meant by the social, political, economic, and physical aspects of a region or nation?
- What countries does Canada have links to? Where are these on a map?
- What are the general characteristics of the social, political, economic, and physical aspects of a region or nation?
- How does Canada compare to the USA and other nations, socially, politically, economically, and physically?

### DESCRIPTION

Students will learn about the concepts of social, political, economic, and physical. Students learn how these aspects of a nation/region are a lens for studying countries and Canada’s connections to the world. The first lesson provides an overview of these concepts through a cooperative group activity. In the second lesson, the focus shifts to the economic aspects of a nation with an activity about the significance of trade between countries. Students learn about key concepts such as trade, import and export and through mapping, about Canada’s top trading partners. A trade game demonstrates economic interdependence and interconnections between countries. In the final lesson, students will compare the social, political, economic, and physical characteristics of Canada and the United States. Students are encouraged to think about how they depend on other people and the meaning of interdependence on a local and global scale.

### Ontario Expectations Covered by Learning Activity 2

<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of Gr.6 students will be able to:</th>
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<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>– describe some of the connections Canada shares with the rest of the world</td>
</tr>
<tr>
<td></td>
<td>– identify the countries to which Canada exports goods</td>
</tr>
<tr>
<td></td>
<td>– identify the countries from which Canada imports goods</td>
</tr>
<tr>
<td></td>
<td>– identify Canada’s connections with the United States through the media, trade, immigration, culture, technology, tourism, history, and geography</td>
</tr>
<tr>
<td></td>
<td>– describe distinguishing characteristics of the United States</td>
</tr>
<tr>
<td><strong>Inquiry/Research and Communication Skills</strong></td>
<td>– use a variety of primary and secondary sources to locate and process relevant information about Canada’s links with the world</td>
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<td></td>
<td>– use appropriate vocabulary</td>
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<tr>
<td></td>
<td>– analyze, classify, and interpret information about the United States and at least one other country from another region of the world</td>
</tr>
<tr>
<td></td>
<td>– use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information</td>
</tr>
<tr>
<td><strong>Map, Globe, and Graphic Skills</strong></td>
<td>– use base maps and a variety of information sources to sketch the relative position of places</td>
</tr>
<tr>
<td>LEARNING ACTIVITY</td>
<td>GUIDING QUESTIONS</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>3) Country Investigation through a Global Lens</strong></td>
<td>What is meant by the social, political, economic, and physical aspects of a region or country?</td>
</tr>
<tr>
<td><strong>Time:</strong> 5-8 lessons</td>
<td>What countries does Canada have links to? Where are these on a map?</td>
</tr>
<tr>
<td><strong>Teaching Strategies:</strong> Class Discussion, Brainstorming, Socratic Teaching (Q &amp; A), Inquiry Research, Foldable Brochure, Teacher Modeling, Energizer, Simulation, Mapping, Graphic Organizers, Concept Attainment/Reinforcement, Cooperative Learning</td>
<td>How does comparing Canada to the USA and other nations help me understand Canada’s links with them?</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Information Brochure, Performance Task, Teacher observation</td>
<td>What is a global citizen?</td>
</tr>
<tr>
<td></td>
<td>How am I connected to citizens in other countries in the world?</td>
</tr>
</tbody>
</table>

**Ontario Expectations Covered by Learning Activity 3:**

<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of Gr.6 students will be able to:</th>
</tr>
</thead>
</table>
| **Knowledge and Understanding** | – identify some countries with which Canada has links  
– describe some of the connections Canada shares with the rest of the world  
– identify products that Canada imports and exports  
– describe distinguishing characteristics of a country in another region with which Canada has links |
| **Inquiry/Research and Communication Skills** | – formulate questions to develop research plans with a statement of purpose  
– use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world  
– analyze, classify, and interpret information about the United States and at least one other country from another region of the world  
– use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information  
– observing bibliographic conventions, use media works, oral presentations, written descriptions, illustrations, tables, charts, maps, and graphs to communicate main ideas, with supporting evidence, about the various regions of the United States and about one other country from another region of the world |
## LEARNING ACTIVITY

### 4) Canada’s Links to the World

#### Time: 4-6 lessons

**Teaching Strategies:**
- Concept Attainment,
- Cooperative Learning,
- Inside-outside Circles,
- Energizers with Purpose,
- Individual Reading Response

**Assessment:**
- Performance Task,
- Teacher Observation

#### GUIDING QUESTIONS

- How does comparing Canada to the USA and other nations help me understand Canada’s links with them?

- What social, economic, political, and physical impact has Canada had on other countries?

- What social, economic, political, and physical impact have other countries had on Canada?

- How am I connected to citizens from other countries in the world?

#### DESCRIPTION

Through various cooperative learning approaches, students will develop a deeper understanding of the concepts “interdependence” and “interconnections”, how they relate to their own lives and how they relate to Canada’s connections with the world. In particular, students learn how Canada influences, and is influenced by other countries of the world in the context of a social, political, economic, and physical lens through a newspaper investigation activity. Finally, their learning is shared through the use of a bulletin board and cooperative learning activity called Inside-Outside Circles.

### Ontario Expectations Covered by Learning Activity 4

<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of Gr.6 students will be able to:</th>
</tr>
</thead>
</table>
| Knowledge and Understanding   | - identify and describe Canada’s economic, political, social, and physical links with the United States and other regions of the world  
                              | - explain the relevance to Canada of current global issues and influences  
                              | - identify some countries with which Canada has links  
                              | - describe some of the connections Canada shares with the rest of the world  
                              | - describe distinguishing characteristics of a country in another region with which Canada has links                                                                       |
| Application                   | - describe some ways in which Canada has influenced other countries  
                              | - describe some influences of other countries on contemporary Canadian society and the lifestyles of Canadians                                                                     |
| Map, Globe, and Graphic Skills| - use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada’s links with the United States and other areas of the world  
                              | - formulate questions to develop research plans with a statement of purpose  
                              | - use a variety of primary and secondary sources to locate and process relevant information about Canada’s links with the world  
                              | - analyze, classify, and interpret information about the United States and at least one other country from another region of the world  
                              | - use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information                                                             |
5) Investigating Global Issues

Time: 8-10 lessons


Assessment: Teacher Observation, Mind Map, Journal Writing

**GUIDING QUESTIONS**

- What is a global issue?
- What are human rights and how do they affect quality of life?
- What global human rights issues concern me?
- How am I connected to citizens from other countries in the world?

**DESCRIPTION**

In this learning activity students investigate global issues in order to gain a clearer understanding of some of the key issues that affect the quality of life of citizens around the world. The starting point for their investigation of global issues is the United Nations (UN). Students learn about the UN, its role and Canada’s involvement within it. From this point students brainstorm, engage each other in discussion, create graphic organizers, and collaborate as groups to determine what the issues of our world look like and feel like. The aim is for the students to identify an issue that has meaning to them and realize that they are connected to these issues.

**Ontario Expectations Covered by Learning Activity 5**

<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of Gr.6 students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>– describe some of the connections Canada shares with the rest of the world</td>
</tr>
<tr>
<td></td>
<td>– identify some countries with which Canada has links</td>
</tr>
<tr>
<td></td>
<td>– describe Canada’s participation in international efforts to address current global issues</td>
</tr>
<tr>
<td></td>
<td>– explain the relevance to Canada of current global issues and influences</td>
</tr>
<tr>
<td>Inquiry/Research and</td>
<td>– use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>– analyse, classify, and interpret information about … one other country from another region of the world</td>
</tr>
<tr>
<td>LEARNING ACTIVITY</td>
<td>GUIDING QUESTIONS</td>
</tr>
<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>6) Making a Difference in the World</td>
<td>What is active global citizenship?</td>
</tr>
<tr>
<td></td>
<td>What are the different forms of social action?</td>
</tr>
<tr>
<td></td>
<td>Why should I take action to help others?</td>
</tr>
<tr>
<td></td>
<td>How can I work with others to achieve social change?</td>
</tr>
<tr>
<td></td>
<td>How have other Canadian individuals and/or organizations made a positive difference in the world?</td>
</tr>
<tr>
<td></td>
<td>What strategies should I use to effectively communicate with others to inform and persuade others to support my cause?</td>
</tr>
</tbody>
</table>

Ontario Expectations Covered by Learning Activity 6

<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of Gr.6 students will be able to:</th>
</tr>
</thead>
</table>
| Knowledge and Understanding | – describe some of the connections Canada shares with the rest of the world  
– identity some of the countries with which Canada has links |
| Inquiry/Research and Communication Skills | – formulate questions to develop research plans with a statement of purpose  
– use a variety of primary and secondary sources to locate and process relevant information about Canada’s links with the world  
– use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information  
– use appropriate vocabulary to describe their inquiries and observations |
<p>| Application | – use an appropriate presentation format to show how the contributions of an outstanding Canadian are recognized in the global community as well as in Canada |</p>
<table>
<thead>
<tr>
<th>LEARNING ACTIVITY</th>
<th>GUIDING QUESTIONS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) Time to ACT: Global Citizenship in Action</td>
<td>How do I decide which issue to do something about? How do I conduct effective research to identify and explore global issues that need attention? How can I work with others to achieve social change? How do I develop and implement an effective plan of action that will make a difference? What strategies should I use to effectively communicate with others to inform and persuade others to support my cause? How do I know if I’ve made a difference?</td>
<td>Students will work cooperatively with a team of other like-minded peers to take action on a global issue over which they share mutual concern. They will work together to further investigate the need that exists and develop a plan of social action. Students will lead and organize themselves and others towards achieving their common goal. Students will consider the criteria by which they will measure their own success in determining if they have made a positive difference as global citizens.</td>
</tr>
</tbody>
</table>

Ontario Expectations Covered by Learning Activity 7

<table>
<thead>
<tr>
<th>Strand</th>
<th>By the end of Gr.6 students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>– describe distinguishing characteristics of a country in another region with which Canada has links</td>
</tr>
<tr>
<td>Inquiry/Research and Communication Skills</td>
<td>– formulate questions to develop research plans with a statement of purpose – use a variety of primary and secondary sources to locate and process relevant information about Canada’s links with the world – use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information; supporting evidence, about the various regions of the United States and about one other country from another region of the world – use appropriate vocabulary – observing bibliographic conventions, use media works, oral presentations, written descriptions, illustrations, tables, charts, maps, and graphs to communicate main ideas, with – use and construct a variety of graphic organizers and graphs to sort, classify, connect, and interpret information</td>
</tr>
<tr>
<td>Application</td>
<td>– describe Canada’s participation in international efforts to address current global issues</td>
</tr>
<tr>
<td>LEARNING ACTIVITY</td>
<td>GUIDING QUESTIONS</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 8) Culminating Task     | What are Canada’s social, political, economic, and physical connections with the world? | 1) Social Justice Fair and Action Plan  
At the end of the course, groups of students will present their research and Social Action Plans at a Social Justice Fair. |
| Social Action Fair      | What are the rights of a global citizen and my responsibilities to act as a global citizen? | 2) Social Justice ACT! Pack (portfolio)  
Each student will submit his/her Social Justice ACT! Pack, a portfolio with evidence of learning and reflections on the three essential questions/aims of the course. |
|                         | How can I act to improve the world in which I live?                              |                                                                           |
Sources


Learning Activity 1: Me in the World

Guiding Questions

- How am I connected with citizens from other countries?
- What countries does Canada have links to? Where are these on a map?
- What is a global citizen?

Description of the Learning Activity

This is an introductory set of lessons to excite students about the topic, think about the connections that they as individuals have to the rest of the world, and what it means to be a global citizen. The opening and classroom activities are fun, student-centered, and hands-on. Large classroom maps and smaller outline maps for each student are used for students to record which countries Canada has connections with. Students will also be introduced to the theme of this course ~ Active Citizens Today (ACT!): Global Citizenship for Local Schools and the ACT! Pack that they will be creating for their culminating task.

Assessment/Evaluation

- Diagnostic - checks for understanding to determine student prior knowledge about the relative position of Canada to other countries in the world, the location of other countries that Canada has connections with, and key mapping elements
- Formative - collect Treasure Hunt homework and check for completion
- Summative - collect and assess the map “Canada’s Connections to the World”

Appendix Connection

To support student understanding, it is recommended that teachers begin Learning Activity 1 with Appendix Lesson 3: Mapping the World. This additional lesson introduces and reinforces the map skills that are needed throughout each of the learning activities.
Lesson 1.1  Globingo and Active Citizens Today

Materials: BLM 1.1, 1.2, large map of the world, pins or peel-off dot stickers, BLM 8.2

Teaching Strategies: games/energizers, mapping, class discussion, Social Activist Log writing

Lesson Description

This is an introductory lesson to get students excited about the topic, thinking about the connections that they as individuals have to the rest of the world and what it means to be a global citizen. The opening and classroom activities are fun, student-centered and hands-on. Students will also be introduced to this course: Active Citizens Today (ACT): Global Citizenship for Local Schools, the Key Enduring Understanding, and the ACT! Pack that they will be creating for their culminating task.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • At least 2 weeks before the start of the course, order 2 free wall maps in advance from the Canadian Geographic ([http://www.canadiangeographic.ca](http://www.canadiangeographic.ca)) or CIDA ([http://www.acdi-cida.gc.ca/index-e.htm](http://www.acdi-cida.gc.ca/index-e.htm)) websites. Click on ‘A Developing World’, “Request this Map” and “Requesting this Map on behalf of an Organization”. Order 2 as one side has the map ‘A Developing World’ and the other ‘Canada and the World’, which you will need throughout this course. Another excellent map to have in the classroom is the Peters’ Projection map, which presents countries in their true proportion to one another, has been adopted by the UN, aid agencies, and schools around the world. You can order a copy at [http://www.newint.org/shop/can/maps-atlases.htm](http://www.newint.org/shop/can/maps-atlases.htm)
| • You will also need coloured pins or peel-off dot stickers.
| • Prepare individual copies of BLMs 1.1 and 1.2 for students.
| • Prepare individual copies of BLM 8.3 (ACT! Pack Student Info Sheet) |                  |
| **During**       |                  |
| • Minds On: Hand out Globingo sheets to students and instruct them to fill in as many squares as possible by obtaining information from other students. The name of the country and the name of the student should be written in the appropriate square. A student’s name should only appear once on the sheet to encourage students to actively talk to | • Minds On: Students are given copies of the handout “Globingo” and spread out throughout the room. They try to fill out as many of the squares as possible within 10 minutes. When they have a row of four squares – horizontal or vertical or diagonal – completed, they call out |
as many of their peers as possible. Each time a row of four squares has been completed, the student is to call out “Globingo”.

- Following Globingo ask students what they learned about their classmates. Direct students attention to the “Canada and the World” map in the classroom. Check they know the location of Canada and the United States. Help students locate the different countries on the map “Canada and the World” that they have on their Globingo sheet and have each put a pin or dot sticker on one country. (Pins are better as later in the course you will be attaching strings to the pins.)

- Provide students with a brief overview of this course and direct their attention to the Enduring Understanding posted in the classroom. Explain to students that a global citizen knows about Canada’s connections to other countries in the world and that today they have taken the first step to becoming active global citizens.

- Hand out the ACT! Pack Student Info sheet (BLM 8.3) to students and review expectations for this, their culminating task for the course.

### Classroom Mapping Activity

Students go up to the map of the world and place a pin or small post-it note on one of the countries from their Globingo sheet. Students try to pick a country that no one else has chosen already.

### Class Discussion

Students respond to the following questions:
- Were you surprised at the connections our class has with other country in the world?
- What would the map look like if it were another class, another school, or the whole school? Would you discover more and/or different connections?
- Why do we have all of these connections to other countries?
- Is it good to have connections with other countries? Why or why not?
- Why is it important to know about the connections we have to other countries?

### After

- For homework, students will be creating an inventory of products, goods and other things in their homes that come from other countries. using BLM 2.1 ‘Global Connections: The World in my Home: Treasure Hunt

### Social Activist Log Questions:

- Is it good to have connections with other countries? Why or why not?
- Why is it important to know about the connections we have to other countries?

**Cross-Curricular** – Create an “Active Global Citizen” word wall in the classroom. Add the words global and connections to the World Wall. (Language Arts)
Lesson 1.2  The Global Kid- Making Connections

**Lesson Description**
This lesson further develops students’ understanding of the connections that Canada has with other countries through a fictional story of the daily events of a school-aged child waking up and getting ready for school, and through locating countries that Canada has links with on a map.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare one copy of BLM 1.3 “The Global Kid Story” and cut up STOP cards for students.</td>
<td>• Bring coloured pencils to class.</td>
</tr>
<tr>
<td>• Prepare individual copies of Blank World Map (see BLM 2.3) for students.</td>
<td></td>
</tr>
<tr>
<td>• Have class set of atlases for students to use.</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• Minds On: Have students read (individually or as a shared reading activity) story #1 of the Global Kid (BLM 1.3) out loud. Hand out STOP cards to 10 students with instructions to call out STOP during particular points in the story. Have another student slowly read the story of the Global Kid again and stop whenever another student calls out STOP. After the Global Kid activity, ask students what they learned from the story about Canada’s connections to the world. Use this as a lead-in to grouping students to discuss their homework</td>
<td>• Minds On: The Global Kid. Each student will have a role:</td>
</tr>
<tr>
<td></td>
<td>- One student read the story The Global Kid out loud the first time.</td>
</tr>
<tr>
<td></td>
<td>- Another student will read the story The Global Kid out loud the second time.</td>
</tr>
<tr>
<td></td>
<td>- 12 other students will be responsible for reading the STOP cards</td>
</tr>
<tr>
<td></td>
<td>- Remaining students will record the names of the countries mentioned and the type of connection/link (e.g. clothes, news)</td>
</tr>
<tr>
<td>• Have students in heterogeneous groups of three (see Teaching Strategies Appendix 1b) share their “Global Connections: The World in my Home Treasure Hunt” findings. Collect the Treasure Hunt homework sheets. Each group chooses what they consider the 10 most interesting or unexpected findings. One member of each group is records these, another reports them to the rest of the class, while another member adds pins to the Class World Map to indicate countries Canada is connected with.</td>
<td>• Students work together in groups to identify the top 10 findings from their Treasure Hunt. These ideas are shared, recorded and reported on.</td>
</tr>
<tr>
<td></td>
<td>• One student at a time is putting pins in the “Canada and the World” map on countries that Canada has connections with.</td>
</tr>
<tr>
<td>• Hand out a blank world map to each student.</td>
<td></td>
</tr>
</tbody>
</table>
Have instructions on the board to title the map “Canada’s Connections to the World”, include a compass/direction, and a legend/key with appropriate colours and continent names. Carefully guide students to shade in each continent, either by pointing to the continent on the Developing World map or referring them to atlases. See instructions in What Students Do column.

- Explain to students that the continents are examples of REGIONS and that Canada and the United States are examples of COUNTRIES. Have students brainstorm other examples of countries and regions. (See BLM 2.5 DOVE Principles of Brainstorming.)
- Direct students attention to the classroom “Canada and the World” map and point out new countries that students have discovered Canada has connections with. Have students neatly name these on their own maps. Remind them that knowing about Canada’s connections with the world is a part of being a Global Citizen.
- On their individual world maps, students will add the title “Canada’s Connections to the World” and a compass/direction. They will lightly shade each of the following continents in these colours (Asia = Orange, Australasia = Green, North America= Yellow, South America = Brown, Europe = Purple, and Africa= Red). Hint: The colours for each continent almost match the colours on the classroom ‘Developing World Map’. Name Canada, the United States and if time allows (or for homework) any of the countries from their Globingo worksheets.
- These maps will go in their ACT! Pack.

### Map Projections Extension Activity: An additional lesson on map projections is included as Appendix 3 in this teaching kit.

### Social Activist Log Questions:
Students look at the map they have created and the two Classroom World Maps and answer the following questions for their Activist Log:
- Are there particular continents or countries of the world that we have a lot of connections with?
- Why does Canada have more connections with these countries and continents?

### Assessment / Evaluation
- Diagnostic - Reviewing key components of a map with students.
- Formative - Collect Treasure Hunt homework and check for completion
- Summative - Collect and assess the map “Canada’s Connections to the World”

See Appendix 2a for further formative assessment strategies.
### GLOBINGO

Find someone who...

<table>
<thead>
<tr>
<th>Has learned something about another country recently.</th>
<th>Speaks more than one language.</th>
<th>Has watched a TV show made in another country.</th>
<th>Has a family car made in another country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lives in a home where more than one language is spoken.</th>
<th>Traveled to another country.</th>
<th>Has a parent or relative born in another country.</th>
<th>Owns a TV or computer made in another country.</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can name a famous sports star from another country</th>
<th>Enjoys eating food from another country.</th>
<th>Is wearing something made in another country.</th>
<th>Heard about another country in the news recently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Likes music from another country.</th>
<th>Has talked to someone who has lived in another country</th>
<th>Has a friend in another country.</th>
<th>Has received an email from someone in another country</th>
</tr>
</thead>
<tbody>
<tr>
<td>________________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
<td>______________________ Name ______________________ Country</td>
</tr>
</tbody>
</table>
GLOBAL CONNECTIONS:
THE WORLD IN MY HOME TREASURE HUNT

Student Name: ____________________________

The Global Connections Treasure Hunt has begun. You, as a Global Connections
Detective, have one evening to find all the global connections in your home. Using
the following categories, find at least 10 things in your house from another country.
Go for 20, go for 100. Go crazy finding all the Global Connections in your Home.
Look at labels on food, packages, clothing and other products. Some things will be
a bit trickier (like furniture and appliances) so you might have to ask someone else
in your family. You can have more than one item under each category, but aim to
find items from at least 5 different categories. Have fun going global in your home!

<table>
<thead>
<tr>
<th>WHAT IS IT?</th>
<th>WHERE IS IT FROM?</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD</td>
<td></td>
</tr>
<tr>
<td>CLOTHING</td>
<td></td>
</tr>
<tr>
<td>FURNITURE</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td></td>
</tr>
<tr>
<td>TV SHOWS</td>
<td></td>
</tr>
</tbody>
</table>

(Where is the song, music, band or singer from?)

(Where are they made or where do they take place?)
<table>
<thead>
<tr>
<th>Category</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BOOKS OR MAGAZINES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Where were they published? Hint: Look inside the first page or two for the city.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KITCHEN EQUIPMENT/APPLIANCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vacuum cleaners, iron, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PICTURE (Painting, Postcard, Photo) of another country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPUTER OR TV OR RADIO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOYS AND GAMES</td>
<td></td>
<td></td>
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<tr>
<td>OTHER?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
THE GLOBAL KID

“Time to get up, Paul.” Paul can hear his father yelling from downstairs.

“Ugghh”, thought Paul to himself, “I’m 11 years old and it’s too early to get up. I want to stay in this nice cozy bed.” Paul slowly throws the blankets off his bed and gets up.

He goes to the bathroom and has a quick shower, washing himself with soap. He looks out the window and decides to put on some warm clothes as it looks like it’s going to get pretty cold out there today.

Paul runs downstairs and sits at the kitchen table eating a bowl of cereal and drinking a glass of chocolate milk.

The TV news is on, but he doesn’t pay too much attention. He’s late as usual.

He runs upstairs again to brush his teeth and fix his hair. Paul puts on his coat and running shoes.

Paul grabs his ACT! Pack and heads out the door excited to get to Social Studies class to learn all about Canada’s Global Connections.
1) “Time to get up, Paul.” Paul can hear his father yelling from downstairs.

YELL STOP! AND READ THIS: Paul’s dad came to Canada from the city of Timbuktu in the African country of Mali. During the Golden Age of Africa, Timbuktu was a great city with many schools and the first university in the world. Today, there is more poverty and that’s why Paul’s father decided to immigrate to Canada to make a better life for his family.

2) “Ugghh”, thought Paul to himself, “I’m 11 years old and it’s too early to get up. I want to stay in this nice cozy bed.”

YELL STOP! AND READ THIS: Beds were originally designed in the ancient Middle East. Paul’s bed is from Ikea and it was built in the northern European country of Finland.

3) Paul slowly throws the blankets off his bed and gets up.

YELL STOP! AND READ THIS: The bed sheets are made of cotton, first grown in India, and the blankets are made of wool, first tamed and herded in the Middle East, probably in the country that we now call Iraq.

4) He goes to the bathroom

YELL STOP! AND READ THIS: Romans built toilets called latrines nearly 2000 years ago. Public latrines had no doors or walls between each toilet, so everybody could see everyone else! Fortunately, everyone wore long robes so nobody could really see what was going on.

5) and has a quick shower, washing himself with soap.

YELL STOP! AND READ THIS: Soap was invented by the ancient Gauls of present day France and lightly scented with perfume first used in the near East. The soap that Paul is using was made in China.

6) He looks out the window and decides to put on some warm clothes as it looks like it’s going to get pretty cold out there today.

YELL STOP! AND READ THIS: The clothes Paul wears are very similar to those of nomadic tribes of central Asia. His T-Shirt and jeans were made in a big city in Indonesia by an American company that has a factory there.
7) Paul runs downstairs and sits at the kitchen table eating a bowl of cereal
YELL STOP! AND READ THIS: *Paul’s cereal is made from grains first grown in the Middle East such as oats, wheat or bran, or from corn first grown for food by North American Native peoples.*

8) and drinking a glass of chocolate milk.
YELL STOP AND READ THIS: *Chocolate was originally found in Central and South America. Hundreds of years ago, the Mayans were the first people to discover that chocolate was a part of the cacao tree and they thought that cacao beans were so valuable that they used them as money.*

9) The TV news is on, but he doesn’t pay too much attention. He’s late as usual.
YELL STOP AND READ THIS: *The TV that is in kitchen is made in Japan, by a company that has been making televisions for more than 50 years. In 1960, Japan became the third nation in the world to have colour television, following the USA and Cuba.*

10) He runs upstairs again to brush his teeth and fix his hair. STOP
*The bristle toothbrush, similar to the type we use today, was invented in 1498 in China. The bristles were actually the stiff, coarse hairs taken from the back of a hog’s neck and attached to handles made of bone or bamboo. Can you imagine brushing your teeth with hog’s hair?*

11) Paul puts on his coat and running shoes,
YELL STOP AND READ THIS: *Paul’s running shoes were both made in a factory in Vietnam, a country in south-east Asia, where the people are paid only $10/week making shoes that cost almost 10 times that amount.*

12) Paul grabs his ACT! Pack and heads out the door excited to get to Social Studies class to learn all about Canada’s Global Connections.
YELL STOP AND READ THIS: *Pauls’ ACT! Pack is filled with papers which were first developed in ancient China and are now made from trees in Canada’s forests. Paul is ready to begin his day as a Global Kid!*

BLM 1.3
Learning Activity 2: A Lens to the World

Guiding Questions

- What is meant by the social, political, economic and physical aspects of a region or nation?
- How does comparing Canada to the USA and other nations help me understand Canada’s links with them?
- What countries does Canada have links to? Where are those on a map?
- What are the general characteristics of the social, political, economic and physical aspects of a region or nation?
- How does Canada compare to the USA and other nations, socially, politically, economically and physically?

Description of the Learning Activity

Students will learn about the concepts social, political, economic, and physical. Students learn how these aspects of a nation/region are a lens for studying countries and Canada's connections to the world. The first lesson provides an overview of these concepts by through a cooperative group activity. In the second lesson, the focus shifts to the economic aspects of a nation with an activity about the significance of trade between countries. Students learn about key concepts such as trade, import and export, and through mapping about Canada's top trading partners. A trade game demonstrates economic interdependence and interconnections between countries. In the final lesson, students will compare the social, political, economic, and physical characteristics of Canada and the United States. Students are encouraged to think about how they depend on other people and the meaning of interdependence on a local and global scale.

Assessment/Evaluation

- Diagnostic - check for understanding - map elements; background knowledge about the U.S.
- Formative - check for completion of in-class worksheets (BLM 2.1) for completion; Social Activist Log Entries
- Summative - assess map and graphic organizers, BLM 2.1 (to go in ACT! Pack)
Lesson 2.1  Understanding Aspects of a Country/Region

Materials: Coloured String, Photos/postcards/pictures, BLM 2.1, Appendix 1b

Teaching Strategies: photo analysis, cooperative group activity, graphic organizer

Lesson Description
This lesson is intended to introduce students to the concepts social, political, economic and physical through a cooperative group activity using photos/pictures and post-cards. By the end of the class, students should be able to define the key aspects of a country/region (state its attributes/characteristics) and give examples of it.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Prior to the start of this class, you will need to find a selection of at least 60 photos/pictures from each of the following four categories (PEPS):  
  - Physical (e.g. landscapes such as mountains, lakes, valleys, mines)  
  - Economic (e.g. money, products, shipping, factories)  
  - Political (e.g. government buildings, flags, political symbols)  
  - Social (e.g. sports, arts, ceremonies, music) (3 photos x 6 work-stations x 4 categories =72)  
  - Go to [http://images.google.com/imghp](http://images.google.com/imghp) to download photos to print off. You can also use old National Geographic magazines, postcards and/or cut out photos from other magazines. The following instructions assume a class size of 30. Adjust accordingly. Arrange the room into 6 work stations for student groups of 6. Each work station should have at least 3 photos from each category (i.e 12 photos) Prior to the start of class, choose 3 photos/pictures from each table. Cut each photo into 3 and leave 1 part of each photo on each work station. Mix up the remaining pieces. | Quick PEPS Reference for Teachers:  
  • **Physical**: refers to the physical landscape of the earth.  
  • **Economic**: refers to forms of trade, work, or any money related activities.  
  • **Political**: refers to government activities, laws, or any symbols related to these ideas.  
  • **Social**: refers to people and the cultures, beliefs, and traditions that define them.  
  **For additional support, refer to BLM 3.7** |
| **During** |                  |
| • **Minds On**: When students enter the room, give them each one part of a photo and the instructions as outlined in “What Students Do”. | • **Minds On**: Students walk around the room and try to find the person who has another part of their photo. Then together they are to find the |
This is a fun way to develop cooperative skills in students. Once they find their partners and their work station, each group member will be assigned a specific role for this activity. See Teaching Strategies Appendix 1b (Cooperative Learning) for ideas.

- **Develop an understanding of PEPS:** Each work station will contain examples of photos from the four categories: physical, economic, political and social. (Refer to these using the acronym PEPS.) Instruct students to look carefully at the photos and try to group them into different categories. Explain that these are categories of the different aspects of a nation or region. Have each group report on **one** of their categories and the reasons for their choice. Continue until all categories have been noted and written on the board.
  
  Questions to consider during this activity:
  - Could any of the items in one group be placed in another?
  - Could any of these items be classified in other ways?
  - What is similar about your photos that make them part of the same category?

- Use the discussion as a springboard for guiding students towards a common understanding of the concepts of Physical, Economic, Political and Social aspects of a country or region.

- Drawing upon the common attributes/essential features of each concept that students provide, come up with class definitions of each concept. Hand out BLM 2.1 ‘Fun with Photos’

- In groups, students consider and group photos on the table and try to group them into categories with similar characteristics.

- Students should end up with 3 photos in each category. Each group will report on **one** of their categories and the reason for their choice.

- Students help each other in the group complete the worksheet “Fun with Photos: Aspects of a Nation/Region”

**Cross-Curricular**

- Add the words Physical, Political, Social and Economic to the Word Wall.

**Assessment/Evaluation**

- Diagnostic - During photo activity, draw upon students’ background knowledge and check for understanding of key concepts at the end of the lesson.
- Formative - Collect student worksheets BLM 2.1 and check for completion
- Summative - BLM 2.1 will be included in students’ ACT! Pack.
Lesson 2.2  Canada’s Economic Connections with the World

Lesson Description

In this lesson, the main concepts from the last lesson (physical, economic, social and political) are reviewed. The focus then shifts to the economic category with an activity about the significance of trade between countries. Students learn about key concepts such as trade, import and export and through mapping, about Canada’s top trading partners. The lesson ends with a string trade game to demonstrate economic interdependence and interconnections between countries.

What Teachers Do

What Students Do

Before

• Bring items for Minds On activity to class.
• Prepare individual copies of BLM 2.2 for students and BLM 2.3 (world map).
• Bring ball of wool to class for String Trading Game.
• Cut up BLM 2.4 Trade Game Slips so that each student will have one.
• Obtain a class set of atlases.

• Students need to bring coloured pencils to class for mapping activity.

During

• Minds On: Use YES/NO concept attainment strategy (see Appendix 1a) to review the concept “Economics” (You can use the photos again for this activity.) Explain that the focus of today’s lesson will be on the economic aspects of a country/region.

• Economic (Trade) - On a table, display items from different parts of the world (e.g. baseball cap, runners, banana, lap top) Ask students if they know where these items were made. Have students look at the labels on their clothing to see where they were manufactured. Refer to students’ Global Connections: World in my Home Treasure Hunt” findings as well.

• Defining Imports and Exports: Explain that different countries make different products and that countries trade (buy and sell) products with

• Minds On: Students try to guess which of the four aspects of a nation/region the teacher is showing examples of. These examples may be either words, images or artifacts.

• Students look at items on the table, the label tags on their clothing (or have peers help them) to see where they were made.

• Students write down the definitions of Exports and Imports.
ACT! (Active Citizens Today): Global Citizenship for Local Schools

other countries. Define the terms import and export on the board:

- **IMPORTS** - all goods and services which a country buys from another country. These are products that come into the country.
- **EXPORTS** - all goods and services which a country sells to another country. There are products that exit (or leave) a country.

- **Relating Imports & Exports to Trade:** Explain that imports and exports are a part of a country’s ECONOMIC features/aspects. (Review definition from last class.) With class, brainstorm the reasons why a country would import and export certain goods and services. Write answers on the board. (You may wish to introduce students to the DOVE Principles of Brainstorming, BLM 2.5)

- **Identifying Canada’s Trading Partners:** Hand out Blank World Map (BLM 2.3) and student worksheet (BLM 2.2) “Canada’s Top Trading Partners” and have students complete it. Have atlases available for students to locate countries.

- When students have completed their maps, direct their attention to your classroom “Canada and the World” map. If you have used pins, tie ends of one coloured string from the Canada pin (which should be larger than the others) to the Top 10 Countries that Canada imports and exports goods and services to/from.

- **Interdependence and Interconnections Trade Game**
  - Have students stand in a circle with one student (or the teacher depending on class size) in the middle as Canada. The person in the middle should have each of the trading slips (BLM 2.2) that begin with the word ‘Canada’.
  - Distribute the rest of the slips to the other students.
  - Give the ball of wool to the Canada student and instruct her/him to read the statement out loud. When a student hears their country’s name, they should raise their hand.

- As a class, students will brainstorm reasons why a country would import and export certain goods and services.

- Students complete their maps using BLM 2.2 “Canada’s Top Trading Partners”

- Students play the ‘Interdependence and Interconnections Trade Game’, paying close attention to the teacher’s instructions.
hand. The student in the middle holds onto one end of the wool and passes the rest to the next student (e.g. Canada exports oil to China.)

- Adapt the game according to class size.

- Before students lets go of the string, ask them (or have them ask each other) the following questions:
  - What does the string represent? (economic links)
  - What does this tell us about the interconnections between countries?
  - What does this game tell us about how countries depend on one another? (You could have one student release her/his string to see what happens.)
  - What do you think the tension in the string is supposed to represent? (conflict between countries)

- Students, still in the circle, respond to the teacher’s questions and may pose some of their own.

- Post the key Enduring Understanding of this course in large letters in the classroom. “I AM A GLOBAL CITIZEN WHO CAN ACT TO MAKE A DIFFERENCE IN IMPROVING THE SOCIAL, POLITICAL, ECONOMIC, AND PHYSICAL ASPECTS OF THE WORLD IN WHICH I LIVE.” Ask students to reflect upon this statement in their social activist log.

**Social Activist Log Questions:**
- I know that Canada is connected economically to other countries because....
- I know that I am connected to other countries because ...

**Cross-Curricular**
- Journal Writing (Language Arts)
- Word Wall - add the words, ‘trade’, ‘import’ and ‘export’ (Language Arts)
- Students can analyze and graph further data from the Industry Canada website about major products that Canada imports and exports and students. (Mathematics)

**Assessment / Evaluation**
- Diagnostic - Check for understanding of key aspect of a country/region with Yes/No list.
- Formative Assessment - Collect and assess Canada and its Trading Partners map. See Appendix 2a for further formative assessment strategies.
- Summative - Social Activist Log questions -Canada and its Trading Partners to go in ACT! Pack
Lesson 2.3  
Canada’s Connections with the U.S.

| Materials: BLM 2.5, 2.6 and 2.7, CD Player and CD, Cookies (optional) |
| Teaching Strategies: class discussion, graphic organizer, in-class group research |

**Lesson Description**

The focus in this lesson is on comparing the general characteristics of Canada and the United States, using the four main concepts learned in the previous classes. Through mapping, discussion and an in-class activity to locate and record political, social, economic and physical aspects of Canada and the U.S., students will come to understand the similarities and differences between these two countries, and how they compare to one another.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Bring CD player and CD of popular contemporary American band.</td>
<td></td>
</tr>
<tr>
<td>• Bring some cookies to class.</td>
<td></td>
</tr>
<tr>
<td>• Work with school librarian to pre-select resources about the United States and Canada.</td>
<td></td>
</tr>
<tr>
<td>• Photocopy BLM 2.6 and 2.7 for each student.</td>
<td></td>
</tr>
<tr>
<td>• Have a class set of atlases available.</td>
<td></td>
</tr>
<tr>
<td>• Visit <a href="http://www.cia.gov/library/publications/the-world-factbook/">www.cia.gov/library/publications/the-world-factbook/</a> for extensive information</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• Minds On: Have some popular American music playing in the classroom as students come in. Ask students the country of origin of their favourite actors, actresses, movies, TV shows, singers and bands. Record names of countries on the board. Ask if they see a trend. Which country seems to be appearing most often? This is a lead-in to identifying Canada’s connections with the United States.</td>
<td>• Minds On: Students will think about which countries their favourite singers, bands, actors, actresses, movies and TV shows are from.</td>
</tr>
</tbody>
</table>
| • A Story (Analogy) of Trade: Tell students the following story (and if you have some Canadian cookies to give out, all the better): “Imagine that you are baking cookies for your family. Your next-door neighbour drops by and tries the chocolate-chip cookies. She is very impressed with how tasty they are and she realizes that they are much better than hers. She also realizes that she doesn’t have the ingredients necessary | • After listening to the story, in pairs, students answer the following questions:  
  o What do you think this story is telling us?  
  o If you are Canada, who is the neighbour?  
  o If Canada and the U.S. are neighbours, what would the cookies represent? |
to make her own cookies and asks if it would be possible for you to make her some. She offers to pay you for the ingredients, time, and labour necessary to bake them. You say "No problem", knowing that it would be easy for you to bake some more and you could use the money.”

- Use this story as a lead-in to discussing trade with the United States. Explain to students that the focus today will be on Canada’s connections with the United States.

- **Review concept of PEPS:** Review the definitions of economic, social, political and physical from the last two classes with students. Again, you can do this using photos or examples in a Yes/No list on the board.

- Point out the location of the United States for students on a classroom map. Explain that they will be learning about the economic, physical, social and political aspects of the United States. Ask students what they think they know about the United States to access and build upon prior knowledge.

- Hand out BLM 2.6 “Comparing Canada and the United States: Summary Chart” to students. In groups of four, students are to divide up responsibilities for locating information about the U.S. and Canada using available classroom resources (maps, atlases and books).

<table>
<thead>
<tr>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create VENN diagrams comparing Canada to the United States in order to illustrate the connections that are shared/unique. See BLM 2.7 “Comparing Canada and the United States: VENN Diagram”</td>
</tr>
</tbody>
</table>

**Assessment/Evaluation:**
- Diagnostic - determine prior knowledge about the United States
- Formative - See Appendix 2a for further formative assessment strategies, especially the Learning Activity review assessment.
- Summative - check BLM 2.6 and 2.7 for completion
Cross-Curricular:

- Analyzing beat, rhythm, etc. of popular American Music (Music)
- Journal Writing (Language Arts)
- Word Wall - add the words, ‘trade’, ‘import’ and ‘export’ (Language Arts)
- Comparing Native Peoples in Canada and the U.S. (Ont. Grade 6 Social Studies)
### Fun with Photos: Aspects of a Country/Region

**Student Name:** ________________________________

For each of these aspects of a country or region, write out the key essential attributes or criteria for a photo to be placed under that category. Then describe 3 photos that fit under each category and write down the characteristics/feature of that photo/picture that helped you make your decision.

<table>
<thead>
<tr>
<th></th>
<th>PHYSICAL</th>
<th>POLITICAL</th>
<th>ECONOMIC</th>
<th>SOCIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-Photo 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example - Photo 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example - Photo 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential Features/Characteristics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Canada’s Trading Partners

On your blank world map:
1) Add the title “Canada’s Trading Partners” and your name.
2) Label Canada on the map.
3) Label and shade in yellow the Top 10 Countries Canada exports (sells) its goods and services to.
4) Label and draw red lines to the Top 10 Countries Canada imports (buys) goods and services from.
5) Create a legend indicating the colours you are using to show Canada’s Top Trading Partners.
6) Add a compass/direction rose to the map.

<table>
<thead>
<tr>
<th>TOP 10 COUNTRIES THAT CANADA EXPORTS GOODS AND SERVICES TO</th>
<th>TOP 10 COUNTRIES THAT CANADA IMPORTS GOODS AND SERVICES FROM</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>United States</td>
</tr>
<tr>
<td>Japan</td>
<td>China</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>Japan</td>
</tr>
<tr>
<td>China</td>
<td>Mexico</td>
</tr>
<tr>
<td>Mexico</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Germany</td>
<td>Germany</td>
</tr>
<tr>
<td>Korea, South</td>
<td>Norway</td>
</tr>
<tr>
<td>France</td>
<td>Korea, South</td>
</tr>
<tr>
<td>Belgium</td>
<td>France</td>
</tr>
<tr>
<td>Netherlands</td>
<td>Italy</td>
</tr>
</tbody>
</table>

Data from Industry Canada [http://strategis.gc.ca/sc_mrkti/tdst/engdoc/tr_homep.html](http://strategis.gc.ca/sc_mrkti/tdst/engdoc/tr_homep.html)
### Interdependence and Interconnections: Trade Game

<table>
<thead>
<tr>
<th>Canada Exports Oil to China</th>
<th>India exports radios to Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>China exports TVs to France</td>
<td>Norway exports lumber to Denmark</td>
</tr>
<tr>
<td>France exports wine to South Korea</td>
<td>Denmark exports furniture to South Africa</td>
</tr>
<tr>
<td>South Korea exports running shoes to Canada</td>
<td>South Africa exports Diamonds to Saudi Arabia</td>
</tr>
<tr>
<td>Canada exports wheat to Germany</td>
<td>Saudi Arabia exports oil to Malaysia</td>
</tr>
<tr>
<td>Germany exports stereos to Japan</td>
<td>Malaysia exports rubber to Iran</td>
</tr>
<tr>
<td>Japan exports computers to India</td>
<td>Iran exports rugs to Australia</td>
</tr>
<tr>
<td>India exports soccer balls to Argentina</td>
<td>Australia exports bauxite to Indonesia</td>
</tr>
<tr>
<td>Argentina exports meat to Mexico</td>
<td>Indonesia exports metal to the Belgium</td>
</tr>
<tr>
<td>Mexico exports avocados to Canada</td>
<td>Belgium exports glass to the Czech Republic</td>
</tr>
<tr>
<td>Canada exports paper to Cuba</td>
<td>The Czech Republic exports bauxite to the United Kingdom</td>
</tr>
<tr>
<td>Cuba exports cigars to Russia</td>
<td>The United Kingdom exports wool to Canada</td>
</tr>
<tr>
<td>Russian exports vodka to the U.S.</td>
<td>Canada exports oats to Thailand</td>
</tr>
<tr>
<td>The U.S. exports aircraft to Afghanistan</td>
<td>Thailand exports kitchen appliances to Greece</td>
</tr>
<tr>
<td>Afghanistan exports clothing to India</td>
<td>Greece exports olive oil to Canada</td>
</tr>
</tbody>
</table>
DOVE Principles of Brainstorming

Make sure that when you are brainstorming you follow the DOVE principles of brainstorming!

**D** = Defer Judgement

**O** = Original and off-beat

**V** = Vast number of options are important

**E** = Expand on ideas by hitchhiking (piggybacking)
## Comparing Canada and the United States: PEPS Summary Chart

Name: ____________________________

Use the classroom maps, atlases, books or the CIA online World Fact book to find information about each of the following aspects of the two North American countries. Split up the work between group members and then share when you have completed your sections.

<table>
<thead>
<tr>
<th>PHYSICAL</th>
<th>CANADA</th>
<th>UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Total Land Size</td>
<td>a) Total land size</td>
<td>a) Total land size</td>
</tr>
<tr>
<td>- Major Landform Regions</td>
<td>b) Landforms Regions</td>
<td>b) Landforms Regions</td>
</tr>
<tr>
<td>- Other Interesting Physical Features</td>
<td>c) Total Provinces</td>
<td>c) Total States</td>
</tr>
<tr>
<td>- Total States/ Provinces</td>
<td>d) Other Interesting Features</td>
<td>d) Other Interesting Features</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECONOMIC</th>
<th>CANADA</th>
<th>UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Total GDP per capita (average amount of money per person)</td>
<td>a) Total GDP per Capita</td>
<td>a) Total GDP per Capita</td>
</tr>
<tr>
<td>- Type of Money</td>
<td>b) Type of Money</td>
<td>b) Type of Money</td>
</tr>
<tr>
<td>- Major Imports and Exports</td>
<td>c) Major Imports and Exports</td>
<td>c) Major Imports and Exports</td>
</tr>
<tr>
<td></td>
<td>CANADA</td>
<td>THE UNITED STATES</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>POLITICAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Type of Government</td>
<td>Type of Government</td>
<td>Type of Government</td>
</tr>
<tr>
<td>- Leader of Government</td>
<td>Leader of Government</td>
<td>Leader of Government</td>
</tr>
<tr>
<td>- How are Governments chosen?</td>
<td>How is the Government Chosen?</td>
<td>How is the Government Chosen?</td>
</tr>
<tr>
<td>- Name of Capital City</td>
<td>Name of Capital City</td>
<td>Name of Capital City</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report on:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Population Total Size</td>
<td>Population Total Size</td>
<td>Population Total Size</td>
</tr>
<tr>
<td>- Life Expectancy (how long people live on average)</td>
<td>Life Expectancy</td>
<td>Life Expectancy</td>
</tr>
<tr>
<td>- Groups of Native Peoples and Immigrants</td>
<td>Groups of Native Peoples</td>
<td>Groups of Native Peoples</td>
</tr>
<tr>
<td>- Major Languages Spoken</td>
<td>Major Languages Spoken</td>
<td>Major Languages Spoken</td>
</tr>
<tr>
<td>- Food, Traditions and Religions</td>
<td>Food, Traditions, and Religions</td>
<td>Food, Traditions, and Religions</td>
</tr>
<tr>
<td>- Culture (arts, music, TV shows)</td>
<td>Culture</td>
<td>Culture</td>
</tr>
</tbody>
</table>
Comparing Canada and the United States: VENN Diagram

Name: __________________________

Record the unique aspects of Canada’s physical, political, economic, and social features in the left hand circle (e.g. Prime Minister as leader). Record the unique aspects of the United State’s physical, political, economic, and social features in the left hand circle (e.g. 50 states) In the middle, record those aspects that are shared between the U.S. and Canada (e.g. Rocky Mountains and Native Peoples)
Learning Activity 3: Country Investigation through a Global Lens

Guiding Questions

- What countries does Canada have links to? Where are these on a map?
- What is meant by the social, political, economic and physical aspects of a region or country?
- How does comparing Canada to the USA and other nations help me understand Canada’s links with them?
- What is a global citizen?
- How am I connected to citizens in other countries in the world?

Description of Learning Activity

This learning activity begins with students considering the significance of a Human Development Index in order to move students from examining developed (e.g. Canada and the United States) nations to studying developing nations. Students will apply their conceptual understanding of social, political, economic, and physical aspects of a region by comparing their previous understanding of the USA and Canada through an investigation of a developing nation of the world. Their research findings will be presented in the form of information brochures that will be shared at an International Tea Party where they will play the role of an ambassador of the nation they chose with the purpose of meeting other nations and sharing information and learning more about other nations of the world. Finally, students will engage in creating a Human Opinion Graph to sum up their learning in the lessons related to the PEPS aspects of developing countries and Canada’s connections with those countries.

Assessment / Evaluation

- Diagnostic - reviewing key concepts from previous learning activity (PEPS)
- Formative - teacher observation
- Summative – information brochure
Lesson 3.1  Human Development Index: Measuring Quality of Life

Materials:  BLM 3.1 and 3.2, computers and internet access

Teaching/Learning Strategies:  Socratic (Q & A), class discussion, brainstorming, cooperative learning, inquiry, mapping

Lesson Description

Students will consider the factors that contribute to quality of life and will be introduced to the Human Development Index. They will distinguish between developed and developing nations and select a developing nation to investigate further.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare individual copies of BLM 3.1 - 3.2 for students.</td>
<td>• Bring Comparing Canada and the U.S. VENN Diagram to class to submit for assessment.</td>
</tr>
<tr>
<td>• Prepare overhead of BLM 3.1 and 3.2.</td>
<td></td>
</tr>
<tr>
<td>• Ensure computer technology is available for students to access the internet or print off 6 copies (one per group) of the HDI ranking list from the website listed on BLM 3.1.</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• Minds On: Check for understanding of key concepts. Identify each corner of the classroom as the Social, Political, Economic or Physical aspect of a nation. Have students go to a corner that they feel they understand. Once there, ask students to identify aspects of this corner that the USA and Canada share. Randomly select students to report on their discussions.</td>
<td>• Minds On: Students consider which concept they understand well from the social, political, economic or physical aspects of a nation and go to the corner that represents it. Students will review their understanding of the concept with other students there and brainstorm examples of this concept that both the USA and Canada share. Each individual student must be prepared to share their response.</td>
</tr>
<tr>
<td>• Investigating ‘quality of life’: Ask students “If you had to rank and compare what makes for a ‘good life’ or a good ‘quality of life’, what would you be looking to evaluate?” Think about what circumstances of a country positively contribute to the lives of its people? Record these responses and relate them to the PEPS aspects of a country or region.</td>
<td>• Students brainstorm list of criteria by which to indicate the quality of life between nations.</td>
</tr>
</tbody>
</table>
### The Human Development Index

- **Introduce BLM 3.1 – Human Development Index to students**, explaining that the HDI measures the quality of life of a country based on 3 key areas: life expectancy, knowledge and standard of living. Hand out BLM 3.1 and have students predict where Canada, the USA and 3 other countries might be on the HDI. Have students answer the questions on the handout using classroom resources:
  - internet access to United Nations website, or hard copies of HDI ranking list.
  - ‘The Developing World’ classroom map contains information about the HDI and additional details of a nation’s Surface Area, Population, Life Expectancy, Primary School Enrolment, and GDP per capita.

### Distinguishing between Developed and Developing nations

- **Ask students “What does Canada’s ranking tell us about our quality of life as Canadians?”** Introduce the concept of Developed vs. Developing nations using an overhead of BLM 3.2.

### Introducing the concept of ‘Global Village’

- **Show an overhead of BLM 3.3. Cover the real numbers and read through with students. Have them predict the figures before you show them the real figures. Ask students to reflect on the questions attached.**

### Explain to students that they will be investigating a country from the Global Village where most people live in countries that are ‘less fortunate’ than Canada. These countries are called Developing Countries. Review definition from previous class. **TEACHER: Use the website [http://www.miniature-earth.com](http://www.miniature-earth.com) as an additional information resource.**

### Information Brochure Activity – Investigating a Developing Nation

- **Explain to students that they will be investigating a developing country over the next couple of lessons and creating an information brochure. Students can each choose a country that is either red or orange.**

### Students take notes on the concepts of Developed vs. Developing Nations of the world.

### Students reflect on BLM 3.3. ‘Global Village’ and share their thoughts with the class.

### Students select a developing nation to study by looking at the Canada and the Developing World Classroom Map and choosing a country that is either red or orange.
a different developing country (from the HDI list) on their own or cut up on slips in a box, which they can draw from.

### After

- Ask students to respond, in writing, to the questions provided in BLM 3.7 – Preparing for Investigation (KWL). They can use their Question Matrix as a tool to help them formulate questions for the ‘What do I want to Learn’ column of BLM 3.7. Their responses will guide their research for the next lesson.

- Students take BLM 3.4 – BLM 3.7 home for homework and respond to the questions on BLM 3.7 Preparing for Investigation, to guide their future research and investigation.

### Assessment/Evaluation

- Diagnostic - reviewing understanding of PEPS concepts.
- Formative - completing BLM 3.1 and check for completion. See Appendix 2a for further formative assessment strategies.

### Cross-Curricular

- Add ‘developing’ nation and ‘developed’ nation to Word Wall (Language Arts).
- Further graphing exercises using HDI data (Mathematics).
**Lessons 3.2 & 3.3  **  
Country Investigation through a Global Lens

**Lesson Description**
Students will establish research goals and select resources that inform them about the political, economic, physical, and social (PEPS) aspects of a developing country. They will discover the significance of this information as it relates to Canada and its relationship with this country. Students will prioritize their findings and present them in the form of a foldable information brochure or booklet.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Work with school librarian to pre-select nation-specific resources (books or age-appropriate websites) for students related to developing nations of the world. You may even consider connecting with your feeder high schools to access greater resources. Book library and computer lab for internet access, if available.</td>
<td>• Students bring completed BLM 3.7 forms to act as a starting point in formulating questions for their research.</td>
</tr>
<tr>
<td>• Have class set of atlases for students to use.</td>
<td></td>
</tr>
<tr>
<td>• Order and/or print off copies of Cultural Profiles of developing countries from <a href="http://www.cp-pc.ca">www.cp-pc.ca</a> web site.</td>
<td></td>
</tr>
<tr>
<td>• Prepare copies of BLM 3.3-3.8 for students.</td>
<td></td>
</tr>
<tr>
<td>• Prepare copies of BLM 3.9 (Understanding and Acknowledging Sources of Information)</td>
<td></td>
</tr>
</tbody>
</table>

**During**

- **Researching a Developing Nations - Skill Building:** Students are provided with two class periods to research their country using both print (books, atlases, encyclopaedia, classroom maps) and internet resources. Before students begin their research, go over:
  - the importance of ‘Understanding and Acknowledging Sources of Information’ (BLM 3.9)
  - the importance of sourcing information. Model appropriate bibliographic format using BLM 3.9 as an overhead.
- Show students the resources which may guide their research (e.g. books, cultural profiles [www.cp-pc.ca](http://www.cp-pc.ca), atlases, ‘The Developing World’ classroom map). Note: Nation Master is a great website with comparative data of all countries [http://www.nationmaster.com/index.php](http://www.nationmaster.com/index.php).

- **Gathering Information**: Provide students with Note-Taking graphic organizer with which to capture the key findings of their research (BLM 3.11).

- **Deciding what is important**: Once enough information has been gathered from at least two sources, guide students through the process of determining what information would be best to highlight on each of their information brochures. Remind students that a information brochures is a message (visuals, photographs, drawings, words, and symbols) that tell us about what makes a place unique. Develop criteria together such as: accurate, identifies unique aspects of the nation, balance of both positive and negative information, respects the nation.

- Lead students in a quick brainstorm (BLM 2.5) on how a information brochures could look. Bring in sample postcards to show variety, if possible.

- Students select at least two resources (atlas, cultural profile, books or websites) related to the developing nation that they will be researching.

- Students will examine their information and capture key aspects of the nation in Note-Taking graphic organizer (BLM 3.11) or a graphic organizer of their own choice and construction.

- Students will examine the information they have gathered and prioritize what information they will include on each of their information brochures to best depict the social, political, economic and physical aspects of the developing nation they are studying.

- Students participate in the brainstorm and consider what approach they will use in developing their information brochures.

### After

- Revisit the instructions and expectations for the information brochures activity and inform students that this activity will be completed for homework.

- Students ask questions of clarification for the information brochures activity and record the due date for completion. They will understand that this will be added to their ACT! Pack.

### Assessment / Evaluation

- **Diagnostic** - KWL ‘Preparing for Investigation’ (BLM 3.7)
- **Formative** - Review progress on student research of a developing country. See Appendix 2a for details on formative assessment strategies.
- **Summative** - Information Brochure

### Cross-Curricular

- The foldable information brochures can be integrated into a writing skills or Visual Arts lesson.
- Students can create bar/circle graphs with data on BLM 3.3 ‘The Global Village’ (Mathematics)
Lesson 3.4  International Tea Party

**Lesson Description**
Students will share their country investigations by assuming the role of an Ambassador and exchanging information about their research finds by sharing their information brochures. Students will consider the links these countries have with Canada in its role as a developed nation. Issues of concern will be discovered and discussed as it relates to themselves as global citizens.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Remind students to come prepared with their completed information brochures to share with other students today.</td>
<td>• Students bring their completed information brochures to class to share with other students.</td>
</tr>
<tr>
<td>• Ensure that you have a clear open space that allows students to walk around without obstruction. Ensure that you have music and CD player available for use.</td>
<td></td>
</tr>
<tr>
<td>• Have ‘real’ information brochures about Canada to use.</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Minds On</strong>: Begin with a ‘Globetrotting Energizer’ that has students considering the connections between their countries. Ask students to form groups according to:</td>
<td>• Students move to groups to which their country of study belongs.</td>
</tr>
<tr>
<td>Northern and southern hemispheres</td>
<td></td>
</tr>
<tr>
<td>Continents</td>
<td></td>
</tr>
<tr>
<td>Official languages spoken</td>
<td></td>
</tr>
<tr>
<td>Primary religions practiced</td>
<td></td>
</tr>
<tr>
<td>• <strong>International Tea Party</strong>: Set the stage for our ‘International Tea Party’ by welcoming all the nations to Canada. Model what you will be asking student to do by sharing some key Political, Economic, Physical and Social aspects of Canada through postcards. (If you have created or purchased Canadian information brochures of these aspects, all the better!) Turn on some ‘global mood music’ of your</td>
<td>• Students practice giving appropriate greetings and ‘get into role’ in preparation for the International Tea Party.</td>
</tr>
</tbody>
</table>
choice and enjoy your International Tea Party!
- Allow students to mingle around, shaking hands and, in the role of Ambassador of the nation, offer greetings to other nations. When the music stops, students will find another student and for 5-7 minutes to share their information brochures with each other and ask questions of clarification.
- When the music begins again, the pairs will exchange a thank you and repeat the entire process with another partner from another nation.
- In the final conversation, there will be an information brochures exchange, where the students will give their partner a gift of the postcards.
- This exchange is temporary as each student will complete the second last page of the information brochures foldable with feedback/questions about the information presented about the nation.
- The information brochures will then be returned to each student who will respond to the journal prompt on the last page of the foldable (for homework).

### After

<table>
<thead>
<tr>
<th>Assign students the task of considering what they learned from the International Tea Party</th>
<th>Students respond to the journal prompt on the last page of the foldable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once completed, the information brochures foldable will be submitted to the teacher for summative assessment.</td>
<td>Social Activist Log Question: Students respond to the journal prompt on the last page of the foldable.</td>
</tr>
</tbody>
</table>

### Assessment / Evaluation

- Diagnostic - check for understanding of prior knowledge about regions of the world (hemispheres and continents) through energizer
- Formative - teacher observation of International Tea Party
- Summative - assess foldable information brochures using BLM 3.6 ‘Evaluation Rubric’

### Cross-Curricular

- Journal Writing (Language Arts)
- Music and room decorations for Ambassadors’ Tea Party (Visual Art and Music)
Lesson 3.5  Human Opinion Graph

Lesson Description
This learning activity aims to get students thinking about the connections between Canada and developing nations. In addition, students explore the responsibilities that Canadians have to aid the people of developing nations.

Materials: BLM 3.13; labels for the Human Opinion Graph
Teaching Strategies: chart, classroom discussion, cooperative learning

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Return information brochures to students.</td>
<td>• Students will have their information brochures returned to them. They can refer to these throughout this lesson to access their prior knowledge.</td>
</tr>
<tr>
<td>• Prepare labels for the Human Opinion Graph (See BLM 3.13).</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• Minds On: Lead the class in completing a PMI Chart (BLM 3.12) that captures the positive and negative (plus and minus) and interesting features of developing countries. Have students brainstorm (see BLM 2.5c) the connections these countries have to Canada and start thinking about Canada’s responsibilities to improve the quality of life of people living in developing countries. (Review key points from lesson 3.1 on the HDI)</td>
<td>• Minds On: Students complete summary chart about developing countries.</td>
</tr>
<tr>
<td>• Human Opinion Graph (See BLM 3.13). Questions to use for this activity could include:</td>
<td>• Human Opinion Graph</td>
</tr>
<tr>
<td>o Which global issue concerns you most?</td>
<td>o Students consider the statements about developing nations that the teacher poses and students will move to stand behind the response that best fits their personal opinion.</td>
</tr>
<tr>
<td>o Who can make the biggest difference in helping the citizens of developing nations?</td>
<td>o Discuss reasons for selecting this response and be prepared to share the results of this discussion with the class.</td>
</tr>
<tr>
<td>o Canada can learn a lot from developing countries.</td>
<td>o Consider the responses provided by other students who responded differently. Decide whether or not to change their response based on better reasoning. In this case, students would have to be prepared to identify the reasoning that was strong enough to change their mind.</td>
</tr>
<tr>
<td>o Canada can improve the quality of life of people in developing countries.</td>
<td></td>
</tr>
<tr>
<td>o Canada should let developing countries take care of their own problems.</td>
<td></td>
</tr>
<tr>
<td>• Once students respond to each statement with their opinion (Yes, No or Unsure), have students who answered similarly, discuss their reasons</td>
<td></td>
</tr>
</tbody>
</table>

Materials: BLM 3.13; labels for the Human Opinion Graph
Teaching Strategies: chart, classroom discussion, cooperative learning
for their answer and be prepared to share with the teacher. Offer students the opportunity to change their minds and go to a different answer following the debriefing session.

<table>
<thead>
<tr>
<th>After</th>
<th>Social Activist Log Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“What different/similar viewpoints about developing nations do I have from my peers? What made some people’s opinions most convincing?”</td>
</tr>
</tbody>
</table>

**Cross-Curricular**
- Journal Writing (Language Arts)

**Assessment / Evaluation**
- Diagnostic - teacher observation of human opinion graph
- Formative - See Appendix 2a for details on formative assessment strategies.
- Summative - Log question
The Human Development Index

The Human Development Index is a measure of the quality of life of a nation’s people. It is used to compare the quality of life between nations and discover which nations are ‘developed’ and which are still ‘developing’. The closer a number is to 1.0, the higher the quality of life (developed nation). The closer the number is to 0, the poorer the quality of life (developing nation).

The Human Development Index measures the achievement of a nation based on three key areas:
1. A long life (based on average life expectancy of a baby born today)
2. Knowledge (as measured by how many people can read and write or go to school)
3. Standard of living (as measured by how much the average person earns in a year)

**PREDICTION:**

Take a look at the world map ‘Canada and its Connections to the World’ that you created. Locate Canada, USA and three other countries of your choice from different continents. Predict if the HDI will be high or low and if that means it is a developing or developed nation.

<table>
<thead>
<tr>
<th>Country</th>
<th>High or Low HDI?</th>
<th>Developed or Developing Country?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INVESTIGATE:**

Look at the ‘Canada and the Developing World’ classroom map, or go to the following website to find out where Canada is on the list and to examine the Human Development Index of other nations. [http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index](http://en.wikipedia.org/wiki/List_of_countries_by_Human_Development_Index)

1. Were your predictions correct?
2. What surprises you?
3. Look at the classroom map. What do you notice about the location of the most developed nations of the world and the least developed nations of the world? (red = least developed; yellow = most developed) What might explain this?
4. What does Canada’s ranking on the HDI tell us about our quality of life as Canadians?
### Comparing Developed and Developing Countries

#### Teacher Answer Sheet

<table>
<thead>
<tr>
<th>Criteria for Comparison</th>
<th>Developed Country</th>
<th>Developing Country</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wealth</strong></td>
<td>Higher</td>
<td>Lower</td>
</tr>
<tr>
<td><strong>Population Growth</strong></td>
<td>Lower</td>
<td>Higher</td>
</tr>
<tr>
<td><strong>Ability to afford food</strong></td>
<td>Higher</td>
<td>Lower</td>
</tr>
<tr>
<td><strong>Ability to afford shelter</strong></td>
<td>Higher</td>
<td>Lower</td>
</tr>
<tr>
<td><strong>Access to Health Care</strong></td>
<td>Higher</td>
<td>Lower</td>
</tr>
<tr>
<td><strong>Access to Education</strong></td>
<td>Higher</td>
<td>Lower</td>
</tr>
<tr>
<td><strong>Strength of the Economy</strong></td>
<td>Strong</td>
<td>Weak – dependent on Developed Nations</td>
</tr>
<tr>
<td><strong>Access to Technology</strong></td>
<td>High</td>
<td>Low – dependent on Developed Nations</td>
</tr>
<tr>
<td><strong>Location in the world</strong></td>
<td>Mostly Northern &amp; Western Hemispheres</td>
<td>Mostly Southern and Eastern Hemispheres</td>
</tr>
</tbody>
</table>
Comparing Developed and Developing Countries

<table>
<thead>
<tr>
<th>Criteria for Comparison</th>
<th>Developed Country</th>
<th>Developing Country</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wealth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Population Growth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ability to afford food</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ability to afford shelter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access to Health Care</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access to Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strength of the Economy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Jobs, Trade)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Access to Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location in the world</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If we could shrink the earth’s population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like the following:

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Characteristic</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Asians</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Europeans</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>From the Western Hemisphere, both north and south</td>
<td>14</td>
</tr>
<tr>
<td>Africains</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>would be female</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>would be male</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>would be non-white</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>would be white</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>would be non-Christian</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>would be Christian</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>would be heterosexual</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>would be homosexual</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>would possess 59% of the entire world’s wealth and all of them would be from the United States.</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>would live in substandard housing</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>would be unable to read</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>would suffer from malnutrition</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>would be near death</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>would be near birth</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>would have a college or university education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>would own a computer</td>
<td>1</td>
</tr>
</tbody>
</table>

The following is also something to ponder ...

If you woke up this morning with more health than illness, you are more fortunate than the million who will not survive this week.

If you have never experienced the danger of war, the loneliness of imprisonment, the agony of torture, or the pangs of starvation you are ahead of 500 million people in the world.

If you can attend any church meeting without fear of harassment, arrest, torture, or death you are more fortunate than three billion people in the world.
If you have food in the refrigerator, clothes on your back, a roof overhead and a place to sleep, you are richer than 75% of this world.

If you have money in the bank, in your wallet, and spare change someplace, you are among the top 8% of the world's wealthy.

If your parents are still alive and still married you are very rare, even in the United States and Canada.

If you can read this message, you are more fortunate than over two billion people in the world who cannot read at all.

**What then shall we lucky ones do?**

After reading article, what information surprises you most?

What are you most grateful for as a citizen of the global village?

What do you think of the term Global Village? If you had to explain this term to someone else, how would you describe it?

What can we “lucky” ones do?

Information Brochures

Your Challenge:

After discovering many interesting facts about the developing nation that you have chosen to research, you will present your findings in the form of an information brochure that you will design and create to demonstrate the social, political, economic, and physical aspects of the country you investigated.

Format:

You will create 4 different sections in your information brochure.

First Section: Social aspects of the nation
Second Section: Political aspects of the nation
Third Section: Economic aspects of the nation
Fourth Section: Physical aspects of the nation

Each information brochure will have VISUAL IMAGES, WORDS or SYMBOLS on the front AND a description of additional written information.

What will you put on your information brochure?

You will be sharing your information brochure with other students in the class who will not know anything about this country. You will need to decide what the most important information is that will help someone else understand how this nation is unique and special. Use your research notes to help you with this task. Have fun!
Information Brochure Examples
Information Brochures – Evaluation Rubric

Level 1 = Sort of… but below expectations
Level 2 = Getting closer to meeting the expectation in this area
Level 3 = Good! This was what was expected!
Level 4 = This goes even further than was expected. Excellent Work!

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Self-Assessment</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Country information is accurate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information on information brochure reflects an understanding of social, political, economic and physical of a region</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thinking:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• There is evidence that the student has evaluated their research findings and prioritized the most relevant, important and unique information to appear on the information brochure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students make a clear connection with information and it’s meaning by identifying issues that face the developing nation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Key aspects of the nation are clearly expressed through visuals, words and symbols</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Information brochure depicts the nation in a respectful way</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Comments:
Preparing for Investigation

Name:___________________________________     Country: ______________________

Fill in what you think you already know about this country in the first column. Use the Question Matrix to help you develop questions about what you want to learn about this country, and enter these questions into the second column. After you have done your research, come back to this table and fill in the final column to find out if what you THOUGHT you knew is true.

<table>
<thead>
<tr>
<th>Aspect of the Country</th>
<th>What I think I ALREADY KNOW about this country</th>
<th>What I WANT TO LEARN about this country**</th>
<th>What I can CONFIRM or REJECT about what I THOUGHT I knew</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social (e.g. languages, religion, traditions, celebrations, recreation, values, immigration, population, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political (e.g. form of government, capital city, political leader)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic (e.g. currency, GDP per capita, major exports and imports, literacy rate, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical (e.g. location, country size, time zone, natural resources, important physical landforms, climate, etc.)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Research Strategies - The Question Matrix

Use the question starters below to help you create questions to guide your research.

<table>
<thead>
<tr>
<th>What is?</th>
<th>Where/When is?</th>
<th>Which is?</th>
<th>Who is?</th>
<th>Why is?</th>
<th>How is?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can?</td>
<td>Where/When can?</td>
<td>Which can?</td>
<td>Who can?</td>
<td>Why can?</td>
<td>How can?</td>
</tr>
<tr>
<td>What would?</td>
<td>Where/When would?</td>
<td>Which would?</td>
<td>Who would?</td>
<td>Why would?</td>
<td>How would?</td>
</tr>
<tr>
<td>What will?</td>
<td>Where/When will?</td>
<td>Which will?</td>
<td>Who will?</td>
<td>Why will?</td>
<td>How will?</td>
</tr>
</tbody>
</table>
Understanding and Acknowledging Sources of Information

It is very important to consider how reliable your sources of information are when conducting research. In order to be critical reader, remind yourself of the following advice as you look at books and websites:

1. **Do not believe everything you read!** Ask yourself where the information comes from, who wrote it, if the information seems exaggerated or untrue. Just because it is in print does not mean it is true!

2. **Beware of Bias!** All writers have a different point of view that can affect the way they see a situation. When an author tries to persuade a reader to his/her point of view, it may result in a different perspective than actually exists. Reliable information is information that does not have bias. In order to detect bias, ask yourself about the:
   a. **Author** (Who is he/she? Is he/she an expert on the subject? What social, political or economic position is the author writing?)
   b. **Audience** (For whom was the information intended? Why were some audiences not included?)
   c. **Intent** (Why was the article written? What main point is the author trying to convince you of?)

3. **Consider both sides of an issue.** As you uncover facts from your research, you will have to stop and ask yourself, what are the other sides or points of view? This question is if there are both negative and positive sides to an issue. This is the only way to get a clear, unbiased understanding of what is really going on. As you consider both sides of an issue, you are better able to form an opinion about it and stronger arguments to support your ideas.

4. **Documentation: Know your Source.** Because you are young, some people will challenge your facts. If this happens, you will need to show people that you have done your homework! Make sure to write down (document) all the bibliographic information about your sources. (Example of how to do this is provided next…) Make sure your information is coming from an informed and reliable source and that your notes are accurate.

Understanding and Acknowledging Sources of Information

When identifying and documenting the sources of your research, you will need to use the proper bibliographic format that is accepted around the world. It is like a common language for everyone. If you properly document a source, anyone reading the bibliography will be able to know exactly how to find that same information. This makes your research MUCH stronger and unbiased. People will be far more likely to listen to you and be convinced of your findings.

**Bibliographic format for a BOOK:**

The information from the previous two pages came from the same book. Here are the important pieces of information about this book that would have to appear in a bibliography. They were all found on the back of the front page of the book itself:

- **Title:** Take Action! A Guide to Active Citizenship.
- **Author:** Mark Kielburger, Craig Kielburger
- **Publisher:** Gage Learning Corporation
- **Location of Publishing:** New Jersey
- **Date of Publishing:** 2002
- **Pages being referenced:** page 6 and 7

Since the proper bibliographic format for a book is:

Then, the appropriate bibliographic format for our example is:

**Bibliographic format for a WEBSITE:**

The authors of the *Take Action! A Guide to Active Citizenship* book have several websites. One of these is [www.freethechildren.com](http://www.freethechildren.com). The important information that would need to be referenced from this website includes:

Since the proper bibliographic format for a website is

Then, the appropriate bibliographic format for the [www.freethechildren.com](http://www.freethechildren.com) website is:
A Checklist for the Wise Web Researcher

Who’s behind the scenes?
- Are the authors of the site identified?
- What qualifications do they have?
- Is there an email address that you can use to contact the authors and ask questions?
- Are there links to reliable sites where the accuracy of information can be confirmed?

Is the site up-to-date?
- Is there a date when the site was last updated?
- If so, has the information been changed recently?

Documentation and Accuracy?
- Are there references or a bibliography to verify that the information is true?
- Does the site credit the sources of its information? (A reliable source states clearly where the information originally came from)
- Based on the research you have already done, does the information on the site seem accurate?

Intention?
- What is the goal of the site? What is it trying to convince you of?
- Can you sense a bias in the visual or written material?
- Is a stereotype being promoted?

Language?
- Is the language professional and appropriate?
- Does the site use proper grammar, spelling, and punctuation?

Graphic Organizer for Note-Taking

Use the following graphic organizer to keep track of what you learn in your research.

Name: ______________  Country: ____________________________

Hemisphere: ____________________  Continent: ____________________

<table>
<thead>
<tr>
<th>Social</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Economic</th>
<th>Physical</th>
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</table>
## Plus, Minus, Interesting (PMI) Chart

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
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<tbody>
<tr>
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</table>
Human Opinion Graph

A Human Opinion Graph is an inclusive cooperative learning opportunity that allows each student to safely offer an opinion about what they have learned in a fun and interesting way.

**How the activity works:**
The teacher asks students a multiple-choice question to which they formulate a reasonable response. Responses are limited to the options presented before them. There is always an “other” or “unsure” option for students who form a different response than those available.

The teacher (or student!) creates the question as well as the responses. Each of the responses becomes one of the options that would be represented on the imaginary x-axis of our graph. A sign is created with the response on it and placed on the floor. The y-axis is simply the number of students who select each response.

Therefore:

**Question:** Do you think Canada has made a positive difference on behalf of developing nations?

![Graph showing yes, no, and unsure responses]

Note: In this case, the labels are yes/no/unsure. The labels may change depending on the question being asked. These may include predicted categories of responses with an “other” option.

Once the students move in front of the label or sign that best represents their answer, they will discuss their reasons for being there with other students who answered similarly. After some discussion, one student from each ‘answer’ will be randomly called upon to summarize the discussion that just occurred. After this reasoning has been presented by all groups, the teacher asks students if they would like to change their minds and move to a different response. If a student does move, this becomes a powerful teaching opportunity to identify the reasoning that convinced them otherwise. In this way, this becomes a powerful lesson on personal and social influences of good reasoning.

BLM 3.13
Learning Activity 4: Canada’s Links to the World

<table>
<thead>
<tr>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How does comparing Canada to the USA and other nations help me understand Canada’s links with them?</td>
</tr>
<tr>
<td>• What social, economic, political and physical impact has Canada had on other countries?</td>
</tr>
<tr>
<td>• What social, economic, political and physical impact have other countries had on Canada?</td>
</tr>
<tr>
<td>• How am I connected to citizens from other countries in the world?</td>
</tr>
</tbody>
</table>

Learning Activity Description

Through various cooperative learning approaches, students will develop a deeper understanding of the concepts “interdependence” and “interconnections”, how they relate to their own lives, and how they relate to Canada’s connections with the world. In particular, students learn how Canada influences and is influenced by other countries of the world in the context of a social, political, economic, and physical lens through a newspaper investigation activity. Finally, student learning is shared through the use of a bulletin board and cooperative learning activity called Inside-Outside Circles.

Assessment / Evaluation

• Diagnostic - checks for understanding prior knowledge about the concepts interdependence, interconnections, and PEPS
• Formative - teacher observation, newspaper investigation worksheets
• Summative - Discovering Canada’s Links to the World, My Interdependence and Interconnections Web, Activist Log Questions
Lesson 4.1  Interdependency and Interconnectedness

**Lesson Description**

This lesson builds upon lessons in Learning Activity 2, providing students with further opportunities to understand the concepts of “interconnectedness” and “interdependence” between individuals and between countries. This will be done through a variety of cooperative learning activities. This lesson is important in establishing that Canada both influences and is influenced by other nations of the world.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare double-sided copies of BLM 4.2.</td>
<td>• Minds On: Students examine the information with a focus on distinguishing the difference between column A and column B as it relates to international relations.</td>
</tr>
<tr>
<td>• Find/clear appropriate space for the cooperative learning activities of this lesson.</td>
<td>• Students find a partner and create a bridge by touching hands high up in the air. They gradually rest their weight on their hands and lean back/into their partner with the objective of achieving stability and balance despite size/strength/power differences.</td>
</tr>
<tr>
<td>• Ensure you have three balls or stuffed toys for tossing.</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• Minds On: Distinguish between the relations between governments vs. citizens in a concept attainment (BLM 4.1) exercise.</td>
<td></td>
</tr>
<tr>
<td>• Understanding International Influences – A Push/Pull Exercise: Introduce students to the idea that countries both influence and are influenced by other nations through a Push/Pull exercise. At the completion of this quick activity, ask students to reflect:</td>
<td></td>
</tr>
<tr>
<td>o What happened when you had a tall-short pair? How did this feel?</td>
<td></td>
</tr>
<tr>
<td>o What was it like for partners of different sizes?</td>
<td></td>
</tr>
<tr>
<td>o What was it like when one person pushed more?</td>
<td></td>
</tr>
<tr>
<td>o What does it mean if one country pushes harder or leans more on another country?</td>
<td></td>
</tr>
<tr>
<td>o Can you think of two countries where this is an imbalance?</td>
<td></td>
</tr>
<tr>
<td>o How might this illustrate the relationship between Canada and the USA? Provide an example.</td>
<td></td>
</tr>
</tbody>
</table>
• **Interdependence & Interconnections – A Three Ball Toss Activity**: Continue to build on the concept of dependency and connections between countries by leading students in a Three Ball Toss Activity. This activity is intended to illustrate the interconnectedness of multiple (more than just two) countries to each other. Ask students to focus on listening and cooperation skills. Reflection questions:
  o What would it mean if one country “dropped the ball”?
  o What would be an unpredictable factor that might cause some problems between countries? (weather, war, disasters...)
  o What makes two countries interconnected or interdependent?
  o How do geography, economics, and politics influence the connections between two countries?

• Explain to students that when two or more people or countries are connected, this means they are **inter-connected**. When two or more people or countries depend on one another, they are **inter-dependent**. (Add to the Word Wall)

• **Making personal connections**: Have students complete the ‘How Countries are Interconnected and Interdependent’ BLM 4.2.

• **Three Ball Toss Activity** - Students create a circle with one student holding a ball or stuffed toy. He/she will call out the name of another student in the class and throw them the ball/toy. This will continue until all student names are called. The process is repeated again, this time a little quicker. The process is repeated again, this time adding another soft ball/toy. While the second object is still going, a third soft object is introduced, this time going in reverse name order (beginning with the person whose name was called last).

### After

<table>
<thead>
<tr>
<th>Social Activist Log Reflection Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What does it mean for individuals to be interconnected with and interdependent?</td>
</tr>
<tr>
<td>• What does it mean for countries to be interconnected with and interdependent?</td>
</tr>
</tbody>
</table>

### Assessment / Evaluation

- Diagnostic - review concepts from previous learning activities
- Formative - teacher observation of students during cooperative games, check for completion of BLM 4.2.
- Summative - BLM 4.2; Social Activist Log Reflection Questions
Lessons 4.2 & 4.3  Investigating Canada’s Links to the World by Examining Current Events

Lesson Description

Students will work in small groups to discover ways in which Canada has influenced other nations and how other nations have influenced Canada. This will be done through a current events focus by examining recent copies of Canadian newspapers. A focus on critical literacy is built into this activity as students examine articles that may present information with varied perspectives.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare copies of BLM 4.3 for each student.</td>
<td>• Students can bring in newspapers from home two weeks leading up to this lesson. Enough newspapers will not require that they use internet sources.</td>
</tr>
<tr>
<td>• Obtain enough copies of current Canadian newspapers for students to use.</td>
<td></td>
</tr>
<tr>
<td>• Book a computer lab and identify several Canadian newspaper websites for students to investigate. Here is a start:</td>
<td></td>
</tr>
<tr>
<td>o Toronto Star: <a href="http://www.thestar.com">www.thestar.com</a> (also link to “Global Voices” <a href="http://www.thestar.com/news/globalvoices">www.thestar.com/news/globalvoices</a></td>
<td></td>
</tr>
<tr>
<td>o Globe &amp; Mail: <a href="http://www.theglobeandmail.com">www.theglobeandmail.com</a></td>
<td></td>
</tr>
<tr>
<td>o London Free Press: <a href="http://www.lfpress.com">www.lfpress.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• Minds On: Review with students what they’ve learned so far about the influences/impact of other countries on Canada. Refer to “The World in my Home Treasure Hunt” (BLM 1.2), “Global Kid Story” (BLM 1.3), and/or the influence of US popular culture (Lesson 2.3). For each example, have students decide if it is a social, political, economic or physical type of influence.</td>
<td></td>
</tr>
<tr>
<td>• Explain to students how the influence of other countries on Canada sometimes shows up as “news”. Model for students how you might make a news story out of one of the examples they brainstormed above. For example, eating</td>
<td></td>
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</tbody>
</table>
bananas from Ecuador; watching Animé (Japanese cartoons) Before proceeding, check for understanding of the concepts “influence” and “impact”.

- **Group Investigation – Discovering Canada’s Links to the World:** Use a current newspaper or a clip from the television news to show students an example of either how Canada has influenced another nation or how another nation has influenced Canada. (Note: You may want to use the “Global Voices” feature from the *Toronto Star* for this activity. See [http://www.thestar.com/news/globalvoices](http://www.thestar.com/news/globalvoices)

- Assign students to groups of 4. See grouping strategies in Appendix 1b. Provide students with the BLM 4.3 ‘Discovering Canada’s Links to the World’ and assign students the challenge of finding a newspaper article that either shows Canada’s influence/impact on another part of the world OR how Canada has been influenced by other nations of the world. Model this activity for the class before proceeding.

### After

- Once completed, collect the ‘Discovering Canada’s Links to the World’ performance task and offer immediate feedback on understanding based on the checklist provided in BLM 4.4.

- Working in their groups of 4, students will work cooperatively to identify one article demonstrating how Canada influences other nation(s) of the world OR an article which illustrates how Canada is influenced by other nation(s) of the world. Use BLM 4.3 ‘Discovering Canada’s Links to the World’ to record the main idea of each article, the influence being made on Canada/other nations (political, economic, physical and social), and evaluation of the information itself.

### Social Activist Log Questions:

- Choose an example from the news of how Canada has influenced other nations or how other nations have influenced Canada or Canadians. Why do some influences become newsworthy and others not?

### Assessment / Evaluation

- Diagnostic - review understanding of the concept: social, physical, political and economic; and the concept “Influence”
- Formative - check as students are completing BLM 4.3.
- Summative - assess BLM 4.3 ‘Discovering Canada’s Links to the World’ using Performance Assessment Checklist BLM 4.4; Social Activist Log Question

### Cross-Curricular

- Activities on critical media analysis (Language Arts)
**Lesson 4.4  Inside-Outside Circles**

| Materials: BLMs 4.5-4.6, Bulletin Board |
| Teaching Strategies: concept attainment, cooperative learning |

**Lesson Description**

Students will consider the influences that Canada has on the world and how Canada has been influenced by other nations. They will categorize the area of influence based on the social, political, economic, and/or physical impact made between Canada and other nations by placing their work on a bulletin board. Their learning will further be shared with others in the class through a cooperative learning activity (Inside-Outside Circles) where students will share what they have learned.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Ensure that all ‘Discovering Canada’s Links to the World’ worksheets are assessed with feedback.</td>
<td>• Minds On: Students will examine the feedback provided by the teacher and check for their own understanding. They will then place their article summary onto the correct location on the bulletin board.</td>
</tr>
<tr>
<td>• Photocopy copies of BLM 4.6 for students.</td>
<td>• Sharing What We’ve Learned: Inside/Outside Circles: In order to ensure that students are given a global perspective of how Canada is linked to the world, provide them with the opportunity to share their findings with other students using ‘Inside-Outside Circles’ (BLM 4.6). Explain the instructions for the activity to each student, ensuring that they understand what is asked of them. Provide several minutes for groups to help each other prepare their responses. Separate students into two equal size groups, keeping members of each small group on the same circle. Begin the activity and allow several minutes for each student exchange to occur.</td>
</tr>
<tr>
<td>• Ensure that a bulletin board is ready for the first activity of this lesson.</td>
<td>• Inside/Outside Circles: Students will review BLM 4.6 and ensure they understand the teacher’s instructions for activity, including which circle their group has been assigned to. Students will help each other with a response to the questions that will be provided to other students in the class before the activity begins. Once the activity begins students will play the role of being both a presenter of information and of a listener who will have opportunity to ask questions of clarification to the presenter.</td>
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<tr>
<td><strong>During</strong></td>
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<tr>
<td>• Minds On: Return the performance tasks to students and have them categorize their article summaries onto a bulletin board. (See BLM 4.5 for a suggested layout of your bulletin board).</td>
<td></td>
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</tbody>
</table>
At the end of the activity, locate countries Canada has connections with on the ‘Canada and the World’ classroom map and add pins to countries that have not yet been noted.

### After

**Social Activist Log Questions:**
- How has Canada been influenced by other nations? How have other nations influenced Canada? Provide examples for your answer.
- Do these interconnections make a positive difference in the world?

### Assessment / Evaluation
- **Formative** - discuss Newspaper Investigation assignment with students and review feedback. Learning Activity Review (See Appendix 2a.)
- **Summative** - Social Activist Log Questions
What’s the Difference?

Each of the statements below describes ways that a positive difference can be made in the world.

All the statements in Column A have something in common. All of the statements in Column B have something in common.

**FOCUS: What do you think the difference is between Column A and Column B?**

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prime Minister of Canada meets with the President of the United States to discuss protecting the environment because of global climate change.</td>
<td>Canadian citizens form a group and protest to bring awareness to their concern over global climate change.</td>
</tr>
<tr>
<td>Canada sends medical aid and food relief to Indonesia following the 2005 Tsunami disaster.</td>
<td>Students of the Thames Valley District School board raise funds to send to the international Red Cross organization to assist victims of the 2005 Tsunami disaster.</td>
</tr>
<tr>
<td>The Canadian government discusses trade laws with other nations which ensure that children are not used as cheap labour and that workers are given a fair working wage.</td>
<td>Concerned citizens organize together to write letters to the newspaper, and to government officials to draw attention to the issue of child labour and unfair trade in the world.</td>
</tr>
<tr>
<td>Canada sends peacekeepers to Afghanistan to protect those who live there from danger.</td>
<td>Member of Amnesty International hold meetings and distribute information that helps people understand and encourages them to act to bring peace in the world.</td>
</tr>
<tr>
<td>Canada supports a United Nations decision to make sure that everyone in the world has equal access to education.</td>
<td>Red Cross volunteers arrive in developing nations and establish a school where one did not exist before for a needy community.</td>
</tr>
</tbody>
</table>

**Your Hypothesis:**

**Testers:**

In which column would each of the statements below fall into?

1. Canadian citizens sign a Greenpeace petition to save endangered whales and polar bears.
2. Your older sibling joins the Canadian military in order to help bring peace to the world.
3. Canada refuses trade with a nation until women’s rights are protected.
Reflecting on How Countries are Interconnected and Interdependent

You took part in two activities today: The Push-Pull activity with a partner and the Three Ball Toss with a larger group.

How do you think these games might be similar to the way that individual people are connected and dependent upon one another? How might these games be similar to how countries around the world are connected and dependent upon one another? Support your answer with examples.
Discovering Canada’s Links to the World

Your Group: ______________________  ______________________

____________________  ______________________

Your Challenge:
As a group, you will use a Canadian newspaper (paper form or website) to discover and find evidence of Canada’s Links to the World. Your group will find:

→ ONE article that shows how Canada influences another country or countries;
   OR

→ ONE article that shows how Canada has been influenced by another country or countries.

After you have found your article, read it, help each other understand it, and complete the questions below.

Headline: ______________________________________________________________

Prediction: Based on the headline alone, what do you think this story will be about?

<table>
<thead>
<tr>
<th>Information Leading to the Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which nation(s) are discussed in this article?</td>
</tr>
</tbody>
</table>

| Is this an article about Canada’s influence/impact on another nation OR an article about another nation’s impact on Canada? Provide some evidence for your answer. |

| Is this an example of an influence that is social, political, economic or physical? Provide some evidence for your answer. |

BLM 4.3
Being a Critical Reader

1. Point of View & Voice

Every article is written from a certain ‘side’ of an issue. This sometimes means that you will not find the points of view or ALL sides of an issue represented. Answer the following questions based on your understanding of the article:

a) Whose voices and opinions are included in this article? (e.g. Who did the author interview for the article?)

b) Whose “voices” are missing that you would like to hear more from? Using the Question Matrix (BLM 3.8), identify a question you would ask one of these individuals/groups that would help you understand this issue better.

c) What side or point of view do you think this author writing from? Provide evidence from the article for your answer.

d) What questions would you like to ask this author to understand this story better? Use your Question Matrix (BLM 3.8) for assistance if you need it.

e) Based on your answers to the voices both present and absent, draw an ‘X’ on the continuum below indicating how ‘balanced’ you think the perspectives are in this article.

Not at all _______________________________ Extremely well
Balanced _______________________________ Balanced
2. Evaluating Truth

How do you determine that the information you are reading is true and good enough to use to make your mind up about this situation? Rate this article on a scale of 1 to 10 with 10 being the best, on the following criteria. Provide evidence of your reasoning.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Rating</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Balanced perspectives where a variety of perspectives or voices are heard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B = Facts are known or supported by evidence and easily proven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C = Conclusions are reasonable – based on evidence and logic instead of opinion or bias</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D = Author does not have anything to gain from the article</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on this evaluation of your article, would you continue to seek out other sources of information to learn about this situation? Which sources would you use?
Discovering Canada’s Links to the World  
Performance Assessment Checklist

Student Name: ____________________________

Check if the criteria for assessment are present in the work submitted.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No</th>
<th>To some degree</th>
<th>Clearly Yes!</th>
<th>Comments &amp; Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of how Canada influences OR is influenced by other nations of the world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies evidence from the article to support whether an apparent impact on/by Canada is social, political, economic or physical.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective critical literacy skills related to judging information for bias and credibility.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides reasoning in evaluation of information and Canada’s relation with other nations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides reasonable evidence to support main ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates ideas clearly and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works well with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Canada & Its Links to the World
Bulletin Board Layout
Making Connections to Canada’s Links to the World: Inside-Outside Circles

In this activity, you and your whole group, will be assigned to either an inside or outside circle. This means that your whole class will be divided into two groups of equal size.

The Inside Circle: is responsible for discussing the article that describes Canada’s influence on another nation or nation(s). Each person will offer his/her partner his/her response to the questions below:

- How has Canada influenced by another nation(s)? Link to social, political, economic and physical aspects of the other nation.
- Why might Canada have become involved?
- Do you think this involvement will make a positive difference on the world/Canada? Why?

The Outside Circle: is responsible for discussing the article that describes how another nation or nations have influenced Canada.

- How has Canada been influenced by another nation(s)? Make links to social, political, economic and physical aspects of Canada.
- Why might Canada have responded the way it has?
- Do you think this involvement will make a positive difference on the world/Canada? Why?

Steps:
1. Inside Circle walks clockwise while Outside Circle walks counter-clockwise. Stop when teacher tells you to. Inside Circle goes first. Outside Circle listens to your partner and asks questions about what you have just heard.
2. Repeat walking. Stop when teacher tells you to. Outside Circle goes next. Inside Circle listens to your partner and asks questions about what you have just heard.
3. Repeat process until you get to speak to at least four people.
Learning Activity 5: Investigating Global Issues

Guiding Questions

- What is a global issue?
- What are human rights and how do they affect quality of life?
- What global human rights issues concern me?
- How am I connected to citizens from other countries in the world?

Description of Learning Activities

In this learning activity students investigate global issues in order to gain a clearer understanding of some of the key issues that affect the quality of life of citizens around the world. The starting point for their investigation of global issues is the United Nations (UN). Students learn about the UN, its role, and Canada’s involvement within it. From this point students brainstorm, engage each other in discussion, create graphic organizers, and collaborate as groups to determine what the issues of our world look like and feel like. The aim is for the students to identify an issue that has meaning to them and realize that they are connected to these issues.

Assessment/Evaluation

- Diagnostic - determine prior knowledge about the UN and human rights through question and answer, and class discussion. KWL Chart prior to investigating a global issue
- Formative - Self-assessment of group work; teacher observation of student group work, webquest and think/pair/share
- Summative - Creative response to Spotlight on the UN activity, Mind Mapping, Social Activist Log Questions, Webquest
Lesson 5.1   Global Issues and the United Nations

Lesson Description

Students are introduced to the United Nations and are given the opportunity to research and demonstrate their understanding about the UN and Canada’s role in a variety of ways to accommodate a variety of learning styles.

What Teachers Do | What Students Do
--- | ---
**Before**

- Prepare copies of BLM 5.1 ‘Spotlight on the United Nations’ for students.
- Arrange for access to the computer lab or consult with the teacher-librarian to have resource material in the classroom on the United Nations. You can also download fact sheets and background material from the United Nations Association of Canada through the website [http://www.unac.org/en/index.asp](http://www.unac.org/en/index.asp)

**During**

- **Minds On:** On the board, have this excerpt from the preamble of the UN Founding Charter: “We the Peoples of the United Nations [aim] to practice tolerance and live together in peace with one another as good neighbours, and to unite our strength to maintain international peace and security,...”
  - Ask students what they know about the United Nations and what they think this statement means. Use their prior knowledge to start a brief discussion about the UN. Explain to students that the UN, which is made up of most countries of the world, was formed after World War II to make sure that there would never be another world war again.

- **Introducing the UN:** Explain that the UN is concerned with many different global issues. If you have internet access, show a short clip of the

- Students offer what they think they already know about the United Nations.

- Students watch the webcast of UN in Action, focusing on the kind of work the UN is involved in.
webcast UN in Action. Use the website http://www.un.org/webcast/index.asp to give students an idea of the kind of work that the UN is involved in.

- Hand out BLM 5.1 ‘Spotlight on the United Nations - Webquest’ and provide students with class time to complete using the web-sites or photocopied fact-sheets.

- Students work together and/or independently on completing BLM 5.1 ‘Spotlight on the United Nations – Webquest’.

**After**

- Explain to students that they will have an opportunity to share their graphic organizers, artwork, drawing, song or poetry about the United Nations with others in lesson 5.5 (3 lessons from today).

- Students ensure that BLM5.1 is completed.

**Assessment / Evaluation**

- Diagnostic - Determine prior knowledge about the United Nations through class discussion.
- Formative - See Appendix 2a for details on formative assessment strategies.
- Summative - Creative response to Spotlight on the UN activity.

**Cross-Curricular**

- UN Creative Response (Visual Arts)
Lesson 5.2  Understanding Human Rights

Lesson Description

In this lesson, students will discover the meaning of human rights and be introduced to the United Nations Declaration of Human Rights. Through case study investigation of children who do not enjoy the same human rights as they do, students will develop empathy and a more personalized understanding of the issues and importance of ensuring human rights for all.

Materials: BLMs 5.2-5.4

Teaching Strategies: concept attainment, class discussion, direct teacher instruction, graphic organizers

What Teachers Do | What Students Do
--- | ---
**Before**
• Prepare copies of BLMs 5.2 - 5.4 for students. | • Bring answers to BLM 5.1 “Spotlight on the United Nations’ worksheets to class. (The creative response is not due until Lesson 5.4.)

**During**
• **Minds On - Introducing Human Rights**: Engage students with a YES/NO concept attainment activity on human rights. (See Teaching Strategies Appendix 1a). Students by this point should be familiar with this teaching strategy. On the board, have 2 columns as follows.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>McDonald’s</td>
</tr>
<tr>
<td>A Home</td>
<td>The local hockey arena</td>
</tr>
<tr>
<td>Love</td>
<td>A Valentine’s Day Card</td>
</tr>
<tr>
<td>Education</td>
<td>College or university</td>
</tr>
<tr>
<td>Clean water</td>
<td>Orange juice</td>
</tr>
</tbody>
</table>

• The Yes category represents a list of human rights which are fundamental to everyone everywhere. The No category represents things that may seem important but are not necessary to everyone everywhere (eg. Plastic surgery, video games ...). Provide students with further ‘testers’ of your own to ensure they understand the concept. Build upon students’ prior knowledge of rights from previous studies and experience.

• **Minds On**: Students try to guess the concept of Human Rights through the concept attainment activity.

• Students formulate a hypothesis about what the Yes side has in common and therefore what concept the Yes side is defining.
Based upon their homework (BLM 5.1), ask students which human rights issues the United Nations is concerned about. Record responses on the board.

To firmly connect to the concept of Human Rights, ask: “Which group of people on our planet are entitled to these rights?” or “Are there things we consider to be basic human rights in Canada which would be considered ‘privileges’ in other countries?”

Pair students and ask them to generate their top 10 list of human rights that everyone, in an ideal world, is entitled to equally. Have the students refer back to the research they did about a developing country.

Reflection Question:
- Should every child be entitled to these rights?

Show BLM 5.2 (Declaration of Rights of the Child) to the students and explain that the United Nations passed a declaration that all children should have the same rights. Ask students to compare their lists with the UN list and discuss the differences and similarities with their partners.

Reflection Questions:
- How many of you had some things on your list that were the same as the U.N. declaration?
- What surprised you about the list?
- How does the “Right to Play” conflict with what you have learned about child labour?

Students offer responses, using BLM 5.1 as their guide.

Students offer verbal responses to the question posed by the teacher. The answer should come easily that everyone everywhere is entitled to them.

Students brainstorm together in pairs. Students create a list of their top 10 human rights. These are written into their ActPack.

Students compare their lists to the Declaration of Rights of the Child. Students look for the differences and similarities between them.

After

Hand out BLM 5.3 and 5.4. Explain to students that they will be reading a story about a girl who does not have access to the same human rights that they do and that the UN says all people should have. Instruct them to read through the story and completed BLM 5.4 graphic organizers.

Social Activist Log Questions:
- When I think about the issues facing children like Gopamma in the world today, I feel ...
Assessment / Evaluation

- Diagnostic - work from students’ prior knowledge about rights (from grade 5 social studies).

Cross-Curricular

- Add ‘Human Rights’ to the Word Wall (Language Arts).
- Writing-in-role extension activity: Have students pretend they are working for the UN and assigned to Gopamma’s case. Summarize your discoveries about her human rights violations, describe how her life has been affected by the lack of her human rights and outline your recommendations of how to help cases like hers in the future. (Language Arts).
Lessons 5.3 & 5.4  Introducing Global Issues

Lesson Description

Students become experts on a global issue while learning about other key global concerns. Through this activity students are introduced to an inquiry method for analyzing issues and will further understand new ways in which we are connected to countries and citizens in the world.

What Teachers Do | What Students Do
---|---
**Before**
- Prepare copies of BLMs 5.5 a-d (one case study for each group) and BLM 5.6 and 5.7 for each individual student.
- Bring their completed homework on Gopamma’s Life (BLM 5.4) to class.

**During**
- **Minds On:** Take up and collect students’ homework. The teacher asks students, “In general what can we say about the condition of someone’s life if their rights have been violated?” Explain that Gopamma’s story is only one example of global issues around the world, and that today we are going to study some other global issues. Tell students that they are going to be studying four different global issues with examples of what Canada is doing to help. Identify that the term CIDA stands for the Canadian International Development Agency, a part of the Canadian government that works on improving global issues.
- Students discuss the difficulties that a person might face if their rights have been violated. Discussion is anchored by Gopamma’s story.

- **Global Issues Jigsaw:** In this activity, students will be working together to explore human rights issues. Students will be placed into expert groups to share information. To begin, place students into groups of four. Have the students number off from one to four. All of the ‘ones’ gather in groups of five to analyze case study one (BLM 5.5a). All of the ‘twos’, ‘threes’ and ‘fours’ do the same.
- Students copy definition of CIDA into the ActPack.
- Students break into groups. In groups, students number off from one to four. Students subdivide into groups of ‘ones’, ‘twos’ …
• Students work in small groups to examine their case study using BLM 5.5 and then use BLM 5.6 Analysis Sheet to record information. Prior to returning to their home groups, experts decide which is the most critical point(s) to share from each of the six steps. Students return to original home groups. Experts take turns sharing information. Home group members record information on BLM 5.7.

• Following the jigsaw activity, engage with students in a general discussion about these four issues (educating girls, landmines, street children, clean water), focusing on Canada’s role in helping people around the world in dealing with these issues.

• Add pins to these countries on the ‘Canada and the World’ classroom map.

• Students examine BLM 5.5 together. Using BLM 5.6, students identify the important issues, historical background and various other components. Students discuss together and record their thoughts / responses into BLM 5.6.

• Students return to their home groups and share case study information and responses with their original group members.

• Through teacher lead discussion, students discuss the general elements of each issue and identify what they learned about Canada’s involvement in each issue.

• Students identify the location of the case study countries on the classroom map.

After

Social Activist Log Questions:
• How do global issues affect us in Canada and in our local communities?

Assessment / Evaluation
• Formative – self-assessment and teacher observation of student group work (See Appendix 2b)
• Summative - Social Activist Log Question

Cross-Curricular
• Journal Writing (Language Arts)
Lessons 5.5

A Deeper Look at Global Issues

Lesson Description

Through a webquest, students will further explore global issues through an investigation of the UN Millenium Goals. Students begin thinking about which issues they would like to do something about for their social action projects.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare copies of BLMs 5.8 and 5.9 for individual students.</td>
<td>• Bring completed UN creative response to class.</td>
</tr>
<tr>
<td>• Ensure computers are available for students to access the internet.</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Minds On:</strong> Guide students in sharing their creative responses to the Spotlight on the UN activity (BLM 5.1) with one another. Have students celebrate their work by posting it up on a bulletin board if possible.</td>
<td>• <strong>Minds On:</strong> Students share their creative responses to the Spotlight on the UN activity (BLM 5.1) with one another. They will find a spot on an available bulletin board to post and celebrate their work.</td>
</tr>
<tr>
<td>• <strong>Human Rights Video:</strong> Have students go to the Human Rights Video Project website (or show on a screen to all students in the class): <a href="http://www.humanrightsproject.org/vid_detail.php?film_id=2&amp;asset=clip">http://www.humanrightsproject.org/vid_detail.php?film_id=2&amp;asset=clip</a></td>
<td>• Students access the Human Rights Video Project websites and view clips one and three. Students discuss how the bombs impact the human rights of the people of Laos. Students will draw conclusions about their own concerns after watching the video clips.</td>
</tr>
<tr>
<td>• Show video clips one and three, which are from a documentary about the impact that unexploded cluster bombs on the lives of children in Laos. Have students identify how these bombs impact human rights in Laos. What are the concerns you have after viewing this video?</td>
<td>• Students ask themselves why they chose their top three issues. Students must convince the teacher and others that they should care about the issues they selected.</td>
</tr>
<tr>
<td>o <strong>Note:</strong> While the two clips identified above are appropriate for grade 6 students, other clips accessible on this site may be very upsetting to grade 6 students. Keep this in mind if students are allowed to navigate this site on their own.</td>
<td></td>
</tr>
</tbody>
</table>
Global Issues Webquest of the UN Millenium Development Goals: Hand out BLM 5.8 and BLM 5.9 to students and provide students with some background on the UN Millenium Development Goals. Ask students why they would be called ‘Development’ goals, referring students back to earlier discussions about developing and developed countries. Explain that they will be engaging in a webquest to learn more about one global issue in detail. The issues they can choose from include: Poverty, Hunger, Education, Gender Equality, Health and Diseases, Child Safety, the Environment and Global Partners (economy). For details on each of the eight goals, see: [http://cyberschoolbus.un.org/mdgs/index.html](http://cyberschoolbus.un.org/mdgs/index.html)

Students scan and survey the eight global issues identified by the UN as requiring urgent and global attention. If internet access is not available, direct students’ attention to the “Canada and the Developing World” classroom map which contains details about these global issues to help them make their decision. Students must choose one issue from what interests them the most.

Have students first complete the first two columns of a **KWL chart** (What do I Know about this Issue? What do I Want to Learn?) on the issue they choose to investigate. Direct their attention to their Question Matrix (BLM 3.8) to help them create questions to guide their research.

Distribute BLM 5.9 and provide students with sufficient time and support to analyze one global issue in detail, after which they return to their KWL chart and complete the L (What did I Learn?) column. If time allows, have students research two issues and therefore complete two KWL charts.

### After

**Social Activist Log Question:**
- “Global issues are local issues.” Agree or disagree with this statement and provide reasons for your answer.
Assessment / Evaluation

- Diagnostic - KWL Chart prior to investigating a global issue.
- Formative - teacher observations of students engaging in internet webquest. See Appendix 2a for further details on formative assessment strategies.
- Summative - Webquest BLM 5.9
**Lesson 5.6  How do I feel about Global Issues?**

**Lesson Description**

In this lesson, students will be working in a think/pair/share situation to identify the problems that they think are the greatest in the world. Through a sorting activity, students will identify which issues are the most important and how they might be categorized in more simple terms. The learning activity ends with students creating a mind-map of their own representing Canada’s connections to global issues.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What Teachers Do</strong></td>
<td><strong>What Students Do</strong></td>
</tr>
<tr>
<td><strong>Before</strong></td>
<td><strong>Before</strong></td>
</tr>
<tr>
<td>• Prepare copies of BLMs 5.10 - 5.11 for students.</td>
<td>• Bring completed BLM 5.9 Global Issues Webquest Analysis sheets to class.</td>
</tr>
<tr>
<td>• Bring coloured pencil crayons to class.</td>
<td>• Bring coloured pencil crayons to class.</td>
</tr>
<tr>
<td><strong>During</strong></td>
<td><strong>During</strong></td>
</tr>
<tr>
<td>• <strong>Minds On</strong>: YES/NO concept attainment strategy (see Teaching Strategies, Appendix 1a). Examples in the YES column illustrate the concept “Global Issues”. Under the “No” category there are problems that pale in comparison to global problems.</td>
<td>• <strong>Minds On</strong>: Students try to guess the concept of Global Issues through the concept attainment activity.</td>
</tr>
<tr>
<td>YES NO</td>
<td>YES NO</td>
</tr>
<tr>
<td>Ozone Layer Your smelly running shoes</td>
<td>Ozone Layer Your smelly running shoes</td>
</tr>
<tr>
<td>Hunger Your favourite restaurant closing</td>
<td>Hunger Your favourite restaurant closing</td>
</tr>
<tr>
<td>Poverty Not having enough money to buy the latest Nike shoes</td>
<td>Poverty Not having enough money to buy the latest Nike shoes</td>
</tr>
<tr>
<td>War Fighting with your brother or sister</td>
<td>War Fighting with your brother or sister</td>
</tr>
<tr>
<td>Pollution Forgetting to clean your bedroom</td>
<td>Pollution Forgetting to clean your bedroom</td>
</tr>
<tr>
<td>• Explain to students that global issues are challenges or problems facing countries or regions in the world today. They cross borders and affect more than a few individuals.</td>
<td>• Explain to students that global issues are challenges or problems facing countries or regions in the world today. They cross borders and affect more than a few individuals.</td>
</tr>
<tr>
<td></td>
<td>• On the board write down “Global Issues” and have students brainstorm all of the global issues they have studied so far. (See DOVE Principles</td>
</tr>
</tbody>
</table>
of Brainstorming, BLM 2.5) Create a web. Give students time to share with a partner what they learned about a global issue from their webquest. (Make sure that you pair students who have researched different global issues.)

- Students will engage in a **Think/Pair/Share** activity. Hand out BLM 5.10 and 5.11. Instruct students to turn to their partner and compare by recording their partner’s ideas on their own sheet. Partners are to then come up with three top global issues that they are concerned about using BLM 5.11. Each student takes her/his list of three problems and shares that list with a new partner.

- Engage class in **discussion about the global issues** they have studied, drawing out where possible, the local-global connections so that students come to see how they as individuals, their communities and their country are all interconnected to the issues that face the world today.

- Add pins to the ‘Canada and the World’ classroom map indicating countries that Canada has connections to that have not previously been noted.

- **Linking Global Issues to our Local Communities:** Have students create a Local-Global Issues Mind map that includes the following:
  - Global Issues
  - Local Issues
  - Canada’s Connections to Global Issues
  - My connections to Global Issues.

- Remind students that a good mind map includes pictures, sketches, keywords, colour and any other graphics that help to convey your understanding of global issues.

- Students offer responses to the brainstorm. Students write the brainstorm information into their ACTPack.

- Students engage in Think/Pair/Share activity to identify what they consider to be the most important global issues.

- Students participate in class discussion about the global issues that they have studied.

- Students create a mind map to demonstrate their understanding of the connections between local and global issues.

**After**

**Social Activist Log Questions:**
- After learning about different global issues, the one that affected me the most is... because.......
Assessment / Evaluation
- Diagnostic - Review of global issues that students have been studying
- Formative - Teacher observation of think/pair/share. Learning Activity Review (see Appendix 2a).
- Summative - Social Activist Log question, My Global Issues Mind map

Cross-Curricular
- Journal Writing (Language Arts)
- Word Wall - add Global Issue words and phrases (e.g. Hunger, Poverty) from this lesson to the word wall (Language Arts)
**Spotlight on the United Nations**

Visit the websites below to learn about:

1. **The United Nations:**
   - What is it and why was the UN formed?
   - What is the role of the UN?
   - Who is part of the United Nations?
   - How does the UN demonstrate the idea of interdependence and interconnections between nations of the world?
   - What kinds of global issues does the UN care about?

2. **Canada’s Involvement in the U.N.:**
   - What role does Canada play in the UN?
   - What influence does Canada have on the world as a result of the role it plays in the UN?
   - How does the UN influence Canada and Canadians?

Visit the following websites:
- [http://www.un.org/Pubs/CyberSchoolBus/](http://www.un.org/Pubs/CyberSchoolBus/)

**When you are done ...**

Demonstrate your understanding of this information any way you want so that you can discuss it with your classmates in class.
- Graphic organizer (e.g. mind map/concept map, fish bone, table)
- Artwork or drawing
- Song or poetry
Declaration of the Rights of the Child

Plain Language Version

1. All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.

2. You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

3. You have a right to a name and to be a member of a country.

4. You have a right to special care and protection and to good food, housing and medical services.

5. You have the right to special care if handicapped in any way.

6. You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

7. You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

   ***Your parents have special responsibilities for your education and guidance***

8. You have the right always to be among the first to get help.

9. You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

   ***You should not work before a minimum age and never when that would hinder your health and your moral and physical development***

10. You should be taught peace, understanding, tolerance and friendship among all people.

Source: www.un.org/cyberschoolbus/humanrights/resources/plain.asp
ACT! (Active Citizens Today): Global Citizenship for Local Schools

Understanding Gopamma’s Life

The problems that you have identified in the last few days show us that not everyone’s rights are being honoured in this world. Read the story of Gopamma. Imagine that you are Gopamma and complete the “Understanding Gopamma’s Life” activity. The goal is to help you understand how important human rights are.

**Almost a Miracle**

My name is Gopamma. My friends call me Gopi. Now, when you see me I may seem like any other normal girl of my age, except that I have crutches. But less than a year ago, I was walking on all fours, dragging my eight-year-old body like a sack of potatoes.

When I was two, I got sick with polio. I was ill for a long time, and my parents feared I wouldn’t survive. I did—but I couldn’t walk any more.

My parents were very poor. They didn’t have enough money. All their savings had been spent on my treatment. There was nothing more they could do to help me. Relatives often wondered what would happen to me. “Who would marry her?”, they asked.

I felt very bad. I couldn’t go to school; I couldn’t play like all other kids. Children ignored me, or often made fun of me. I would sit by the side of the road and watch them play. I had no friends.

Then a miracle happened. Members of a voluntary organization came to our village, looking for children who needed medical help. They found me. Soon they took me to a hospital where doctors did corrective surgery on me. Later I had another operation. Soon, I was able to walk with the help of two wooden crutches. I was excited to be able to walk.

Doctors told my parents that if I had been given a polio vaccine in time, I would have been spared the pain. Just imagine, such vaccines cost less than a bottle of soda water! When my mother learned about it, she took my three-year-old sister to be vaccinated. I was glad that she wouldn’t have to go through the same suffering and sadness I went through.

Now I go to school. My elder brother, who is 10, takes me there every day, carrying me on his back. Other kids often joke about me, but they are friendly jokes. I know my friends mean no harm. I hope one day I shall grow up to be a teacher. Then, I shall tell everybody how important it is to give children polio vaccinations.

Understanding Gopamma’s Life: Graphic Organizer

This activity is meant to help you organize your thoughts and feelings about Gopamma’s life. First, complete section 1 and 2.

**Section 1**: Which of Gopamma’s human rights have not been honoured? Briefly explain how.

<table>
<thead>
<tr>
<th>Missing Human Right</th>
<th>Proof / Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Section 2: Imagine you are Gopamma. There are two details about Gopamma’s life in the left column. First, you must fill in the remaining boxes in the left column with the most important details from Gopamma’s life. Second, in the right column, explain how each of the details would make you feel if you were Gopamma.

<table>
<thead>
<tr>
<th>Details from Gopamma’s Life</th>
<th>How Might it Feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking on all fours;</td>
<td></td>
</tr>
<tr>
<td>dragging her body on the</td>
<td></td>
</tr>
<tr>
<td>ground like a sack of</td>
<td></td>
</tr>
<tr>
<td>potatoes.</td>
<td></td>
</tr>
<tr>
<td>“My parents were very</td>
<td></td>
</tr>
<tr>
<td>poor.”</td>
<td></td>
</tr>
</tbody>
</table>
Case Study 5a: Educating Girls

On the Indonesian island of Java, the tropical morning is already hot as ten-year-old Anis climbs down from a bicycle-driven rickshaw on the busy street. She joins her friends as they enter school to begin grade five. Anis’s mother had to quit school when she was ten, to help support her family by selling homemade tofu. She and Anis’s father share a small dirt-floored home with extended family. They have saved money to pay for Anis’s books and uniform. They share Anis’s dream that she might one day become a doctor.

In Canada, primary school is almost free, and children have to go. But in many countries throughout the world, going to school is a privilege. This is very true for girls. In the developing world, more than 113 million children don’t have the chance to go to school. Of all students who do start school, one third drop out before the fifth grade. Again, most are girls.

Investment in girls’ education is the single most effective way to reduce poverty. Educated girls get marry later in life. They have fewer and healthier children. They are better able to care for their children and to provide for their families and themselves. They are more likely to send their own children to school.

Discrimination against girls begins at an early age. Social customs often give preference to boys. If poor parents can’t afford fees for all their children, they only send their boys to school. If poor communities can’t afford to build separate schools for boys and girls, they favour boys. Girl children often have house work and responsibilities that leave little time for school.

Poverty often prevents parents from paying school fees, and buying uniforms and books. Support services for students, especially child care and safe travel, are expensive and rare. Even when girls make it to school, they often drop out, because the schools don’t meet their needs. The teachers, classroom lessons and textbooks frequently reinforce that boys are better than girls.1

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Case Study 5b: Landmines

Excited and eager to tell his parents about his school soccer team’s victory, Mohammed, who lives in Afghanistan, decides to take a shortcut home through a field. Halfway across, a huge explosion throws him into the air. The 13-year-old Afghan boy has more than soccer to think about now. The blast from a landmine blew off both his legs.

In the country of Bosnia, sixteen-year-old Stefan feels a stab of grief and anger every time he walks past the orchard where his family used to grow apricots. The trees always produced the best quality fruit and his family lived well off the money from selling them. But that was before the conflict in Kosovo. Now the trees are dying because no one cares for them and the apricots rot on the ground. Hidden in the branches and tree trunks, ready to explode at a single touch are landmines.

Ten-year-old Kuch from Cambodia makes a few dollars showing tourists around the ancient temple of Angkor Wat. He keeps his right hand in the pocket of his shorts, ashamed to let people see he has no fingers. A year ago, while playing with friends near his home, he picked up an odd-looking plastic object and gave it a squeeze. The explosion from the landmine shattered his hand.

Every year, landmines hurt and kill tens of thousands of people, many of them women and children. One of the most frightening things about mines is that they keep on killing long after a war is over. They can remain live and deadly for decades.

How does Canada help?

Canada has taken a leadership role in fighting the plague of landmines. In 1997, this country hosted the Convention on the Prohibition of the Use, Stockpiling, Production and Transfer of Anti-personnel Mines and on their Destruction, also referred to as the Mine Ban Treaty and the Ottawa Convention.

Currently, the Canadian International Development Agency (CIDA) supports the removal of mines in severely mine-affected countries such as Bosnia-Herzegovina, Cambodia, Mozambique, Angola, Sudan, and parts of Central and South America. CIDA also supports mine removal in Afghanistan and Iraq, contributing $10 million and $5 million, through United Nations landmine programming.²

² Case study retrieved at http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/REN-218125515-PY3
Case Study 5c: Street Children

The term ‘street children’ describes children who live or work on the streets. Some of these children live with their families (who are also living on the streets). Other street children live and work on the streets but do not live with their families. The term can also include child labourers, and children affected by war, who may also be forced to live or work on the street.

Some street children live and work with their parents on the streets. Some return home at night, but work by themselves during the day. Others have a family, but are forced to spend most of their time on the streets and return home once in a while to spend a night with their family.

Others sleep and live entirely on the streets of the big cities without any family contact at all. They sleep in abandoned buildings, under bridges, in doorways, or in public parks.

Why are they on the streets?
Children and youth may live on the streets for a number of reasons including war, poverty, natural disasters, family problems, disease, and violence including physical abuse. Most street children never attend school beyond the fourth grade.

When there are no other means of survival, street children may resort to stealing and other crimes for survival.

What is Canada doing?
The Canadian International Development Agency (CIDA) provides money to help many organizations work with street children all over the world. Here is an example:

◆ In Brazil, the Canadian Rainbow of Hope for Children Society helped a local group, FUNDANOR, to build a home for up to 60 street girls. The home offers girls counselling, basic education, and skills training in such areas as woodworking. This helps the girls to have a better life, better education, and a better chance to get a job that will pay them well.3

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3 Case study was retrieved at http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/REN-218125542-Q3B
BLM 5.5
Case Study 5d: Clean Water

Imagine there was no running water in your home. Imagine having to walk several kilometres to a tap, well or river to collect water, and then carry it home.

This is what millions of women and children do every day in developing countries—sometimes more than once a day. They carry every drop of water they use for drinking, cooking, cleaning, and bathing. The water they carry can weigh up to 20 kilograms—about as heavy as a large computer monitor. Sometimes, no matter how much they carry, it’s still not enough for everyone who needs it. Not only that, but often the water they bring home is not clean. Drinking it or bathing in it might lead to disease or skin infections.

Water = Life
We cannot live without water. We need water to drink, prepare food, wash ourselves, and keep our homes clean. We also need water to grow food and for animals, manufacturing, and hydro-electric power.

However, about 97.5 percent of the world’s water is saltwater, which cannot be used for drinking or farming. The remaining 2.5 percent is freshwater, which must be shared by everybody around the world—over 6 billion people!

Our well-being depends on clean water
Without safe, clean water, and good sanitation, people cannot lead healthy lives. 2.2 million people die every year around the world—more than the population of Montreal. Most of the people who die are children under 5.

Over 450 million people today in 29 countries, mostly in Africa and the Middle East, are suffering from water shortages. By 2050, it is estimated that as many as two-thirds of the people in the world will be affected by water shortages.

What is Canada doing to help?
1) The Canadian International Development Agency (CIDA) is supporting a project that helps community and country leaders in the Middle East and North African regions to look at better ways of using water.

2) CIDA supports the Nile Basin Initiative, a program that helps countries that rely on the Nile River for water to better manage their water resources. Together, the Nile Basin countries—some of the poorest in the world—are finding ways to protect the water that supports the lives of their citizens.

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4 Case study was retrieved at [http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/REN-218125537-Q2B](http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/REN-218125537-Q2B)
Global Issues Jigsaw
Analysis Sheet

Name: ___________________________ Date: ________________

Step 1: What is the problem/issue? (List the facts that prove there is a problem citing direct evidence to support the facts.)
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Step 2: What are the causes/history behind this problem?
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Step 3: How serious do you think this issue is? Explain why you do or do not think this issue is serious. (You will be required to think of your own reasons)
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BLM 5.6
Step 4: What advice, suggestions or organized programs have been successful in dealing with the problem/issue?

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Step 5: How is this issue also a problem for us in Canada and in our local communities?

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Step 6: What can you do? Think and record ideas for action and/or organizations which you can participate in to deal with these global issues in a local way.

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## Global Issues Jigsaw - Data Collection Sheet

<table>
<thead>
<tr>
<th>Social: Case Study #1</th>
<th>Political: Case Study #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step #1</td>
<td>Step #1</td>
</tr>
<tr>
<td>Step #2</td>
<td>Step #2</td>
</tr>
<tr>
<td>Step #3</td>
<td>Step #3</td>
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<tr>
<td>Step #4</td>
<td>Step #4</td>
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<tr>
<td>Step #5</td>
<td>Step #5</td>
</tr>
<tr>
<td>Step #6</td>
<td>Step #6</td>
</tr>
<tr>
<td>Economic: Case Study #3</td>
<td>Physical Environment: Case Study #4</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Step #1</td>
<td>Step #1</td>
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<tr>
<td>Step #2</td>
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<td>Step #3</td>
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<td>Step #5</td>
<td>Step #5</td>
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<tr>
<td>Step #6</td>
<td>Step #6</td>
</tr>
</tbody>
</table>
Internet Webquest: Which Issues Concern Me?

At the turn of the 21st century, 189 Heads of State and Governments agreed to work together to improve our world. They created the United Nations Millennium Development Goals.

The Millennium Development Goals are to:

1) eradicate extreme poverty and hunger
2) achieve universal primary education,
3) promote gender equality and empower women,
4) reduce child mortality,
5) improve maternal health,
6) combat HIV/AIDS, malaria and other diseases,
7) ensure environmental sustainability
8) develop a global partnership for development

Activity

1) Briefly skim through each of the 8 Millennium Development Goal profiles
2) Choose the two Millennium Goal profiles that you would like to learn more about
3) Read each profile completely, including all of the tabs (About, Progress, Projects, To Do)
4) While reading each profile, complete the Global Issues Webquest Analysis Sheet

When you combine this activity with the previous case studies that you have read, you will have developed a list of issues that are of concern and importance to you.
Global Issues Webquest
Analysis Sheet

Name: ____________________________  Date: ________________

**Step 1:** What is the Problem/Issue? (List the facts that prove there is a problem citing direct evidence to support the facts.)

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**Step 2:** In what ways does this issue affect me? (List the connections you have to the problem)

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**Step 3:** What advice, suggestions or organized programs have been successful in dealing with the problem/issue?

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-
**Step 4:** How is this issue also a problem for us in Canada and in our local communities?

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- 

**Step 5:** Thinking about the issues in previous activities, would you rank the issue you found on the U.N. Cyber School Bus as one of the 3 most important to you? Cite your reasons for this decision and support it with evidence from the site.

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**Step 6:** Tell someone about it. From the information above, what will you choose to highlight that might convince someone that you are correct in that this issue is one of the most important.

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BLM 5.9
### Identifying Global Issues of Great Concern

**Think**

The three most important global issues that I have identified are:

<table>
<thead>
<tr>
<th>Issue #1</th>
<th>Issue #2</th>
<th>Issue #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Reason: Reason: Reason:

**Pair #1**

When I met with another student, the 3 most important global issues that s/he identified were:

<table>
<thead>
<tr>
<th>Issue #1</th>
<th>Issue #2</th>
<th>Issue #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Reason: Reason: Reason:

**Share #2**

When I compared my list with my partners, we decided that the 3 most important global issues are:

<table>
<thead>
<tr>
<th>Issue #1</th>
<th>Issue #2</th>
<th>Issue #3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Reason: Reason: Reason:

It appears as though we have made our decisions based on the following CRITERIA:
### MOST IMPORTANT GLOBAL ISSUES

<table>
<thead>
<tr>
<th>Issue #</th>
<th>We chose this as our number one global issue because:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>We chose this as our number two global issue because:</td>
</tr>
<tr>
<td>3</td>
<td>We chose this as our number three global issue because:</td>
</tr>
</tbody>
</table>
Learning Activity 6: Making a Difference in the World

Guiding Questions

- What is active global citizenship?
- What are the different forms of social action?
- Why should I take action to help others?
- How can I work with others to achieve social change?
- How have other Canadian individuals and/or organizations made a positive difference in the world?
- What strategies should I use to effectively communicate with others to inform and persuade others to support my cause?

Description of Learning Activity

Students will learn about active global citizenship through this learning activity. In the first lesson, students are introduced to non-governmental organizations (NGO), their purpose, importance, and how they are internally organized in order to make an impact on the world. Students develop further understanding of how Canadian individuals and organizations have made a positive difference in the world. Students will accomplish this by engaging with a local activist guest speaker and learning about Canadian Craig Kielburger and the NGO, ‘Free the Children’ that he founded. In the final set of lessons, students prepare and engage in an experiential simulation of an NGO in order to understand that interdependence is necessary within the organization to bring about positive social change.

Assessment / Evaluation

- Diagnostic – reflect on student demonstration of learning from previous activities
- Formative – teacher observation, preparation of questions for guest speaker
- Summative – Social Activist Log Questions
Lesson 6.1  Social Activism is Not a Lonely Game

Lesson Description

In the first lesson, students are introduced to the idea that individuals can make a positive difference in the world as social change agents. Music is used to get students thinking about global issues and the role of NGOs in dealing with global issues. Students will learn about NGOs, and at the end of the lesson develop questions for their social activist guest speaker.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before (1st lesson)</strong></td>
<td><strong>During (2nd lesson)</strong></td>
</tr>
<tr>
<td>• Prepare overhead / digital image of BLM 6.1 (Music lyrics).</td>
<td>• Minds On - Musical Activism: To introduce students to the concept of NGOs, play for them Joni Mitchell’s “Big Yellow Taxi”. Ask the students to listen to the song. Ask them to explain what the song is saying and how it relates to global issues. Ask the students to identify which global issues are being discussed in the song. Finally, ask the students to explain who they think is “out there” trying to make the world a better place.</td>
</tr>
<tr>
<td>• Prepare individual copies of BLM 6.2 “Non-Governmental Organization” for students.</td>
<td>• After students have had enough time to discuss the song, explain to them that there are agencies in our world who are trying to solve these global issues. These groups are called NGOs.</td>
</tr>
<tr>
<td>• Minds On - Musical Activism: To introduce students to the concept of NGOs, play for them Joni Mitchell’s “Big Yellow Taxi”. Ask the students to listen to the song. Ask them to explain what the song is saying and how it relates to global issues. Ask the students to identify which global issues are being discussed in the song. Finally, ask the students to explain who they think is “out there” trying to make the world a better place.</td>
<td>• Introducing NGOs – Musical Activism: Students listen to the song. Students discuss the content of the song and it’s relevance to global issues. Students try to identify who is working to solve the problems identified in the song.</td>
</tr>
</tbody>
</table>

Materials: CD Player, BLMs 3.8, 6.1-6.3, overhead

Teaching Strategies: music analysis, teacher directed instruction, note-taking
• At the end of each section, ask the students to place into their own words the meaning of what has just been read.

• After all of the key points from BLM 6.2 have been reviewed, noted and discussed, direct students to review their notes. Tell students that there will be a guest speaker from a local NGO coming to talk with the class in a few days. Instruct students that they are to bring to the next class, three questions to ask the person from the NGO. Direct students’ attention to their Question Matrix (BLM 3.8) to come up with 3 good questions. Provide students with some examples:
  o How does your organization fundraise?
  o What are the different ways that your NGO advertises awareness for your cause?
  o What are the different ways that your NGO takes action to help a cause?

• To consolidate student learning, take them to http://www.freethechildren.com/pressroom/index.html and view the volunteering videos.

• Students read actively through each section with the teacher and respond verbally to any questions that the teacher asks.

• Students write each section heading into their notebook (“What is an NGO?”) and paraphrase the section in their own words.

<table>
<thead>
<tr>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Activist Log Question:</td>
</tr>
<tr>
<td>• Write three questions to ask the guest speaker from a local NGO.</td>
</tr>
</tbody>
</table>

**Assessment / Evaluation**

• Formative - students prepare questions for guest speaker. See Appendix 2a for further details on formative assessment strategies.

• Summative - Social Activist Log question
Lesson 6.2  Social Activist Guest Speaker

Lesson Description

In the first lesson, students are introduced to non-governmental organizations (NGOs). Through a concept attainment strategy, class discussion, and teacher directed lesson, students develop a definition, and understanding of what an NGO does and how its actions are organized. Students will further their understanding of the work that NGOs do by asking questions of a guest speaker from local NGO, further drawing local connections to global issues.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• In order to draw out the connections between the local and global, arrange for a guest speaker from a local NGO or social service organization to come speak to your class. As another option, if a student(s) from within the school is involved in social activism in the community, have them speak about their experiences. This lesson can take place at any point during Learning Activity 6, but would be best before the NGO simulation. In London, contact the London Activist Network for a list of local NGOs. The London Activist Network is comprised of concerned students, workers, parents, teachers and residents of London, Ontario who act together on issues related to the environment, human rights, peace, politics, and education. See <a href="http://www.web.net/~lan/">http://www.web.net/~lan/</a> for details. In addition the Thames Valley District School Board has a collection of support videos, including <em>Ryan’s Well</em>. Alternatively, if you are outside of London use your Yellow Pages to look up <em>Environmental Conservation &amp; Ecological Organizations</em> or <em>Social and Human Service Organizations</em> for a list of women’s and homeless shelters, food banks, etc.</td>
<td>• Students bring their completed Global Issues Mind-map to class.</td>
</tr>
<tr>
<td>• Once you have arranged for a guest speaker, provide her/him with some background about</td>
<td></td>
</tr>
</tbody>
</table>
what students have been studying. Ask that they provide students with a few details about the NGO/organization that they are working for.

- Remind students about rules of etiquette when having guest speakers in the class.
- Arrange in advance for one student to thank the guest speaker at the end of the class.

### During

- Welcome your guest speaker and explain to students that s/he will first speak for a few minutes about the NGO that s/he works for, after which there will be an opportunity for students to ask questions.
- Allow students sufficient time to pose the questions that they have prepared for the guest speaker.
- At the end of the class, have the assigned student thank the guest speaker.

- Students bring their questions for the guest speaker to class.
- Students listen to the guest speaker and ask the questions that they prepared in advance.

### After

- **Social Activist Log Questions:**
  - “What personal gifts or talents do I have that I could use if I were asked to help an NGO?”

### Assessment / Evaluation

- Formative - students prepare questions for guest speaker. See Appendix 2a for further details on formative assessment strategies.
- Summative - Social Activist Log question
Lesson 6.3  The Power of One Child to Make a Difference

**Lesson Description**

In this lesson, students will reflect on the positive impact that an NGO can make on the world and how an individual can make a difference. To this end, students will read a case study on the efforts of Craig Kielburger and his work in founding the NGO, Free the Children.

### Materials:
- coloured pens or highlighters
- BLM 6.3

### Teaching Strategies:
- object teaching
- teacher directed lesson
- reading and reflection

#### What Teachers Do | What Students Do

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td><strong>During</strong></td>
</tr>
<tr>
<td>• Prepare double-sided copies of BLM 6.3 ‘Craig Kielburger: The Power of One’ and ‘The Success of Free the Children’ for each student.</td>
<td>• Students require a pen or highlighter of two different colours.</td>
</tr>
<tr>
<td><strong>Minds On:</strong> Guide students in a discussion addressing some key questions:</td>
<td>• <strong>Minds On:</strong> Students consider the questions posed to them by the teacher and share their thoughts with others in the class.</td>
</tr>
<tr>
<td>“What do you think is work that is too dangerous for children?”</td>
<td></td>
</tr>
<tr>
<td>“What is the youngest age that a person should work full time?”</td>
<td></td>
</tr>
<tr>
<td>“Is going to work better than going to school, if you could only do one or the other?”</td>
<td></td>
</tr>
<tr>
<td>“How long should the ‘right to play’ be protected?”</td>
<td></td>
</tr>
<tr>
<td>After some discussion, inform students that many children in the world between the ages of 5-17, are forced into child labour (no school or play). Have students ‘guess’ at the number of children in the world who are forced into child labour. Once the guesses come in, inform them that in 2000, the International Labour Organization estimated that:</td>
<td></td>
</tr>
<tr>
<td>1. 246 million child workers aged 5 and 17 were involved in child labor, of which 171 million were involved in work that by its nature is</td>
<td></td>
</tr>
</tbody>
</table>
hazardous to their safety, physical or mental health, and moral development.

2. 8.4 million of these children were engaged in so-called ‘unconditional’ worst forms of child labor, which include forced and bonded labor, the use of children in armed conflict, trafficking in children (and commercial sexual exploitation) -- see "Every Child Counts" (www.ilo.org/public/english/standards/ipec/simpoc/others/globalest.pdf)

- Tell students that today we are going to learn about one 12 year old Canadian boy who learned about children in developing countries who work for long hours in factories making products for us to buy in Canada. He decided to start up an NGO to help these children.

- First, have students brainstorm what they think would need to be one to start an NGO (See BLM 2.5). On the board, create a T-chart. In the left hand column, record the brainstormed items. This T-chart will be used as a comparison to the experiences of Craig Keilburger in founding the NGO ‘Free the Children’.

- Explain that students will be looking at individual who identified a problem, created a simple solution, and began his own international NGO. Hand out copies of BLM 6.3 for students and ask them to read through the first page, highlighting any information that identifies a difficult challenge (red) or an easy challenge (green) in Craig Keilburger’s efforts to create Free the Children.

- When reading is complete, ask for volunteer students to approach the overhead and duplicate their highlights for all to see. Ask students to explain their reasoning, “Why would this have been easy or difficult for Craig?”

- Students think about and then discuss the elements of starting an NGO – the elements that would be easy and those that would be difficult.

- Students highlight in red what would have been difficult for Craig to start an NGO and what would have been easy (or easier) in green.

- Students approach overhead and place one of their highlights onto the master copy and explain why they made their decisions.
• **Discussion**: As the students record the information, you have an opportunity to discuss Craig Keilburger as a person. Some questions to ask your students include, “What do you think were Craig’s motivations?”, “How is Craig both ordinary and extraordinary?”, “Imagine what kind of personality Craig has and describe it.”

• After the discussion, ask students to reflect on the initial brainstorm to this lesson. Ask students “What do you look back on the list of things that need to be done to create an NGO, which do you think would be most difficult or easy?”

• Students discuss their thoughts and feelings about Craig’s story. Their discussions will help them when they later consider supporting an issue through the creation of their own NGO.

• Students write an “E” or “H” beside each of the items that they initially brainstormed.

---

### After

For homework or further research, have students investigate other NGO’s who are making a difference for children around the world, which may include (but are not limited to):

War Child Canada at [www.warchild.ca](http://www.warchild.ca)

The Right to Play at [www.righttoplay.com](http://www.righttoplay.com)

World Vision at [www.worldvision.ca](http://www.worldvision.ca)

Gulu Walk at [www.guluwalk.com](http://www.guluwalk.com)

SOS Children’s Villages at [www.soschildrensvillages.ca](http://www.soschildrensvillages.ca)

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### Social Activist Log Question:

• Pick three of the difficulties in starting an NGO that were identified in the T-chart, and explain how you might overcome them.

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### Assessment / Evaluation

• Formative - teacher observation of students

• Summative - Social Activist Log question
Lessons 6.4-6.8 NGO Simulation

Lesson Description
Students will be engaged in a simulation of an NGO over the course of 4-5 lessons. Through the experiential model of simulation, students will participate in one facet of a working NGO. They will realize that interdependence is necessary within the organization to organize itself to affect positive change. Throughout the simulation the focus on critical thinking, research, planning interdependence is emphasized.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Teacher reviews their role and various steps – (“ACTS”) - within the simulation as explained in BLM 6.4 to 6.5.</td>
<td>• Review the definition of what is an NGO is prior to the lesson.</td>
</tr>
<tr>
<td>• Prepare individual copies of student ‘role and responsibility’ cards, supporting BLMs and Simulation Overview BLM 6.4. Each student will have the BLMs that correspond to their role (Think Tank BLM 6.7-6.12; Social Action BLM 6.13-6.16; Advertising BLM 6.17-6.21; and Fund Raising BLM 6.22-6.26)</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
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<tr>
<td>• Overview of NGO Simulation: For the purposes of this simulation, the class will be divided in half so that there will be 2 NGO groups working on the same issue however one will approach the issue from a local perspective and one from an international perspective.</td>
<td>• NGO Simulation: Students divide in half and then within the half into groups of 3-5 in order to receive their role card for that group.</td>
</tr>
<tr>
<td>• Assign one half to be the local team and the other to be the international team. There must be a total of 8 groups (4 for each NGO team). Hand out NGO Role and Responsibility Cards and Briefing packages. These include two Think Tank (BLM 6.7), two Advertising (BLM 6.17), two Social Action (BLM 6.13) and two Fund Raising (BLM 6.22) sets.</td>
<td>• One half of the class is the local team and the other half is the international team.</td>
</tr>
<tr>
<td>• Use BLM 6.4 to guide students through the 4 steps or “Acts” of this simulation. Times are suggestions and can be adjusted based upon the needs and interests of the students involved.</td>
<td>• The class divides in half and then each half divides into 4 groups of 3-5 students.</td>
</tr>
</tbody>
</table>

Materials: BLMs 6.4 to 6.27; Teacher Appendices 2b, 6.1

Teaching Strategies: simulation, cooperative learning, brainstorming, debate
| **ACT 1 – Organization and Dept Meeting**  
**1st lesson = 30 minutes** | **ACT 2: Meeting with your Individual Teams**  
**2nd lesson = 30 minutes** |
| --- | --- |
| • The teacher is head of this simulated NGO, setting the stage for both the problem and larger simulation scenario. Tell students that: “Disease prevention is a world wide concern and many organizations just like ours have worked on many activist campaigns. Our organization however has been given the opportunity to have a direct impact on preventing diseases that affect our local and international communities - specifically, locally West Nile and internationally Malaria. The World Health Organization (WHO) has asked our organization to present our action plan to the United Nations. Our action plans have to be organized and ready to go 2 days from now.”  
• “We will have both a local and an international group. Each group will have a think tank, a social action team, an advertising team and a fundraising team. Each team is responsible for giving information to other team members and is responsible for putting together one portion of our plan. To assist you, I have given each team a briefing package that includes what you are expected to do and the timelines for completion. I am going to ask each team to now meet to go over the package and begin the first phase of our response planning. You have this class time to read and create the first portion of this plan.” | • Students meet in small teams of 3-5.  
• Read the role and responsibility card for the team.  
• Create the first draft of the product the team must give to another team.  
• Team 1 involved in summarizing research and forming Field Agent fact sheet. BLMs contained in the Briefing package guide this process.  
• Teams 2-4 Brainstorming course of actions and prepare a first draft of information using BLM provided in the Briefing packages.  
• Book a time to exchange information with other groups and give that information to the

| **ACT 2: Meeting with your Individual Teams**  
**2nd lesson = 30 minutes** | **ACT 1 – Organization and Dept Meeting**  
**1st lesson = 30 minutes** |
| --- | --- |
| • Get students started on their action plans a.s.a.p. After 5 minutes, encourage groups to finish their reading, assign tasks and begin their draft creations.**  
• **After 20 minutes, NGO Head (teacher) encourages students to book and hold their inter- department meetings**  
• Teams will have exchanged information by the end of the first 30 minutes.  
• In your role of NGO Head, you can go from department to department to ensure that products from the Give column have in fact been | • Students attend Organization and Department Meeting to discover the scenario and problem at hand.  
• Local team deals with the West Nile Virus issue.  
• International team deals with the Malaria issue.  

---

**ACT 1 – Organization and Dept Meeting**  
**1st lesson = 30 minutes**

• The teacher is head of this simulated NGO, setting the stage for both the problem and larger simulation scenario. Tell students that: “Disease prevention is a world wide concern and many organizations just like ours have worked on many activist campaigns. Our organization however has been given the opportunity to have a direct impact on preventing diseases that affect our local and international communities - specifically, locally West Nile and internationally Malaria. The World Health Organization (WHO) has asked our organization to present our action plan to the United Nations. Our action plans have to be organized and ready to go 2 days from now.”

• “We will have both a local and an international group. Each group will have a think tank, a social action team, an advertising team and a fundraising team. Each team is responsible for giving information to other team members and is responsible for putting together one portion of our plan. To assist you, I have given each team a briefing package that includes what you are expected to do and the timelines for completion. I am going to ask each team to now meet to go over the package and begin the first phase of our response planning. You have this class time to read and create the first portion of this plan.”

---

**ACT 2: Meeting with your Individual Teams**  
**2nd lesson = 30 minutes**

• Get students started on their action plans a.s.a.p. After 5 minutes, encourage groups to finish their reading, assign tasks and begin their draft creations.**

• **After 20 minutes, NGO Head (teacher) encourages students to book and hold their inter- department meetings**

• Teams will have exchanged information by the end of the first 30 minutes.

• In your role of NGO Head, you can go from department to department to ensure that products from the Give column have in fact been

---

**ACT 1 – Organization and Dept Meeting**

• Students attend Organization and Department Meeting to discover the scenario and problem at hand.

• Local team deals with the West Nile Virus issue.

• International team deals with the Malaria issue.
given so that teams may proceed to ACT 3.

ACT 3: Re-organization and Refinement
3rd Lesson = 30 minutes
- All teams can be simultaneously working on the refinement of their “Give” items as well as creating their “Make” products.
- Teacher will assess groups’ progress with checklist/rubric. See Assessment Strategies Appendix 2b.
- At any point the NGO Head (teacher) can encourage groups, check on their progress, and/or make suggestions for work.
- Teachers can add dramatic tension to the simulation by constant time checks and reminders about product deadlines.
- “The WHO has given our organization this incredible opportunity to present our first draft of proposed plans and resolutions to the UN. We must meet their deadline if we are to take advantage of this opportunity.”
- Once one half of the team is done refining, the teacher proceeds to Act 4.
- “I am calling a department meeting for a brief department presentation of the refinements. I will chair the exchange of final drafts of information.”

- (Act 4) Once the NGO departments have all the Get they need to complete their Make product. Teacher then checks with the other half of the class and repeats the process.

ACT 4: Department Updates
4th Lesson (30 minutes)
- The Head of the NGO calls upon each team to have a quick meeting to give a short 1 minute summary of what they are sharing with other departments. Tell students that you will go around to each department for their update and then send each department back to complete their final products.
- Students begin their final “make” product.
**ACT 5: Final Product Creations**
- Ensure that each team completes the following:
  - Team 1 Think Tank Team: Their Mission Statement and creates their Resolution.
  - Team 2 Social Action Team: Their plan for the course of action they want to take and how they intend to do it.
  - Team 3 Advertising Team: One promotional product to raise awareness of problem with facts from think tank team. Their advertising plan for how they are going to promote the social action activity and fund raising event.
  - Team 4 Fund Raising Team: Tentative budget determining how much money can be set aside for social action activities and how much money is available for awareness materials and advertising of both Social Action and Fund Raising Events. A plan for organizing and running 1 fund raising event.
- After Act 5 students may wish some time to complete their products. This can be done as a homework assignment. Their final product can be included in their portfolio.

**ACT 6: Sharing of Products and Debriefing**
5th Lesson (30 minutes)
- As head of NGO teacher calls meeting for detailed sharing of information and final products. At the end each team will have a full picture of what the other has accomplished.
- As part of the debriefing process, start with the students’ initial open ended reflections and responses.
- Ask a variety of debriefing questions some are listed below others are included in BLM 6.6
- What were the challenges in working within your team of 4?
- What were the challenges when all 4 teams joined together?
- In what ways could your work been improved?
- If you had time to genuinely act what is next to do?

**ACT 6: Sharing of Products and Debriefing**
- Each NGO group (local and International) listens to the other.
- Team by team informs each other of progress.
- Students share their initial reflections and responses to the simulation.
- Students respond to guided questions
**After**

- Refer to Appendix 6.2 for further questions.
- Assign questions of your choice from appendix 6.3 as written responses that are included in the Social Activist Log.

**Social Activist Log Questions:**

- Imagine that you have created your own NGO and that it has improved the lives of many people. Describe how it would make you feel to have a successful NGO that changed the lives of people for the better.
- What did you learn about the way NGO’s operate and how they develop methods of social action from this simulation?
Big Yellow Taxi – Joni Mitchell

They paved paradise and put up a parking lot,
   With a pink hotel, a boutique,
      And a swinging hot spot.
   Don't it always seem to go
That you don't know what you've got till it's gone?
They paved paradise and put up a parking lot.
They took all the trees and put them in a tree museum.
   And they charged all the people
      A dollar and a half just to see 'em.
   Don't it always seem to go
That you don't know what you've got till it's gone?
Hey, farmer, farmer, put away that D.D.T., now!
   Give me spots on my apples
      But leave me the birds and the bees, please!
   Don't it always seem to go
That you don't know what you've got till it's gone?
Late last night I heard the screen door slam.
   And a big yellow taxi took away my old man.
   Don't it always seem to go
That you don't know what you've got till it's gone?
They paved paradise and put up a parking lot.
Non-Governmental Organizations

What Is An NGO?
A non-governmental organization (NGO) is an organization which is not part of a government. An NGO can include for-profit corporations; usually the label is given to social, environmental, legal and cultural groups, who are not for profit groups.

Some people believe that anything that is not government must be an "NGO". While NGOs are usually not-for-profit organizations, many gain some of their money from private sources while others rely on fund raising and selling of merchandise. There is well over 29,000 international NGOs world wide.*

Why Have NGOs?
NGOs exist for a variety of different reasons, but usually they exist to improve situations in any number of areas including the natural environment, promoting human rights for all, improving the situation of the poor. There are many organizations and their goals cover a number of specific problems and issues.

How Do They Operate?
NGOs also vary in what they do. Some work to raise awareness and to convince governments to change a law in favour of their issue we call these people - lobbyists Other NGOs run programs and campaigns to assist people in need. (For example an NGO concerned with human rights may right letters of protest to specific government leaders to demand action.)

How Are NGOs Connected?
NGOs, governments, police or military and even businesses do not always get along. Many times the problems identified by an NGO are caused or supported by those groups listed. Often NGOs have to work around these groups just to make a difference. The most successful NGOs however find ways to connect and to work with partners.

Where Would I Find An NGO?
NGOs are local, regional, national, and international in other words you can find them anywhere and everywhere people are in need. Examples of local NGOs include your women’s shelter, food bank, Aids Hospice, cultural library or learning center may act and function as NGOs without ever calling themselves that. Examples of international NGOs include the Red Cross, Foster Parents’ Plan and OXFAM, which both have offices in Canada, but focus on doing work outside of Canada.

How Do I Get Into NGO Action?
Choose an issue that you care about. Find an NGO that also cares about this issue and works to improve it. Conduct research about the NGO to determine if you want to work with them on this issue. Include in your research, the NGO’s work on the specific problem in the area you want to take action in – i.e. local, regional, national, international. Refer to BLM 3.9 ‘Understanding and Acknowledging Sources of Information’ and BLM 3.10 ‘A Checklist for the Wise Web Researcher’ in conducting your research.

* A 1995 UN Report – Global Governance
Free the Children was founded by 12-year-old Craig Kielburger in 1995 when he gathered 11 school friends to begin fighting child labour. Free the Children is the largest network of children helping children through education, with more than one million young people involved in our programs in more than 40 countries.

So, how did it happen? Looking for the comics section one morning before school, Craig came across an article in the Toronto Star. The front page caught his eye, showing a picture of a boy wearing a bright red vest and his fist held high. The headline read, "Battled child labour, boy, 12, murdered".

The article told the story of a young boy from Pakistan, Iqbal Masih, who was sold into child labour at the age of four as a carpet weaver to pay back a loan his parents had acquired. Iqbal worked 12 hours a day, six days a week, tying tiny knots to make carpets. Iqbal lost his freedom to laugh and to play. He lost his freedom to go to school. And, after he began speaking out against child labour, he lost his life.

The article said he was murdered for raising the issue of child labour in the press and in politics at the age of 12, the same age as Craig at the time.

Craig had never heard about child labour, and wasn’t even certain where Pakistan was on the world map, but the differences between his life and Iqbal’s shocked him.

He soon discovered that there are 250 million child labourers in the world, one half of them working full-time; many in hazardous conditions. Craig knew that he had to help, so he did the only thing he could. He gathered a group of his friends together, most of them 12 years old like him, and they started Free The Children. The goal they set out then is the same as it is today, although now more than a million supporters are working together toward their goal: to free children from abuse, exploitation, and the idea that they are not old enough or smart enough or capable enough to change the world.

Source: [http://www.freethechildren.com/aboutus/ftchistory.htm](http://www.freethechildren.com/aboutus/ftchistory.htm)

BLM 6.3
The Success of Free the Children

Awards Presented to Free the Children
- Nominated three times for the Nobel Peace Prize in 2002, 2003, and 2004
- Awarded the Roosevelt Freedom Medal in 1998
- Received The State of the World Forum Award in 1997

Program Successes
- Built 450 Free The Children schools around the world, providing education to more than 40,000 children every day
- Delivered 202,500 school and health kits to students around the world
- Implemented alternative income projects helping more than 22,500 people
- Shipped $11 million dollars in essential medical supplies to 40 countries
- Provided healthcare centers and community funding helping 505,000 people
- Helped 132,000 people by providing access to clean water and improved sanitation

Partner Successes
- Lobbied corporations to adopt standard labeling for child-labour free products
- Worked with the Canadian government to pass a law to prosecute Canadians who travel overseas to sexually exploit children
- Selected as the lead non-governmental organization (NGO) partner by the United Nations Office of the Special Representative for Children and Armed Conflict
- Successfully worked with the Brazilian government to allocate an additional $1 million for programs to help support child labourers.

Source: http://www.freethechildren.com/aboutus/ftchistory.htm
NGO Simulation - Background Teacher Notes

What is a Simulation?

A simulation game takes a real-life situation and takes from it the key components, tasks, problems, roles and responsibilities to create a game that imitates real life. Players 'walk in the shoes' of another person, becoming part of a situation they would not ordinarily experience, along with its feelings, problems and difficulties.

What is role playing?

Role playing is creating someone else – a character – and stepping into that person’s shoes. You pretend to be that person. You take on their responsibilities doing what they would do. You will think and act in new ways and from a point of view that is unfamiliar. You act and talk like the person and imagine how he or she thinks and feels. By doing this you let go of yourself and pretend to play this part.

Why use Simulations?

One effective method of helping students understand ideas is to involve them directly in learning about a concept. Hands on or experiential learning can be both efficient and rewarding for all participants. However simulations present certain design challenges that must be considered and overcome in order to approximate the reality of whatever it is you are simulating and still be workable within the constraints of a classroom. What follows are explanations for each of the simulation challenges and rationales for solving each challenge.

Activities within the Simulation

The central challenge of any simulation is to break down your topic, an NGO in this case, into key components, tasks, and steps or chapters. When students work through these components and tasks within sequenced steps they will be doing the work of the simulation topic - an NGO. While there are many possible components to any NGO, for the purposes here, they are narrowed to four.

Number of Groups

In a simulation you want all students to be actively involved throughout with something credible to do at all times. At the same time you want the student’s work to contribute to the reality being simulated. Narrowing the NGO to 4 components or teams keeps the simulation manageable. However an average class size of 24-30 would mean that each team would have 7 or 8 members. To solve this design challenge, the simulation calls for 2 separate organizations each consisting of the 4 key teams.
NGO Simulation - Background Teacher Notes cont’d.

Topic Choice

In Learning Activity 7 students will decide on an issue they feel most concerned about to research and to act upon. It is the writers’ belief that Disease Control is the least likely topic that 10 and 11 year old students will choose. Therefore Disease Control was chosen for the simulation to avoid duplication in 7.

Steps or Chapters

Sequencing is critical to developing a sense of reality in your simulation. Within Learning Activity 6.4, teachers are given the steps or chapters to work their students through. Given the nature of this learning resource we have entitled each step or chapter “ACT”. Through the various “ACTS” students will be responsible for a series of interrelated and interdependent tasks that are specific to their team.

Dramatic Reality and Tension

As students develop their team-specific materials, the teacher can build a sense of realism to the simulation by using real organizations and genuine challenges (albeit shortened for the constraints of time and a classroom). For the purposes of this simulation the two class-created organizations work on the same overall theme, Disease Control, one taking a local perspective the other an international one.

To add a sense of realism, the World Health Organization is “name dropped” since it is a real organization concerned about Diseases. While the real WHO may not specifically concern itself with West Nile Virus, that information or differentiation is not critical to the purposes here.

The use of an actual international organization to “sponsor” your two class organizations to design presentations creates a realistic backdrop to the simulation. The United Nations as the organization receiving the information adds the element of time and purpose to the simulation. Dramatic tension keeps the students focused on tasks, gives the simulation a sense of reality (e.g. timelines) and provides a purpose for the work (i.e. influencing the United Nations to act upon their recommendations).

Teachers may choose to have their students explore the actions of the WHO or the methods of reporting to the United Nations as extension exercises at a later date.
NGO Simulation - Overview Chart

Students are placed into teams (an NGO) with the goal of working interdependently to effect change. In so doing they learn about some of the facets of a non-governmental organization and learn about the process involved in taking action as an active global citizen within a group. The simulation can be broken down into a series of products developed in phases or “acts.” What follows below is a chart outlining what each team must give another, what each team must get to complete their tasks and what each team will make by the end of the simulation.

<table>
<thead>
<tr>
<th>Teams</th>
<th>ACT 1</th>
<th>ACT 2</th>
<th>ACT 3</th>
<th>ACT 4</th>
<th>ACT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think Tank Team</strong></td>
<td>Gets BLMs 6.7-6.12</td>
<td>Generates a fact sheet and gives it to the other groups.</td>
<td>Drafts a mission statement and gives it to the other groups.</td>
<td>Receives and reads action plan from Social Action Team and advertising plan from Advertising Team.</td>
<td>Writes a resolution to present to the class.</td>
</tr>
<tr>
<td><strong>Social Action Team</strong></td>
<td>Gets BLMs 6.13-6.16</td>
<td>Generates a list of potential courses of action for the NGO.</td>
<td>Designs an action plan and distributes it to the other teams.</td>
<td>Receives and reads mission statement from Think Tank Team.</td>
<td>Brainstorms and chooses a name for the NGO. The Advertising Team will design a logo for this name.</td>
</tr>
<tr>
<td><strong>Advertising Team</strong></td>
<td>Gets BLMs 6.17-6.21</td>
<td>Brainstorms potential actions for advertising campaign.</td>
<td>Creates a media campaign plan. Gives plan to Social Action Team and Fund Raising Team at the end of ACT 2.</td>
<td>Receives and reads mission statement from Think Tank Team and budget plan from Fund Raising Team.</td>
<td>Uses the name generated by Social Action Team to design a logo.</td>
</tr>
<tr>
<td><strong>Fund Raising Team</strong></td>
<td>Gets BLMs 6.22-6.26</td>
<td>Brainstorms strategies for fund raising.</td>
<td>Creates a fund raising plan. and distributes to Social Action Team and Advertising Team.</td>
<td>Receives and reads mission statement, action plan, and advertising plan.</td>
<td>Creates a budget for the NGO.</td>
</tr>
</tbody>
</table>
NGO Simulation Overview

Each half of the class is forming their own Non-Governmental Organization (NGO). As an NGO you will be developing a social activist plan of action on a specific topic. Within your NGO you will be working in teams of 4 students to accomplish a series of tasks that will assist others in your NGO with completing the plan of action.

You will work through 6 steps or ACTS.

- **ACT 1 – Organizational Meeting (10 minutes)**
  The Topic is introduced and the roles are assigned.

- **ACT 2: Meeting with your Individual Teams (30 minutes)**
  Roles are read, tasks are divided amongst team members and product creation begins.

- **ACT 3: Re-organization and Refinement (30 minutes)**
  Information is shared between teams and used to refine and complete team specific tasks.

- **ACT 4: Department Updates (5 minutes)**
  Information is exchanged

- **ACT 5: Final Product Creations (30 minutes)**
  Time to finalize product creations

- **ACT 6: Sharing of Products and Debriefing (30 minutes)**
  Both NGOs in the class share what they have accomplished and debrief their experiences.
Role Card: THINK TANK TEAM
NGO SIMULATION

Your job is to be the “brains” of the NGO group. Brainstorming ideas, doing research and creating information for and about your NGO best describes what you do. Throughout the “ACTS” of the simulation, your group will create the following products:

ACT 1  Organizational Meeting

ACT 2  Research and develop a “fact sheet” to be used by all of the other teams in your NGO group.
   a.  Use jot note hand out to help you with your research.
   b.  Look at sample “Fact Sheet” as a model to get ideas
   c.  Use “How to Make Your Own Fact Sheet” hand out to guide the creation of your own product.
   d.  Give fact sheet to the other 3 teams at the end of Act 2

ACT 3  Write a mission statement for your NGO group.
   a.  Read “Potential Courses of Action” pages from Action team and Advertising team.
   b.  Look at “Mission Statements” as a model to get ideas.
   c.  Use “How to Create Your Own Mission Statement” hand out to guide the creation of your own product.

ACT 4  Give Mission Statement to other three teams. Get action plans from Social Action Team and Advertising Team.

ACT 5  Write a Resolution for your NGO group.
   a.  Read “Potential Courses of Action” pages from Action team and Advertising team.
   b.  Look at “Resolution Statements” as a model to get ideas.
   c.  Use “How to Create Your Own Resolution Statement” hand out to guide the creation of your own product.

ACT 6  Sharing of Products and Debriefing
Understanding Malaria: Fact Sheet
Malaria kills over a million people a year and is second only to tuberculosis in its impact on world health.

What is Malaria?
Malaria is a disease that is most often caused by a bite from the Anopheles mosquito. This disease is present in 90 countries and infects one in 10 of the world's population - mainly people living in Africa, India, Brazil, Sri Lanka, Vietnam, Colombia and the Solomon Islands. There are four main types of malaria, all spread by mosquitoes.

Ninety per cent of all malaria cases are in sub-Saharan Africa where it is the main cause of death and a major threat to child health. Worldwide, a child dies of malaria every 30 seconds. Pregnant women are also particularly vulnerable to the disease, which is curable if diagnosed early.

The economic impact of the disease is immense, causing many lost days of work and loss of tourism and investment.

What are the symptoms?
Most people survive a bout of malaria after a 10-20 day illness, but it is important to spot the symptoms early. The first is high fever, followed a few hours later by chills. Two to four days later, this cycle is repeated. The most serious forms of the disease can affect the kidneys and brain and can cause anemia, coma and death.

Why has malaria increased?
After years spent bringing the disease under control, the number of people dying from malaria is now higher than it was 30 years ago and has spread to new countries.

The increase in cases is due to a number of factors:
- the disease is becoming resistant to traditional treatments. In some areas of Asia, none of the major drugs is effective in fighting malaria.
- mosquitoes are developing resistance to the main insecticides which have been used to control the spread of the disease.
- In many countries, budget restraints have led to malaria control programmes being cut back or abandoned.

Information retrieved from: http://news.bbc.co.uk/2/hi/health/medical_notes/120644.stm
BLM 6.8
What Is West Nile Virus?
West Nile virus (WNV) is a potentially serious illness. Experts believe WNV is a seasonal problem in North America that flares up in the summer and continues into the fall. Most often, WNV is spread by the bite of an infected mosquito. Mosquitoes become infected when they feed on infected birds. Infected mosquitoes can then spread WNV to humans and other animals when they bite.

West Nile virus has been around a long time. The West Nile virus was first isolated in a woman in the West Nile district of Uganda in 1937. In 1957, in an outbreak amongst elderly patients in Israel, the virus was recognized as a cause of severe human meningitis or encephalitis (inflammation of the brain and spinal cord). Since then, the disease has spread throughout much of the world including Africa, Europe, the Middle East, Central Asia and most recently, North America. It has been detected in humans, animals and mosquitoes in all of these regions.

What are the Symptoms?
Most of the time, infection with West Nile virus makes people mildly ill. A person may experience flu-like symptoms such as fever, headache, body aches, and sometimes a skin rash and swollen glands. More severe infection can result in encephalitis, which includes symptoms of severe headache, high fever, neck stiffness, disorientation, and sometimes convulsions. Although very rare, severe West Nile infection in healthy, younger people can be deadly, but the elderly are at greatest risk for severe problems from the virus.

The chances that you will become ill with West Nile virus are extremely small. Here are some facts about the West Nile virus:

- Less than 1% of mosquitoes in any area where carrier mosquitoes have been found are actually infected with West Nile virus.
- Less than 1% of people who are bitten and infected with West Nile virus will become seriously ill.
- West Nile virus is not transmitted from person to person.

Information and images retrieved from:
http://www.kidshealth.org/parent/firstaid_safe/outdoor/west_nile.html
http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factsheet.htm
How to Make Effective Jot Notes

What are Jot Notes?
Jot notes are a way to take the most important pieces of information from something that you have read, heard, or seen. A jot note allows you to record these pieces of information quickly, clearly, and simply so that you can remember them later. Finally, Jot notes are made on paper.

What to Write
There are several important things to include in your jot notes. These include the following:

1) Observations
   a. Which of the things that you are seeing stand out the most?
   b. If someone is talking, which of their statements are the most important?
   c. Use your senses … what colours or scents are standing out to you?

2) Feelings
   a. What you are reading, seeing, or hearing might make you feel happy, sad, disgusted, angry, or content. Briefly write down your feelings.

3) Ideas
   a. While you are reading, seeing, or hearing something, you might get some ideas. If you are reading about a global issue, you might think of a way to solve it or help out. These are important connections to make, so write them down.

4) Questions
   a. The information that you are reading, seeing, or hearing may cause you to ask questions that are not answered. Writing these questions down will help you later when you are looking to clarify your own understanding.

Remember: Jot notes are meant to be quick, clear, and short so that you can remember what you have read, heard, or seen.

After you complete your jot notes, you will return to them to make more complete notes about what you have read, heard, or seen.
How to Create Your Own Fact Sheet

Read the fact sheet on Malaria or West Nile. Use the following questions to create your own fact sheet that will be shared with the rest of your team.

1) What are the details of the problem?
   a. What is the problem?
   b. How many people does it affect?
   c. How serious is the issue? (life or death, mild health issue, environmental…)
   d. Which communities in the world does this problem effect?

2) What have the responses been so far?
   a. Has there been any assistance? If yes, what kind and how effective has it been?

These two questions will help your team to create a plan of action to deal with the problem. Make sure that your fact sheet is written clearly so that your team members understand the issue. Use the organizer on the bottom of this sheet to begin to answer the questions.
Mission Statements

What are they and how do they work?
In a simple and singular statement, mission statements attempt to define the purpose, actions and beliefs of an organization. This statement may be a series of 3 or 4 descriptive words, a sentence or a paragraph in length. A well-written mission statement that clearly identifies an organization can be used as a test for anything the organization does. All actions of an organization should reflect or fit into the mission statement. The mission statement tells others the reason why the organization exists.

The statement attempts to answer the questions

- What(issue, need or service) do we address? (Purpose)
- What do we do? (Actions)
- What do we value in? (Beliefs)

Here are 4 Sample Mission Statements
Study how each statement answer the key questions.

1) United Day Care exists to provide a safe, developmentally appropriate environment for preschool and school age children. Our focus is to provide a stimulating early care and education experience which promotes each child’s social/emotional, physical and cognitive development. Our goal is to support children’s desire to be life-long learners.

- What do we provide? a safe… environment for preschool and school age children
- What do we do? Stimulating early care and education experience, promotes each child’s social/emotional, physical and cognitive development.
- What do we believe in? developmentally appropriate environment, life long learners.

2) Maxies Restaurant’s mission is to sell delicious and remarkable food and drinks. That the food and drink we sell meets the highest standards of quality, freshness and seasonality and combines both modern-creative and traditional southern styles of cooking. To consistently provide our customers with impeccable service by demonstrating warmth, graciousness, efficiency, knowledge, professionalism and integrity in our work. To have every customer who comes through our doors leave impressed by Maxie’s and excited to come back again.

- What do we provide? sell delicious and remarkable food and drinks. consistently provide our customers with impeccable service
- What do we do? demonstrating warmth, graciousness, efficiency, knowledge, professionalism and integrity in our work.
- What do we believe in? the food and drink we sell meets the highest standards of quality, freshness and seasonality. To have every customer who comes through our doors leave impressed by Maxie’s and excited to come back again
Mission Statements Continued….

3) It is the mission of the Los Angeles Police Department to safeguard the lives and property of the people we serve, to reduce the incidence and fear of crime, and to enhance public safety while working with the diverse communities to improve their quality of life.

- What do we provide? to enhance public safety
- What do we do? to safeguard the lives and property of the people we serve
- What do we believe in? working with the diverse communities to improve their quality of life.

4) To make the buying and selling of real estate as cost effective as possible while maintaining the highest level of service. To provide accurate and up-to-date information, skilled analysis and sound real estate advice. To continually explore new ideas and technology, to make the selling and buying of real estate faster, less costly, and easier.

- What do we provide? accurate and up-to-date information, skilled analysis and sound real estate advice.
- What do we do make the buying and selling of real estate as cost effective as possible while maintaining the highest level of service
- What do we believe in? explore new ideas and technology, to make the selling and buying of real estate faster, less costly, and easier.

Source: www.missionstatements.com
How to Create Your Own Mission Statement

Your statement should explain why your NGO exists, what it does and what it believes in. This step by step guide will help you to create your own Mission Statement.

Step 1: List the main problem or issue or need that your NGO is going to investigate. This is the reason why your group has been formed - the reason why your group exists.

Sample Starters…..
Our main purpose is to….
The (NGO name here) provides ….

Step 2: Using the “Potential Courses of Action” pages from Action team and Advertising team, list all of the things your NGO proposes to do. Summarize that list to create simplified statement of what it is your NGO does!

Sample Starters....
To bring awareness and action ....
To effectively educate ....

Step 3: Using the Potential Courses of Action and your own Fact Sheet, list the beliefs of your group.

Sample Starters...
Our goal is to ...
We believe ....
Writing a Resolution

What is a Resolution?

A resolution is a way of saying what your group wants to do in a formal way. Resolutions are used by decision-making bodies ranging from local school boards to the United Nations.

A resolution usually consists of two main parts:
- PREAMBLE: The *Whereas* clause(s) contains background information and reasons for the resolution.
- REQUEST FOR ACTION: The *Resolved* clause(s) contains the request for action.

Steps in Preparing a Resolution

1. Identify the issue of concern.
2. Research and gather supporting background materials which are sufficient to allow a person with no prior knowledge of the subject to make an informed, intelligent decision.
3. Write a draft and then a final resolution in the proposed format taking care to insure that:
   - Each “*Whereas*” clause is accompanied by sufficient background material
   - At least one of the “be it Resolved” clauses directs government (or other entity) to take action.
4. Select a representative(s) from your group to present and provide rationale in support of your resolution.

How to Write a Resolution

Write the sections of your resolution in the following format:

1. The **Heading** serves as identification for the resolution, and states WHERE the resolution will be submitted, WHAT the subject of the resolution is, and WHO is proposing the action.

2. The **Preamble** is used to explain WHY the action in the **Resolved** section should be taken. It states past action, reasons for the action and reasons for concern. Each **Preamble** clause should be written as a separate paragraph, beginning with “*Whereas*” and ending with a semi-colon. The last paragraph of the preamble should end with a connecting phrase such as “*Therefore Be It*”.

3. The **Resolved** section indicates what action is proposed. The word **RESOLVED** is underlined and printed in capital letters, followed by a comma and the word “that.” Each resolved clause is a separate paragraph and ends with a semi-colon and in the case of the next to the last clause, should be followed by “and,”.
SAMPLE RESOLUTION FORM

SUBMITTED TO: Our Class

SUBJECT: Writing a Resolution

PROPOSED BY: Our Teacher

Whereas we are studying (name the issue);

Whereas we have become knowledgeable about the problem in regard to specific issues and countries;

Whereas we are holding a (state your action);

Whereas we are learning to write a resolution to express our actions fully;

Therefore, be it RESOLVED, that:

We agree to follow these guidelines in writing a resolution for action our group will undertake;

We promise to work together to write a great resolution;

We will develop a plan of action to help address (problem identified); and,

We will present our findings (state a method or forum for presentation).

From http://www.unol.org/res/rw3.shtml
Name: ______________________
NGO: (circle one)   LOCAL   INTERNATIONAL

Role Card: SOCIAL ACTION TEAM
NGO SIMULATION

Your job is to be the “doers” of the NGO group. Brainstorming ideas, designing plans of action and creating an effective name for your NGO best describes what you do. Throughout the “ACTS” of the simulation, your group will create the following products:

ACT 1       Organizational Meeting

ACT 2       Record the various possible courses of action your group may undertake to bring about positive change to the problem or issue.
            a. Look through your social Activist Log and items in your ACT Pack and record a list, under the title “Potential Courses of Action”, of actions taken by other NGOs
            b. Brainstorm additional items to add to the list of “potential courses of action.” Use hand out “Action Action everywhere…” to assist you.
            c. Give potential courses of action to the other three groups at the end of ACT 2.

ACT 3       Revise original “Potential Courses of Action” and design a Plan of Action with Objectives for your NGO group.
            a. Examine “Budget ideas” from Fund raiser team and “Fact sheet” from Think Tank Team to assist you with your choices.
            b. Where available read pgs 11, 12 “Make a Plan of Action” from Take Action: A guide to active citizenship.
            c. Use “A Guide to Social Action” to assist in the creation of your activist plan of action.
            d. Give your plan for social action to the other groups at the end of ACT 3

ACT 4       Get mission statement from Think Tank Team. Get advertising plan and fundraising plan from the other two teams.

ACT 5       Design a name for your NGO group.
            a. Examine “Budget ideas” from Fund raiser team and “Fact sheet” from Think Tank Team to get ideas about the actions of your NGO.
            b. Brainstorm ideas for a suitable name for your NGO.
            c. Once you have a suitable name, share it with the advertising team, who will come up with a logo.

ACT 6       Sharing of Products and Debriefing
Action! Action! Everywhere But What Do We Do?

Name of the Issue under Investigation:

1) Read and skim through your ACT Pack and your social activist log. Write down all of the activities that other organizations have used to solve problems as well as actions that make other people aware of their issue. List them below.

2) What other activities might you use to solve this problem? List them below.

3) Where Available look at Take Action: A Guide To Active Citizenship for more ideas on active citizenship.

4) Using internet resources and your own ideas, write down everything you believe needs to be done to solve this problem.
How to Decide Upon a Social Action

As the Social Action team, you are responsible for choosing an action that will have a positive impact on the issue that has been chosen. To decide upon an action, you and your group members will spend some time brainstorming. You will then decide upon the best action that should be taken.

In the box below, brainstorm ALL of the possible actions that you could take.

| Brainstorm: What are all of the possible actions that we could take? |

Decision Making

Now it’s time to make a decision. List all of your possible action under “Possible Social Actions”. As a group, discuss the pros (the good things) and the cons (the not-so-good things) about the actions.

<table>
<thead>
<tr>
<th>Possible Social Actions</th>
<th>What are the Pros?</th>
<th>What are the Cons?</th>
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</table>

Now that you have discussed the pros and cons, decide which action has the most pros and the least cons. This is the social action that you should take as a group.

The social action we have decided upon is: ____________________________________________

BLM 6.15
A Guide to Social Action

There are a number of steps to building your social action plan. Using the information you created from your work with “Action Action Everywhere” and the suggestions from the think tank and fundraising teams answer the following questions:

Steps for Social Action

**Step 1:** What is it you hope to accomplish?

**Step 2:** What is currently being done by others to tackle this problem?

**Step 3:** What needs to still be done to tackle this problem?
Step 4: In what ways could our work and efforts help add to an existing activity that is tackling this problem already?

Step 5: Outline the specific actions needed to achieve your desired hope.

Step 6: Break down each specific action into smaller steps.
Step 7: What specific actions does each person undertake?

Step 8: When will each of the smaller steps take place? Create a timeline of events and a list of who is doing what.

Step 9: What materials or resources will you need for each of the smaller steps of your plan? Create a materials list.
Role Card: ADVERTISING TEAM

NGO SIMULATION

Your job is to be the “creativity” of the NGO group. Awareness raising, designing advertising plans and creating an effective logo design for your NGO best describes what you do. Throughout the “ACTS” of the simulation, your group will create the following products:

ACT 1 Organizational Meeting

ACT 2 Record the various possible courses of advertising your group may undertake to raise awareness about your issue and to advertise your social action event(s).
   a. Look through your social Activist Log and items in your ACT Pack and record a list of advertising strategies used by other NGO’s.
   b. Brainstorm additional items to add to the list of possible courses of action. Use “Extra Extra Tell…” to assist you.

ACT 3 Revise original “Potential Courses of Action” and design a Plan of Action with Objectives for your NGO group.
   a. Examine “Budget ideas” from Fund raiser team and “Fact sheet” from Think Tank Team to assist you with your choices.
   c. Use “A Guide to Advertising” to assist in the creation of your media campaign.

ACT 4 Get Mission Statement from Think Tank Team. Give a description of your campaign to the Social Action Team and the Fundraising Team.

ACT 5 Design a logo and awareness poster for your NGO group.
   a. Examine “Fact sheet” from Think Tank Team to get ideas about the actions of your NGO and “Fund Raising Needs” from Fund Raising teams.
   b. Brainstorm ideas for a suitable logo for your NGO.
   c. Design the graphic, art work to represent the Logo for your NGO.
   Design an awareness poster advertising one of the Social Action Groups events or activities. Include the date, time, and location of the event.

ACT 6 Sharing of Products and Debriefing
Extra, Extra – Tell Everyone About It!

Name of the Issue under Investigation:

5) Read and skim through your ACT Pack and your social activist log. Write down all of the ways that other organizations have used to advertise their events and make people aware of their issue. List them below.

6) How do people tell others about their special events?

7) How do people use the media to tell/educate others about their particular problem? List them below.

8) Using internet resources and your own ideas, write down everything you believe needs to be done to advertise events.
The Cost of Advertising

Advertising can be free or it can cost money. Below, you will find a list of costs for advertising. As a team, decide which forms of advertising would be the best. Use the boxes below to show your choices.

<table>
<thead>
<tr>
<th>Types of Advertising</th>
<th>Cost ($)**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Television Advertising</strong></td>
<td>10 seconds = $500.00</td>
</tr>
<tr>
<td>Television advertising can be expensive. The cost depends on when you advertise. It is more expensive to advertise at times when a lot of people are watching their televisions.</td>
<td>20 seconds = $750.00</td>
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<tr>
<td></td>
<td>30 seconds = $1000.00</td>
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<tr>
<td></td>
<td>1 minute = $2000.00</td>
</tr>
<tr>
<td><strong>Newspaper Advertising</strong></td>
<td>2.5 cm² = $13.25</td>
</tr>
<tr>
<td>Newspapers can be a good way to advertise. The challenge is making your ad stand out. Newspapers have many advertisements that you will be competing with. Newspaper ads become expensive when you make them larger and add colour.</td>
<td>10 cm² = $53.00</td>
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<td></td>
<td>There is often a 40% charge for colour.</td>
</tr>
<tr>
<td><strong>Billboard Advertising</strong></td>
<td>1 month = $1500.00</td>
</tr>
<tr>
<td>Billboards are another method of advertising. They are large and can be very eye-catching. Billboards have a limited amount of space and a driver is not always alert enough to see them.</td>
<td>3 months = $4500.00</td>
</tr>
<tr>
<td><strong>Radio Advertising</strong></td>
<td>For a 30 second ad:</td>
</tr>
<tr>
<td>Radio is another good method of advertising. Radio stations can broadcast to a wide area. The challenge is making sure that you choose a radio station that a lot of people enjoy listening to.</td>
<td>1-3 airings = $600.00</td>
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<td>4-6 airings = $900.00</td>
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<td></td>
<td>7-12 airings = $1500.00</td>
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<td>13 airings = $2000.00</td>
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</tbody>
</table>

Advertising is a very important part of raising awareness for your cause. A good advertisement campaign uses several different methods of advertising. Choosing just one way to advertise will not be enough to make sure that people get inspired to help you.
How to Decide on Which Advertising?

As the advertising team, you need to decide which forms of advertisement would be best. There are many different ways to advertise. In the box below, brainstorm all of the different ways that you think you could advertise for the issue that you have decided upon.

Brainstorm: The forms of advertisement that we could use are …

<table>
<thead>
<tr>
<th>Advertisement Forms</th>
<th>What are the Pros?</th>
<th>What are the Cons?</th>
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Decision Making
Now it’s time to make a decision. List all of your possible ads under “Advertisement Forms”. As a group, discuss the pros (the good things) and the cons (the not-so-good things) about the ads.

Now that you have discussed the pros and cons, decide which three forms of advertisement have the most pros and the least cons. These are the three forms of advertisement that you should use.

The three forms of advertisement that we have decided upon are:

1) ______________________________
2) ______________________________
3) ______________________________

BLM 6.19
Other Types of Advertising

There are many different ways to raise people’s awareness about the issue that you are trying to promote. Your advertising needs to be effective, interesting, and informative. This will help you to get people to support your cause. Without support, you will not be able to get people to donate to your cause. Some advertising is free, while others cost money. Here are some ideas:

Other Types of Advertising

1) Public Service Announcements (PSA)
A public service announcement is a commercial for your cause. It is broadcast by TV or radio stations. Typically, the TV or radio station broadcasts a PSA for free. This is a very cheap and quick way to get your message to the public.

A PSA should have all of the information that you think people need to know about your cause. This includes the following:

1) **Facts** – real information about the issue you have selected, the way it affects people, and how serious the problem is.
2) **How People Can Help** – information about what someone can do to help. Ex. How someone can donate their time or money to your cause.

2) Letters to the Editor
Local and national newspapers dedicate a section of their newspapers to the letters of their readers. Writing a letter to your local newspaper can mean that people will read about your issue and will be inspired to help. A letter to the editor is very similar to a PSA. It also needs **Facts** and an explanation of **How People Can Help**.

3) Poster Campaign
A poster campaign is an excellent way to raise awareness about your cause. Posters are a colourful, informative and interesting way to make people aware. Your poster should have the important facts about your cause but without the same detail as a PSA or a letter to the editor. The picture or pictures on your poster should help people understand the issue that you are trying to deal with.

This poster from Free the Children is about helping small villages who do not have clean water. As a result of this poster, many people have been inspired to donate money to Free the Children.

BLM 6.20
A Guide to Advertising

There are many ways to get your message out to the general public. Once you have made these initial decisions you are ready to design your media campaign.

Step 1: What and Who
   a) The key is to identify what it is your advertising? (ie an event, an idea, an important message)

   b) Who are you advertising to? (anyone who will listen, a specific age group, a specific group in a specific country)

Step 2: Get the Message Straight.
   a) Outline all of the important pieces of information
      i) title of event
      ii) where it is taking place
      iii) when it is taking place
      iv) what time is it taking place
      v) what sorts of things will happen or be highlighted there
      vi) who will be there, OR who is invited (ie guest speaker etc..)
      vii) any information items that best describe the event

Step 3: Get the Message Out
   a) Paper Media – Posters, Flyers, Pamphlets
   b) Professional Media Paid – Newspaper, Radio and TV advertisements.
   c) Professional Media Free- Newspaper, Radio and TV community calendars and or Public Service Announcements (P.S.A.’s), interviews, local event coverage/photo opportunities/broadcasts
   d) Electronic Media – Internet Website, Blog, MSN Space
   e) Community Media- Youth Group/Organization, Church, School/Campus, and Community Centre Bulletins/Newsletters
Name: ______________________
NGO: (circle one) LOCAL INTERNATIONAL

Role Card: FUND RAISING TEAM
NGO SIMULATION

Your job is to be the “money makers” of the NGO group. Budget outlines, designing fundraising plans and creating fundraising products for your NGO best describes what you do. Throughout the “ACTS” of the simulation, your group will create the following products:

ACT 1 Organizational Meeting

ACT 2 Record the various possible ways of fundraising your group may undertake to raise the funds needed to run the many activities of your NGO.
   a. Look through your social Activist Log and items in your ACT Pack and record a list of fund raising strategies used by other NGO’s, under the title possible ways of fundraising.”
   b. Brainstorm additional items to add to the list of possible courses of action. Use “Raise the Funds” to assist you.

ACT 3 Revise original “Possible Ways of Fundraising” and design a Fundraising Plan for your NGO group.
   a. Examine the “Possible courses of social action” from the social action team and “Advertising Campaign” from advertising team to assist you with your choices.
   c. Use “A Guide to Fundraising” to assist in the creation of your fundraising plan of action.

ACT 4 Get mission statement from Think Tank Team. Get ad campaign plan from the Advertising Team.

ACT 5 Create a Budget for your NGO group.
   a. Examine “Courses of action” from Social Action Team to get ideas about the actions of your NGO and “Advertising Campaign” from Advertising teams.
   b. Estimate costs of these actions and advertising ideas.
   c. Use “A Guide to Budgets” to assist you in the creation of a budget for your NGO.

ACT 6 Sharing of Products and Debriefing
Raise the Funds!

Name of the Issue under Investigation:

1) Read and skim through your class notes, material in your ACT Pack and your social activist log. Write down all of the ways that other organizations have raised money to pay for their events and activities. List them below:

2) Which method or methods of raising money seems to be the most effective? Explain why.

3) Using internet resources and your own ideas, write down everything you believe can be done to raise funds.
How Much Money Can We Make?

Making money is a very important part of an NGO. Money helps your NGO raise the awareness of the public. Money helps to pay for advertising, materials, and the salaries of those people who work for the NGO.

As part of the Fundraising Team, it is your job to help raise money for your cause. This money will assist the advertising team, who are responsible for making people aware of your cause through the use of television commercials, radio announcements and other high profile methods.

How Do You Raise Money?

There are many different ways to raise money for your cause. Use the 101 Different Ways to Fundraise resource provided by Free the Children to choose some fundraisers that you think would help you raise the money you need. As a group you will also have to determine how much money you will make. This is a “best guess” since there is no way to really know how much you will make – be realistic.

Once you have decided on your fundraisers and how much money you think they will make, fill in the box below with your choices. Explain why you chose this fundraiser.

We have decided to use the following fundraisers to make money:

<table>
<thead>
<tr>
<th>Fundraiser</th>
<th>We chose this fundraiser because …</th>
<th>We expect to make …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Bake Sale</td>
<td>Many people like bake sales. People would spend a lot of money.</td>
<td>$1000.00 if we can have the bake sale at a local grocery store.</td>
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BLM 6.24
What is a Budget?

A budget is a list of all of the money that a person (or company) is planning to spend. A budget helps to make sure that you do not spend more than you have. A family might make a budget for things like groceries, gifts, or entertainment. In this sense, a budget allows a family to make sure that they don't spend more than they make.

Here is an example of a family budget:

<table>
<thead>
<tr>
<th>Family Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Family Income</td>
</tr>
<tr>
<td>(How much money the Family makes in one month)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total Monthly Income (A)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expense Items (per Month)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent/mortgages</td>
</tr>
<tr>
<td>Utilities (gas, hydro, water)</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Clothing</td>
</tr>
<tr>
<td>Laundry/Dry Cleaning</td>
</tr>
<tr>
<td>Haircuts</td>
</tr>
<tr>
<td>Meals outside Home</td>
</tr>
<tr>
<td>Cable Television</td>
</tr>
<tr>
<td>Recreation/Entertainment</td>
</tr>
<tr>
<td>Gifts</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total Monthly Income (A)</td>
</tr>
<tr>
<td>Total Monthly Expenses (B)</td>
</tr>
<tr>
<td>Total Monthly Savings: (A-B)</td>
</tr>
</tbody>
</table>

Each month, the family makes $_____________. Each month, the family spends $_____________.

Therefore, each month, the family saves $_____________.

BLM 6.25
How to Create a Budget

As a member of the Fundraising Team, you are in charge of collecting money so that it can be spent on the advertising campaign. The advertising campaign will help to promote the issue that you have selected. In order to raise awareness you are going to have to spend money. Meet with the Advertising Team and use the budget form below to determine how much money you will have to fundraise in order to pay for the advertising necessary. Use the Meeting Notes section to write down your ideas and

<table>
<thead>
<tr>
<th>Money Raised from Fundraising</th>
<th>Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Amount Fundraised</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Amount Fundraised (A)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Television Advertising</td>
<td></td>
</tr>
<tr>
<td>Radio Advertising</td>
<td></td>
</tr>
<tr>
<td>Newspaper Advertising</td>
<td></td>
</tr>
<tr>
<td>Billboard Advertising</td>
<td></td>
</tr>
<tr>
<td>Total Expenses (B)</td>
<td></td>
</tr>
<tr>
<td>Total Amount Fundraised (A)</td>
<td></td>
</tr>
<tr>
<td>Total Expenses (B)</td>
<td></td>
</tr>
<tr>
<td>Total Remaining (A-B)</td>
<td></td>
</tr>
</tbody>
</table>

Meeting Notes

BLM 6.25
A Guide to Fundraising

There are many ways to raise the funds you need to run your NGO. Once you have made these initial decisions you are ready to launch your fundraising campaign.

Step 1: What and Which

What items (if any) do you want to sell to raise your funds? (ie. baked goods, magazine subscriptions, your own wrist bands)

Which activity(ies) will you run to raise funds? (jellybean count, talent show, host a dinner)

Step 2: When and Who?

a) Make a calendar of your proposed fundraising event(s) and the date(s).
b) Mark on the same calendar the date(s) of your social action event(s)
c) Look at your budget (the cost of running the fund raising event and the cost of running the social action event(s)) and decide how much more money above those costs you will need to raise.
d) Check for the following, does weather play a role in the event(s) and time of year you have selected?
  e) Are there any other major fundraising events going on at the same time as yours?
f) Is the date of your event affected by the date which you receive goods for sale? ( ie customized t-shirts)
g) Have you given enough time in your calendar for ordering, creation, and delivery of these goods?
h) Who in your group has what you need based upon this list:
  i) What are the different interests of your group members?
  ii) What are the different skills of your group members?
  iii) How much time do each of you have to prepare for the event?
  iv) What creative fundraising items or activities do each wish to share?

Step 3: Who does What?

a) Make a list of all of the specific needs you have to run your event(s) (e.g. For a baked good sale - Who is baking which items? Where are we selling the items? Who is pricing the items? etc.)
b) Compare your list with your list in Step 2.
c) Match group members to specific needs and develop a list of tasks and timelines. (who is doing what and when are they doing it)
d) Who is charge of coordinating all members’ activities?
NGO Simulation Debriefing Questions

The following questions can be used as the basis for whole class discussion or can be used as writing prompts. Encourage students to respond to some of these questions within their Social Activist Log.

1. **Content**
   - What was the problem?
   - What were the facts?
   - What alternative courses of action were available?
   - Was the problem solved? How? Why? or Why not?

2. **Extension**
   - Is this situation similar to anything that you have personally experienced?
   - Can you suggest any other subject or problems that might be considered in some manner?
   - What did you learn about the way NGO’s function and develop methods of social action from this simulation?

3. **Open Ended Prompts**
   - So that is what it is like to be faced with...."
   - "Is that what it was like for ...... (in such and such a role)? “
   - “I didn't realize...."

4. **Evaluative**
   - Were the players realistic?
   - How did you feel playing that role?
   - If you repeated the activity, would you do anything differently?
   - Was this activity worthwhile?
   - How might this activity be improved?
Learning Activity 7: Time to ACT! – Global Citizenship in Action

Guiding Questions

- How do I decide which issue to do something about?
- How do I conduct effective research to identify and explore global issues that need attention?
- How can I work with others to achieve social change?
- How do I develop and implement an effective plan of action that will make a difference?
- What strategies should I use to effectively communicate with others to inform and persuade others to support my cause?
- How do I know if I’ve made a difference?

Description of Learning Activity

Students will work cooperatively with a team of other like-minded peers to take action on a global issue over which they share mutual concern. They will work together to further investigate the need that exists and develop a plan of social action. Students will lead and organize themselves and others towards achieving their common goal. Students will consider the criteria by which they will measure their own success in determining if they have made a positive difference as global citizens.

Assessment / Evaluation

- Diagnostic - reviewing understanding of important global issues from previous lessons; reviewing research skills that students have been building throughout the course;
- Summative - Social Action project
- Formative – Teacher observation of group work, Research Graphic Organizer, Status Reports
Lessons 7.1 & 7.2  Stage 1: Building a Team

Lesson Description

Students will consider all that they have learned about global issues and decide on which issue they would like to take action. The expectations for their Social Action Plan will be reviewed, including the Social Action Fair (see Learning Activity 8). Students will recognize that their peers are valuable resources with whom they can work to achieve social change. This lesson brings students together to build a team with a common cause.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td><strong>During</strong></td>
</tr>
<tr>
<td>• Prior to this lesson, ask students to come to class with a response to the question: “How do I decide which issue to take action on?”</td>
<td>• Students contribute to the development of evaluation criteria that will help them prioritize their concerns and later decide on which issue to take action.</td>
</tr>
<tr>
<td>• Explain to students that they will be building a team today with the aim to take action on a global issue of concern.</td>
<td>• Students will individually complete BLM 7.1 without consulting any other students. Hand in immediately when completed.</td>
</tr>
<tr>
<td>• Deciding What to Take Action About: Have students review their worksheets “Identifying the Most Important Global Issues” from their Think-Pair-Share in Learning Activity 5. From this, develop a list of criteria that can help a person decide which issue to take action on. This will be driven by student contributions. Limit the list of criteria (e.g. having a personal connection to the issue, depth of need that exists, knowing a little bit about the issue already, etc.) to THREE. Have students use BLM 7.1 to decide which issue they will address in the social action project. Collect BLM 7.1 from students when completed.</td>
<td>• Sort the student responses by issue to create social action teams of four to five students formed by a common concern. While you are sorting the student responses, have students</td>
</tr>
<tr>
<td>• Sort the student responses by issue to create social action teams of four to five students formed by a common concern. While you are sorting the student responses, have students</td>
<td>• Students move into teams which will work together on a common concern during the social action project.</td>
</tr>
</tbody>
</table>

Materials: BLM 7.1-7.2

Teaching Strategies: Socratic, cooperative Learning (Team Building exercises), journal writing
engage in the group machines game to develop the value of individuals working cooperatively in groups.

**Building Social Action Teams:** After groups have been formed, announce the ‘teams’ to the students and have each group engage in team building exercises in order to establish inclusion of all members and a sense of identity.

- Introductions and Why I’m Here
- Gifts We Bring - allow students to identify the resources they bring to the team and those that others bring to the team. Ask the team to discover commonalities and identify three ‘group gifts’. They can put towards their social action efforts.
- Develop a team name, cheer and banner/logo.

**Ask the following reflection questions:**
- How do you feel about the opportunity to make a positive difference in the world?
- What do you think about forming groups based on common concern rather than on ‘who you would pick to work with’?
- What did you find out about your group that will be valuable in taking on a social action project?
- Why is it important to spend time building a team?

**Introduce expectations for the Social Action Plan.**

**Students work cooperatively to include all team members and develop a sense of identity and common purpose.**
- Students will introduce themselves and explain why this issue is something they want to do something about.
- Each student identifies three special gifts or talents that they bring to the group. The group looks for THREE connections and commonalities between individuals. At the teacher’s prompting, these three ‘group gifts’ will be shared with the class.
- Students work together to agree on a team name, cheer and banner or logo. This will be presented to the class at the end of the lesson.

**Students consider the process of team building they have just been part of and contribute to the discussion that follows.**

**After**

**Assign Social Activist Log Questions for this Learning Activity. (BLM 7.2)**

---

**Assessment / Evaluation**

- Diagnostic - Reviewing understanding of important global issues from previous lessons
- Formative - Teacher observation of group work, BLM 7.1 - check for completion. See Appendix 2a for further details on formative assessment strategies.
- Summative - Social activist log question
Lessons 7.3-7.6  Stage 2: Doing the Research

Lesson Description

Social action teams will investigate and learn more about the issue for which they have expressed common concern. They will formulate questions to guide their research, synthesize their findings and present them as a part of their Social Action Fair displays. They will practice critical literacy skills and to make reasoned judgment about the validity and reliability of information that will help them make a decision on a course of action to take.

Materials: BLM 7.3, Appendices 2a-2b

Teaching Strategies: discovery Learning through cooperative efforts

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
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<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare copies of BLM 7.3 (De Bono’s Thinking Hats) for students. Introduce students to the concept of ‘De Bono’s Thinking Hats’ (BLM 7.3). Students will need to be clear what each of the Thinking Hats represents if they do not already have prior knowledge of this approach to learning.</td>
<td>• Teams determine which of the four hats (white, black, yellow, green) each member will wear in conducting research.</td>
</tr>
<tr>
<td>• Work with your school librarian and/or feeder high school to offer students a variety of resources from which they can conduct research on their issue.</td>
<td>• Students formulate research questions in the role they have been assigned.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Assuming Thinking Roles for Research</strong>: Have each member of a team select one of the white, black, yellow, green hats so that each team has at least one person wearing each of these hats. Distribute Thinking Hats role cards</td>
<td>• Students share their questions with each other and come to agreement on them.</td>
</tr>
<tr>
<td>• Assign students the task of formulating research questions from the perspective of the thinking hat that they are wearing. Have students refer to the Question Matrix (BLM 3.8) to assist them with this task.</td>
<td>• Students conduct research to respond to their research questions. Students access prior</td>
</tr>
<tr>
<td>• Facilitate the research process for students. Guide them towards both primary and</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
</tbody>
</table>
secondary sources to gather information that helps them answer the research questions that they have formulated. Remind them of the various skills they have been building:
- Being a critical reader.
- Importance of evaluating and sourcing information.
- Communicating with their team.
- Organizing information with a graphic organizer.

**Developing Criteria for Prioritizing Information to Share about the Issue:** Explain to students that they will be communicating their global issue research findings at the Social Action Fair. Review expectations for the fair (See Learning Activity 8) and hand out BLM 8.1 and 8.2. They will be making a display about their Global Issues Research Findings. Have students brainstorm what information to put on their displays, keeping in mind the expectations outlined in BLM 8.1 and 8.2. Their criteria-based reasoning should help students decide what is important enough to communicate to others.

- Ensure that students keep track of their research sources, with appropriate bibliography. (See BLM 3.9 ‘Understanding and Acknowledging Sources of Information)

**After**

- Collect and assess the research submissions to ensure that students understand the key ideas of their global issue. It is reasonable to assume that students may need to complete part of this research process on their own time.

**Assessment / Evaluation**

- Diagnostic - review research skills that students have been building throughout the course
- Formative - teacher and student assessment of group work (see Appendix 2b); teacher checks research graphic organizer and student notes for global issues research findings.
- Summative - Global Issues Research Findings display (Social Action Fair)
## Lessons 7.7- 7.8  
### Stage 3: Making a Plan

**Lesson Description**
At this point, students will have a good understanding of the issue on which they share common concern. With the guidance of the teacher, each social action team will work together to develop a plan of action which they will implement. The purpose is to have a positive influence on an issue that they would like to ACT.

### What Teachers Do | What Students Do
--- | ---
**Before**
- Prepare copies of BLM 7.4- 7.5 for individual students.  

**During**
- **Minds On:** Review with students the different forms that social action can take (range of social awareness, fundraising, political movement, protest, etc.) they learned about in Learning Activity 6. Record these examples somewhere so that the students will be able to reflect on them.
- **Deciding on the Purpose for Social Action:** Using BLM 7.4: Making a Plan of ACtion, give students some time to discuss and agree on what the purpose of their social action will be. Set BLM 7.4 aside for now.
- **Consensus Building – What form will our social action take?** Following the instructions outlined in Appendix 1c, lead students in a placemat activity to brainstorm the form that their social action might take. Ask students to individually write on their placemats ideas of ways to take social action. Once they have completed the first six steps, teams will narrow their ‘top favourite ideas’ down to three and write these in the centre of their placemats.
- **Once students have had a few minutes to brainstorm, assign them roles for consensus building and have them agree on the top three**
- **Minds On:** Drawing upon prior knowledge from Learning Activity 6, students will reflect upon the different forms of social action that have been effectively used to make a difference in the world
- **Social Action Teams will discuss, evaluate and agree upon what the purpose of their social action will be. They will record their agreement on BLM 7.4.**
- **Students review DOVE Principles of Brainstorming (BLM 2.5). Students will receive an 11 x 17 sheet of paper on which they may be directed to create a ‘placemat’ (Appendix 2e)**
- **Students brainstorm ideas on the form their social action might take in the space on the placemat that is theirs.**
- **Students will assume one of the roles that the teacher gives them in evaluating the ideas they have all individually come up with, with the**
and ultimately, the one form of social action that they all would like to pursue. (See Appendix 2e for process details.)

- After students come to agreement, remind them to consider their original objective or purpose and evaluate the options to come to a decision. Have students return to BLM 7.4 and complete the remainder to better develop their plan.

- Establishing Criteria for Success: With the attention of the entire class, ask students to consider the question “How will you know you’ve made a difference?” Record the ideas students have. These will be a springboard for students to identify their own evaluation criteria for success, before they go any further. Allow students to discuss which two to three criteria for success will guide their actions and record on BLM 7.4.

- Creating a Vision for the Future: Once the students have a clear vision of what they would like to accomplish, lead them in a ‘futurist’ activity which will have them use their creativity to imagine a ‘Future Front Page’ (BLM 7.5) of a newspaper that reports on the impact that they have had on affecting positive change in the world as a result of their social action project. Alternatively, students could create a ‘Future Front Page’ for the day in which the global issue of concern becomes history!

- Students consider the full impact of what they would like to accomplish in their social action by creating a ‘Future Front Page’ of a newspaper that reports on their successful efforts. (BLM 7.5).

<table>
<thead>
<tr>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students’ ‘Future Front Page’ will become a part of their Social Action Fair display.</td>
</tr>
</tbody>
</table>

**Assessment / Evaluation**

- Diagnostic - Review research skills that students have been building throughout the course.
- Formative - Teacher observation of group work; research graphic organizer; note-taking. See Appendix 2a for further details on formative assessment strategies. Submission of Future Front Page for formative assessment.
- Summative - Futures Front Page will be a part of the Social Action Fair display.
Lesson 7.9  

Stage 4: Preparing for ACTion

Lesson Description

Now that students have a plan of social action, they will need to prepare for action by devising a work plan that identifies all the tasks that will need to take place, when they will occur, and who is responsible for them.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Prepare copies of BLM 7.6 - 7.7 for students.</td>
<td></td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• SMART Criteria for Effective Planning: Provide students with BLM 7.6: Work plan for ACTion and explain how to fill it in. Share the SMART criteria for an effective plan (BLM 7.7) that will help them guide their actions.</td>
<td>• Students reflect on what a work plan is, its purpose and how they will be expected to use one.</td>
</tr>
<tr>
<td>• Developing a Social Action Workplan: Ask students to develop a work plan of their own in a sequential process.</td>
<td>• Students develop a work plan of their own (one for each group) using the sequence outlined below:</td>
</tr>
<tr>
<td></td>
<td>o List all the tasks that will need to take place in order to complete the project successfully. Each task can be written on a separate card or post-it-note.</td>
</tr>
<tr>
<td></td>
<td>o Sort the list in chronological order of completion. This list can be further categorized into before/during/after tasks.</td>
</tr>
<tr>
<td></td>
<td>o Decide when each of these tasks needs to be completed by.</td>
</tr>
<tr>
<td></td>
<td>o Transfer tasks/dates onto the work plan.</td>
</tr>
<tr>
<td></td>
<td>o Discuss the talents and interests that each of you bring to the group. Based on this discussion, decide who will be responsible for each task. Record this on the work plan.</td>
</tr>
<tr>
<td></td>
<td>o Double check that the work plan meets the SMART criteria for an effective plan.</td>
</tr>
<tr>
<td><strong>After</strong></td>
<td></td>
</tr>
<tr>
<td>• Collect the social action work plans and offer immediate feedback in terms of their feasibility.</td>
<td>• Once completed, students will submit the work plan for feedback. Once the work plans have been returned, students can begin working on meeting their assigned responsibilities.</td>
</tr>
</tbody>
</table>

Assessment / Evaluation

• Formative - Teacher oral and written feedback on social action work plans.
Lesson 7.10  Stage 5: Taking ACTion

**Lesson Description**

Social action teams put their work plans into action and do their best to meet their objectives. There are a series of checkpoints that are assumed will occur between teacher and students, but much of what takes place in this phase could take place outside of class time. The nature of the social action projects will affect how much/little time is necessary (i.e. awareness campaign, letter writing, fundraising, etc.). *Note:* the amount of time for this stage of their action plan may vary depending on the social action project. It is likely much of this would take place outside of class time.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>• Conferencing with students if necessary adjustments needed to be made to the original work plan.</td>
<td>• Adjusting the work plan as a group when necessary.</td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Team Meetings and Status Reports:</strong> Hold regular ‘team meetings’ or work periods so that students can consult on the status of their activities. At the end of these meetings, one ‘Status Report’ (BLM 7.8) from each group will need to be submitted. Return these to students with feedback. One member from each group will store these status reports in his/her ACT! Pack.</td>
<td>• Social action teams will meet regularly to see how things are progressing and comparing their progress with their work plan. They will complete and submit a Status Report (BLM 7.8) after each of these meetings.</td>
</tr>
<tr>
<td>• <strong>Ongoing Celebration:</strong> It is important that MUCH fanfare and celebration occur on a regular basis as implementation of social action projects take place.</td>
<td></td>
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<tr>
<td><strong>After</strong></td>
<td></td>
</tr>
<tr>
<td>• Lead the students towards the culminating task which has social action teams presenting their Social Action Plans to other students at their Social Action Fair.</td>
<td><strong>Social Activist Log Questions:</strong></td>
</tr>
<tr>
<td></td>
<td>• A series of journal prompts are provided on Appendix 7.2 that can be given to students for homework at various stages of this process and added to their ACT! Pack.</td>
</tr>
</tbody>
</table>

**Assessment / Evaluation**

- Formative - Teacher oral and written feedback on status reports.
- Summative - Social activist log questions, submission of final social action plan,
Deciding What to ACT on?

“How do I decide which issue to take action on?”

1. Think of three of the top global or local issues that have caused you the most concern in studying Canada’s connections to the world. Record these three in the table below.

2. Consider the criteria for making an effective decision about which issue to take action on. Add more criteria of your own.

3. Rank each of the issues according to how well they meet the criteria across each row (1=best, 3=least). Jot down some reasons in the box provided to justify your ranking.

4. Once the table is complete, consider what information it provides. In light of the reasons it provides, which issue would you be most interested in making a difference towards?

<table>
<thead>
<tr>
<th>Criteria for deciding which issue to take action on…</th>
<th>Issue #1 The first issue I am concerned about is:</th>
<th>Issue #2 The second issue I am concerned about is:</th>
<th>Issue #3 The third issue I am concerned about is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A strong personal connection – it stirs up the strongest feelings in you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes the most away from living “a good life”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge – you the know the most about this issue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social Activist Log Questions - Social Action Plan (Learning Activity 7)

1. How do you feel about the opportunity to make a positive difference in the world?

2. What do you think about forming groups based on a common concern rather than on “who you would pick to work with”?

3. What did you find out about your group that will be valuable in taking on a social action project?

4. When I think about the future of the global issue that my group is studying, I feel ... 

5. The global issue we chose to act on is the most important because ...
De Bono’s Six “Thinking Hats” & Role Cards

Edward De Bono is the originator of this learning activity that allows a group of individuals or students to consider an issue, recommendation or course of action from multiple perspectives; six perspectives (or thinking hats) in particular. Each of these 6 thinking hats examines an issue from a uniquely different position. The idea is that involving each of these six hats in evaluating information or a plan, will lead to a more balanced and reasoned analysis.

Ideally, each of the six hats should be introduced to students individually, with each of them having some practice in thinking from each perspective. It is an interesting process having students begin to ‘think about their thinking’ and identify what ‘hats’ they usually prefer to wear and which ‘hats’ they need to continue to work on.

The following role cards can be given to students to help remind them of what their assigned Thinking Hat ‘thinks’ about.

<table>
<thead>
<tr>
<th>The WHITE Hat</th>
</tr>
</thead>
<tbody>
<tr>
<td>White doesn’t pick sides. White likes to ask questions about what the facts are and it wants to make sure the information is reliable and comes from expert sources. White is always thinking about what information is missing and how we might get it.</td>
</tr>
<tr>
<td>What information do we have here?</td>
</tr>
<tr>
<td>What information is missing?</td>
</tr>
<tr>
<td>What information would we like to have?</td>
</tr>
<tr>
<td>How are we going to get the information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The RED Hat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red is for feelings, hunches and gut feelings. Red encourages people to talk about their feelings without the need for apology, explanation or attempt to justify them. Red believes that everyone’s opinion is valuable, even if the reasons behind the opinion are not explained.</td>
</tr>
<tr>
<td>Putting on my red hat, this is what I think about the project ...</td>
</tr>
<tr>
<td>My gut feeling is that it will not work.</td>
</tr>
<tr>
<td>I don’t like the way this is being done.</td>
</tr>
<tr>
<td>This seems like it would be so much fun!</td>
</tr>
</tbody>
</table>
The BLACK Hat
The black hat thinks about the challenges that might lie ahead. The black hat senses danger and provides a ‘caution’ message when necessary. The black hat doesn’t ‘look for problems’ to bring group spirits down or to be rude. The black hat is always respectful and has reasons for identifying problems. Black hat wants to help avoid mistakes from occurring!

At the same time, it is very easy to overuse the black hat, it is easy to kill creative ideas if it is used too early.

The regulations do not permit us to do that
We do not have the production capacity to meet that order
When we tried a higher price the sales fell off
He has no experience in export management

The YELLOW Hat
The yellow hat is encouraging and always sees the positive side of things. It looks for reasons why things could work and how something can be done. It also looks for benefits, but they must be logically based (with reasons).

That might work if we created a web page to promote our cause…
That’s a great idea because we have the time and talent to be able to do it!
Writing letters to our MPs could lead to some positive change.
That seems likely to work.

The GREEN Hat
The green hat is for creative thinking, new ideas and coming up with different ways of doing things. Putting on the green hat makes time and space for creative effort. This is where we let ourselves think about off-the-wall ideas that might lead to a new, different and better way to get something done.

We need some new ideas here!
Are there any additional alternatives?
Could we do this in a different way?
Could there be another explanation?

The BLUE Hat
The blue hat is like the ‘teacher’ hat because it makes sure that everyone has had a turn, that all the questions have been asked, and suggests next steps for thinking. It is usually used by the chairperson of the meeting: it sets the agenda for thinking; it suggests the next step for thinking; it asks for summaries, conclusions and decisions

We have spent far too much time looking for someone to blame.
Could we have a summary of your views?
I think we should take a look at the reasons why that wouldn’t work
I suggest we try some green hat thinking to get some new ideas
### Making a Plan of ACTion

<table>
<thead>
<tr>
<th>Social Action Team:</th>
<th>Your Common Global or Local Concern:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### What is the Purpose of your Social Action?

- [ ] Awareness/Education
- [ ] Fundraising
- [ ] Influencing Government
- [ ] Protest
- [ ] Other: ____________________________

#### How will you know that you have made a difference? Identify the criteria for evaluating your success:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

#### What kind of experiences and talents does your team have that could help you succeed?

Describe what your social action team plans to do.
The Future Front Page

JUST IMAGINE what difference you and your team could make to the world!

Now that you know what global or local issue you would like to help bring awareness to and improve, imagine the most amazing outcome of your efforts. The sky is the limit!!! Use your imagination, optimism and talent to ask yourself:

- What day is it?
- What did you accomplish?
- Who was responsible?
- Who did you help?
- How did you make a difference?
- Why were you so successful? What factors led to your team’s success? What special talents led to this?
- Why did the world pay attention?

Once you have a clear vision of the answers to these questions, your task is to create a FUTURE FRONT PAGE of a newspaper. Be sure to include:

- A date (when in the future does this occur?)
- Name of the Newspaper.
- A catchy headline (related to your story).
- The article and full story that answers the questions above.
- Anything else that you think would be appropriate, relevant and fun to include on a front page.

Your teacher will be looking for:

- Clarity in your communication (answers all the key questions).
- A connection to the decisions you have made so far with your social action team.
- A sense of optimism.
- Close resemblance to a newspaper front page.
- A sense of how and why you might be able to achieve great success with this social action.
## The ACTion Work plan

<table>
<thead>
<tr>
<th>What needs to be done</th>
<th>Who is responsible for this task?</th>
<th>When does this task need to begin?</th>
<th>When does this task need to be completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
SMART Criteria for Effective Planning

When you are planning, you are:

**S** = Specific (one thing at a time)

**M** = Measurable (e.g. time, money, opinion)

**A** = Attainable (could actually be possible)

**R** = Relevant (linked to the purpose)

**T** = Timely (can be done within a reasonable timeframe)
Status Report

Date: ______________________________________________________

Social Action Team: _________________________________________

Look at your work plan. At what stage are you in your planning and implementation?

Are you on schedule? Why or why not?

What have you done well that you are proud of?

What do you need to work on?

Any questions?
Learning Activity 8: Culminating Task

There are two parts to the Culminating task:

- Part I. The Social Action Plan Fair
- Part II Social Justice ACT! Pack - Student Portfolio

Part I: Social Action Plan and Fair

In groups, students will present their Social Action Plans to their peers during the final week of this course. Alternatively, if possible, hold the Social Action Fair a few weeks after the end of the course so that students have a greater opportunity of seeing some results from their social action.

Students are generally very proud when given the opportunity to showcase their work. We encourage teachers to provide as many showcase opportunities as possible.

This can be accomplished through the use of school and classroom bulletin boards. For this part of the culminating task, Social Action teams will present their Social Action Plans to their peers during the final week of this course.

We envision the Social Action Fair taking place in a public space to enable as many people as possible to attend. Try to arrange with your Principal the use of the school auditorium and if possible schedule it during a time when other students and perhaps parents or other community members can attend. This is another way to make the local-global connections, a key element of global education.

Alternatively, if possible, hold the Social Action Fair a few weeks after the end of the course so that students have a greater opportunity of seeing some results from their social action. It would be best if other students and teachers could attend the fair, so that the class can showcase its Social Action Plans to as many other people as possible, and provide good public relations for your school.

During Learning Activity 7, hand out BLM 8.1 Social Action Fair - Instructions to Students and 8.2 Social Action Fair Rubric.
Part II: Social Justice ACT! Pack (Student Portfolio)

The Social Justice ACT! Pack is a portfolio for students. Portfolios are generally based on a selection of products, reflections on those products and a report by the student on what they observe about their learning. Throughout this course “Active Citizens Today: Global Citizenship for Local Schools”, students will be instructed to include certain products (journal entries, graphic organizers, work samples, etc.) in their ACT! Pack.

The ACT! Pack is developed in such a way to allow students the opportunity and incentives to improve their work. We encourage teachers to provide constructive formative feedback on assignments so that students have the opportunity to improve before they submit their final products in their ACT! Pack.

There are two stages to the formation of the ACT! Pack:

In Stage 1, which occurs throughout the course, students complete all work that the teacher assigns to them. Teachers can choose whether or not to provide formative marks for each of these assignments, but as noted above, we strongly encourage teachers to provide constructive formative feedback with opportunities for students to improve their work.

Stage 2, which occurs towards the end of the course, is the point at which students select the items that are most reflective of their understanding of the 3 essential questions. At least two weeks before the end of the course, set aside time for students to sample the final items to include in their ACT! Pack. Provide them with the Packing Slips (BLM 8.7) to assist them with this final ‘packing’ stage. These packing slips provide students with an opportunity to reflect upon their learning, choosing work that best demonstrates their understanding of the essential questions. To reiterate, students will be completing all of their assignments (eg. maps, graphic organizers, worksheets) throughout the course, which teachers can use as formative assessment, knowing that their final ACT! Pack will only consist of a few select items along with their Social Activist Log. The trip departure date, which you will fill in on the Student Information Sheet, is the due date for the final ACT! Pack.

During Lesson 1 (Learning Activity 1), provide students with a brief overview of the course and give them a few details about the Social Action Plan and Fair. You will return to the Social Action Plan and Fair in more detail during Learning Activity 7. However, you may want to spend more time reviewing the expectations for the ACT! Pack as students will begin creating items for their ACT! Pack portfolio during Learning Activity 1 and it is important that they understand clearly the purpose of the ACT! Pack.
**ELEMENTS IN THE ACT! PACK Preparation Package**
(list of handouts to distribute to students)

- ACT! Pack Student Information Sheet (BLM 8.3)
- ACT! Pack Cover Page (BLM 8.4)
- ACT! Pack Checklist of Items to include (BLM 8.5)
- ACT! Pack Checklist of Social Activist Log Entries (BLM 8.6)
- ACT! Pack - Packing Slips (BLM 8.7)
- ACT! Pack Rubric (BLM 8.8)

Each student will require a small box/magazine carton or even a real back-pack to collect and store her/his items. Have a list of items for the ACT! Pack in a visible place in the classroom and date when each item should be completed.
Social Action Fair - Instructions to Students.

We will be holding a Social Action Fair on ________________ [insert date here] at ________________ [insert location here]. You will have an opportunity to show-case your Social Action Plan and the research that you did on your global issue to other students in the school. You need to design a display that includes the following:

- Title of Social Action Plan and Global Issue
- Names of Group Members
- Global Issue Research Findings (What we found out about our issue?)
- List of sources in proper bibliographic form (How we found out about our issue?)
- Futures Front Page (What we imagined would happen?)
- Final Work Plan (What we planned to do?)
- Social Action - Status Reports (What actually happened?)
- Final Report (What were the final results?)
- Final Reflections (What worked? What would have been better?)

When you are putting your display together, keep this checklist in mind:

___ All of the main elements of the display are present.
___ The information on the display is neat and well-organized.
___ The display demonstrates creativity and gains the interest of the audience.
___ Charts and other graphic organizers are used effectively to display information.
___ Pictures and photos are used to enhance the display.
___ Spelling and grammar on all display materials are correct.
___ It appears as though time and pride were taken in putting this display together.
# Social Action Fair Rubric

<table>
<thead>
<tr>
<th></th>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Visual Presentation</td>
<td>Display is sloppy. Text is difficult to read, and visual images are unclear. Many required elements are missing.</td>
<td>Some elements of the display are clear while others are not. Visual images may be unclear or not clearly related to your Social Action Plan. Many required elements are present.</td>
<td>The display is clear and neat. All elements of the display are legible, and some images are appealing. All required elements are present.</td>
<td>All aspects of the display are clear and visually appealing. Text stands out clearly, and you have chosen appealing visual images that attract the attention of the viewer. All required elements are present.</td>
</tr>
<tr>
<td>Knowledge and Understanding</td>
<td>Pictures, charts, graphic organizers, and written work demonstrate limited understanding of your global issue and your Social Action Plan.</td>
<td>Pictures, charts, graphic organizers, and written work demonstrate some understanding of your global issue and your Social Action Plan.</td>
<td>Pictures, charts, graphic organizers, and written work demonstrate considerable understanding of your global issue and your Social Action Plan.</td>
<td>Pictures, charts, graphic organizers, and written work demonstrate thorough understanding of your global issue and your Social Action Plan.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Expresses and organizes ideas with limited effectiveness. (Written elements of the display are often unclear with poor use of grammar and punctuation.)</td>
<td>Expresses and organizes ideas and information with some effectiveness. (Written elements of the display are sometimes unclear with poor use of grammar and punctuation.)</td>
<td>Expresses and organizes ideas and information with considerable effectiveness. (Written elements of the display are clear and mostly grammatically correct.)</td>
<td>Expresses and organizes ideas and information with a high degree of effectiveness. (Written elements of the display are clear with attention to correct grammar and punctuation.)</td>
</tr>
</tbody>
</table>
Social Justice ACT! Pack
Student Info Sheet

You are on a journey to becoming an Active Global Citizen. Before you go, you’ll need to pack various things for your trip into your Social Justice ACT! Pack.

Your travel agent/teacher will help you prepare for the journey, giving you guidance and motivation to prepare and pack the very best items for your Social Justice ACT! Pack. Throughout this course, you will collect many materials in your ACT! Pack, but before your departure date you will decide which items are the most valuable to include in the final version of your ACT! Pack.

When your departure date is drawing near, your travel agent will provide you with a checklist of items to pack. Use this checklist as you prepare for your journey. Check off what you’ve packed and write notes below to remind yourself what you still have to do before the trip begins. When you are ready to depart, write out a list of what is in your ACT! Pack on your ACT! Pack Cover Page.

Keep your ACT! Pack well-organized. You might want to use some folders or a binder to store your items.

Sometimes we pack too much, so just before you leave, your travel agent/teacher will give you some packing slips closer to your departure date to help you decide which items are going on the final journey and which to leave behind.

Remember ... don’t leave things to the last minute!
A good trip involves early planning.

The trip departure date is: ______________________

Have your ACT! Pack ready by: ______________________

Bon voyage and enjoy the journey!!

From _______________ (your travel agent/teacher)
The ACTPack

In your Social Justice ACTPack, you will find:
**Possible ACT! Pack Items**

a) **Maps/Webs**
- Canada’s Connections to the World - map (1.2)
- Canada’s Top Trading Partners - map (2.2)
- My Personal Interconnections and Interdependency Web (4.1)
- My Global Issues Mindmap (5.6)

b) **Worksheets**
- Global Connections: The World in My Home Treasure Hunt (1.1)
- Fun with Photos: Aspects of a Nation/Region (2.1)
- Comparing Canada and the United States (2.3)
- Human Development Index (3.1)
- The Global Village (3.3)
- Understanding Gopamma’s Life (5.2)
- Global Issues Jigsaw Analysis Sheet (5.4)
- Global Issues Webquest Analysis Sheet (5.5)

c) **Mini-Projects** (more substantial than above)
- Information Brochures (3.4)
- Discovering Canada’s Links to the World - Newspaper Investigation (4.1)
- Spotlight on the UN (5.1)

d) **Social Activist Log**
See details on next page.
SOCIAL ACTIVIST LOG QUESTIONS

1) Is it good to have connections with other countries? Why or why not?
   Why is it important to know about the connections we have to other countries? (1.1)

2) Are there particular continents or countries of the world that we have a lot of connections with? Why does Canada have more connections with these countries and continents? (1.2)

3) I know that Canada is connected economically to other countries because ... (2.2)

4) Students respond to the journal prompt on the last page of their foldable postcard. (3.3)

5) What different/similar viewpoints about developing nations do I have from my peers? What made some people’s opinions most convincing? (3.4)

6) What does it mean for individuals to be interconnected and interdependent to one another? What does it mean for countries to be interconnected and interdependent to one another? (4.1)

7) How has Canada been influenced by other nations? How have other nations influenced Canada? Provide examples for your answer. Do these interconnections make a positive difference in the world? (4.4)

8) When I think about the issues facing children like Gopamma in the world today, I feel… (5.2)

9) How do global issues affect us in Canada in our local communities? (5.3)

10) “Global issues are local issues.” Agree or disagree with this statement and provide reasons for your answer. (5.5)

11) After learning about different global issues, the one that affected me the most is… because… (5.6)

12) What personal gifts or talents do I have that I could use if I were asked to help an NGO? (6.1)

13) Pick three of the difficulties in starting an NGO that were identified in the T-chart, and explain how you might overcome them. (6.3)

14) Imagine that you have created your own NGO and that it has improved the lives of many people. Describe how that would make you feel? (6.4)

15) How do you feel about the opportunity to make a positive difference in the world? (7.1-7.2)

16) Series of journal questions and prompts on the Social Action Projects (see BLM 7.2)
PACKING SLIP #1

Essential Question 1: What are Canada’s political, economic, physical and social connections with the world?

The 3 items I have selected to show that I understand Canada’s political, economic, physical and social connections with the world are:

1) 
2) 
3) 

WHAT IS GOOD ABOUT THESE ITEMS?

WHAT COULD BE BETTER?

THE MOST IMPORTANT THING I LEARNED ABOUT THIS TOPIC (at least one full paragraph):
**PACKING SLIP #2**

Essential Question 2: What are the rights of global citizens and my responsibilities to act as a global citizen?

The 3 items I have selected to show that I understand the rights of global citizens and my responsibilities to act as a global citizen are:

1)  
2)  
3)  

**WHAT IS GOOD ABOUT THESE ITEMS?**

**WHAT COULD BE BETTER?**

**THE MOST IMPORTANT THING I LEARNED ABOUT THIS TOPIC (at least one full paragraph):**
Packing Slip #3

Essential Question 3: How can I act to improve the world in which I live?

The 3 items I have selected to show that I understand how I can act to improve the world in which I live are:

1) 
2) 
3) 

What is good about these items?

What could be better?

The most important thing I learned about this topic (at least one full paragraph):
### ACT! Pack Rubric

<table>
<thead>
<tr>
<th>Overall Organization/Planning</th>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not meet expectations.</td>
<td>Meets some of the expectations.</td>
<td>Meets all of the expectations.</td>
<td>Exceeds expectations.</td>
</tr>
<tr>
<td>You have used your planning skills with limited effectiveness. Most required elements are missing. Cover page is incomplete or unclear.</td>
<td>You have used your planning skills with some effectiveness. Some required elements are missing. Cover page is incomplete or unclear.</td>
<td>You have used your planning skills with considerable effectiveness. All required elements (Packing Slips, nine work samples, Social Activist Log) are present. Cover page lists contents.</td>
<td>You have used your planning skills with a high degree of effectiveness. All required elements (Packing Slips, nine work samples, Social Activist Log) are present. Cover page lists contents in the order in which they appear in the ACT! Pack. Work is organized neatly so that all elements are easy to find.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Activist Log</th>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most journal entries are missing or entries are short and reflect minimal thought on the part of the student.</td>
<td>Some journal entries are missing. Many journal entries are short and reflect minimal thought on the part of the student.</td>
<td>All journal entries are present. Many journal entries are thoughtful and interesting.</td>
<td>All journal entries are present and reflect careful thought and effort on the part of the student. Entries are interesting and original.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge and Understanding (Act Pack Items)</th>
<th>LEVEL I</th>
<th>LEVEL II</th>
<th>LEVEL III</th>
<th>LEVEL IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items included in ACT! Pack reflect limited understanding of each essential question and related content.</td>
<td>Items included in ACT! Pack reflect some understanding of each essential question and related content.</td>
<td>Items included in ACT! Pack reflect considerable understanding of each essential question and related content.</td>
<td>Items included in ACT! Pack reflect thorough understanding of each essential question and related content.</td>
<td></td>
</tr>
<tr>
<td>Packing Slips</td>
<td>Reflections on Packing Slips show minimal effort and limited understanding of the essential questions and related content.</td>
<td>Reflections on Packing Slips show some effort and some understanding of the essential questions and related content.</td>
<td>Reflections on Packing Slips show that you have thought about your work and about what you have learned.</td>
<td>Reflections on Packing Slips show that you have thought carefully about your work and about what you have learned. The paragraph on the essential question shows thorough understanding.</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Overall Communication</td>
<td>Expresses and organizes ideas with limited effectiveness. (Written work is often unclear with poor use of grammar and punctuation.)</td>
<td>Expresses and organizes ideas and information with some effectiveness. (Written work is sometimes unclear with poor use of grammar and punctuation.)</td>
<td>Expresses and organizes ideas and information with considerable effectiveness. (Written work is clear and mostly grammatically correct. Paragraphs are generally well-organized and include specific examples.)</td>
<td>Expresses and organizes ideas and information with a high degree of effectiveness. (Written work is clear with attention to correct grammar and punctuation. Paragraphs include many specific examples and good topic sentences.)</td>
</tr>
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Appendix 1a: Teaching Strategies (Concept Attainment)

Concept attainment is a teaching model that encourages students to learn new concepts through discovery. Through a series of yes and no testers, students learn to develop and test hypotheses and review their line of thinking as they work to define a concept through what it is (yes) and what it is not (no).

On the board (or an overhead), have two lists: YES and NO. Provide examples of the concept in the YES list and non-examples in the NO list. Alternatively, have objects, photos or pictures as examples and non-examples of the concept to be attained or reinforced if you have taught it already.

Ask students to formulate a hypothesis as to what the Yes side has in common and therefore what is the concept the Yes side is defining.

Once the teacher has placed the entire yes and no terms, remind students that all of the Yes side have something in common and that they define a concept we are trying to discover together. Ask students to come up with a hypothesis, an educated guess, as to what they think the correct answer is. Have them test their theory against the No side.

Once students come up with a hypothesis, provide them with examples to test their hypothesis against. Provide an example, and ask the class, “Is this a yes or a no?”

The show of hands for yes and no go up and the teacher asks students from both sides to explain their reasoning. This process is repeated for each of the testers until after each short debate the class begins to arrive not only at consensus about yes and no testers but they can arrive at the concept - the definition that the Yes column represents. Here is an example for the concept of ‘Human Rights’ - those things that everyone in the world is entitled to.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>MacDonald’s</td>
</tr>
<tr>
<td>A dwelling</td>
<td>The local hockey arena</td>
</tr>
<tr>
<td>Love</td>
<td>A Valentine’s Day Card</td>
</tr>
<tr>
<td>Education</td>
<td>College or university</td>
</tr>
<tr>
<td>Clean water</td>
<td>Orange juice</td>
</tr>
</tbody>
</table>
Appendix 1b: Teaching Strategies (Cooperative Learning)

Preparing students for active global citizenship entails using instructional strategies that enable students to work effectively within diverse groups. We therefore encourage teachers to use cooperative learning activities as much as possible throughout this course. Through cooperative learning activities that emphasize interactive opportunities, teachers will be able to meet the needs of diverse learners and simultaneously prepare students for successful global cooperation.

There may be some concern about using cooperative learning strategies with students who are having difficulties in terms of learning and/or behaviour in the classroom. However, with clearly stated expectations and directions and setting aside enough time for implementation, all students can benefit from these strategies and meet the goals of active global citizenship education through participation in cooperative learning activities.

There is much research demonstrating the benefits of heterogeneous groupings. Creating groups that are diverse in ethnicity, socio-economic status, gender, ability level, personality, etc. allows students opportunities to develop the appreciation and skills for working with diverse groups in a global world. In this way, cooperative learning becomes a critical component of social justice education, creating learning environments where equity concerns are foregrounded as guiding principles for teaching and learning.

Some of the cooperative learning strategies that are embedded in this Teaching Kit include four corners, jigsaws, placemats, (See appendix 1c), Think/Pair/Share, Thinking Hats, and a variety of other group-based activities.

Sources:
Appendix 1c: Teaching Strategies: Placemat Activity

The Placemat Activity is an effective cooperative learning strategy that allows small groups of students to have individual influence in coming to a group decision through consensus.

1. Provide each group with one large sheet of paper (11 x 17 works nicely). Refer to this as a placemat.

2. Each placemat needs to be prepared for the activity, according to the number of people in the group. Assuming a group of four, have students draw a circle in the middle of the placemat and draw four lines emanating from the circle in order to create four equal spaces on the placemat. It should look like this:

3. Each student will have their own space on the placemat. Provide students with a topic/question to discuss and instruct them to use the DOVE Principles for Brainstorming (BLM 2.5). Give students several minutes to complete this quietly.

4. Assign one of the students the role of ‘Discussion leader’, and others the roles of ‘Encourager’, ‘Devil’s Advocate’, ‘Duplicate Driver’ and ‘Timekeeper’.

5. First, the Discussion Leader will ensure that all students share their ideas without interruption. The Encourager ensures that everyone feels good about sharing and that everyone remains mutually respectful.

6. Once all original ideas have been shared, the Duplicate Driver (who has been carefully noting the multiple suggestions and connections between ideas) will share his/her observations. The Devil’s Advocate will identify concerns associated with some ideas – in a constructive and respectful way.

7. Once this part of the process is complete, each group will narrow down their top favourite ideas down to 2-3 and record these in the centre of the placemat.

8. Students will discuss the criteria by which they would like to make their decision. This will be recorded and help guide their discussion towards agreeing on their very TOP or MAIN idea which they will circle or highlight.
Appendix 2a: Formative Assessment Strategies

A Few Formative Strategies

*Spot-check Inventories* - During lesson, stop whatever is going on and ask each student to list several things that s/he has learned during the activity. Over time, students will become more accustomed to spot-checks taking place during the activities they are involved in.

*I Learned* Statements - At the end of a lesson or learning activity, have students write down what they learned. You can also have them complete an “I felt” statement.

*Clear and Unclear Windows* - At certain points throughout the course, it may help to ask students how well they are understanding what you are teaching. Give them the opportunity to let you know by putting things that are clear to them in a clear window and those things that are hard for them to understand in an unclear/foggy window. Here is an example:

**CLEAR WINDOW**

| Today I really enjoyed the opinion graph game and liked hearing what my friends said. It was fun. |

**UNCLEAR WINDOW**

| I didn’t understand all of the questions. Some were confusing. |

*Learning Activity Review* - At the end of each learning activity, check for understanding by arranging students into small groups of 2-3 and challenging them to review the most important things they learned in that learning activity. The students will become accustomed to doing this after the first 2 learning activities. You can also do this at the end of each week.

Appendix 2b: Assessment of Group Work

Self-Assessment of Group Work

1) I behaved as a good group member today by…

2) Next time, I could be an even better cooperative group member by…

<table>
<thead>
<tr>
<th>How well is your group working towards this task?</th>
<th>VERY WELL</th>
<th>WELL</th>
<th>NOT WELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining the task?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing information?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making a decision?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did I do to move our group towards our goal?
What prevented me from being a really good group member?

**TEACHER EVALUATION OF SMALL GROUP WORK (can be adapted for self-assessment)**

<table>
<thead>
<tr>
<th>How well is the individual contributing to the group efforts?</th>
<th>VERY WELL</th>
<th>WELL</th>
<th>NOT WELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is s/he helping others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is s/he sharing with others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is s/he expressing different points of view?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is s/he seeking solutions to group problems?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is s/he encouraging others?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Description

This is an additional lesson on map projections that would work well following Learning Activity 1 if time allows. Through the interactive Oxfam website “Cool Planet”, students are introduced to the idea of map projections, the advantages and disadvantages of different projections and how they shape how we see the world, especially those countries in the southern hemisphere.

<table>
<thead>
<tr>
<th>What Teachers Do</th>
<th>What Students Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
<td></td>
</tr>
<tr>
<td>Book the computer lab for this class. Arrange to have a white board for the Minds On activity or a computer with a main screen for the entire class to see. Log onto Oxfam’s Cool Planet website at <a href="http://www.oxfam.org.uk/coolplanet/mappingourworld">http://www.oxfam.org.uk/coolplanet/mappingourworld</a>. Prior to this lesson, read through the teachers’ notes on the website for further instructions.</td>
<td>While students are watching the Map Projections Chat Show, they should listen carefully to the arguments for and against each projection and about the difficulties of translating a 3D globe into a 2D image. They may want to take notes or you may want to screen the short video twice. After the video, have students in small groups discuss these Map Projection Questions: 1) What are the strengths and weaknesses of the Mercator and the Peters Projection? 2) Which countries or continents seem to change the most between the two versions? (This will reinforce their understanding of the continents of the world.) 3) How would you feel if you looked at a map of the world and saw that your country seemed much smaller than it really was? 4) What are the advantages and disadvantages of the different map projections? 5) Which projection do you think someone from Africa would prefer? Why? 5) Do the maps in our classroom resemble the</td>
</tr>
<tr>
<td><strong>During</strong></td>
<td></td>
</tr>
<tr>
<td>Minds On: Go to the Cool Planet website (link above), click on ‘Launch Mapping Our World’, Lesson 1 ‘The Globe Unwrapped.’ Direct students’ attention to the screen. The introductory activity, The Globe Unwrapped allows you to select a view of the world and to see what happens when the globe is flattened into a map. Use this to get students excited about using this website and to inspire whole class discussion about map projections.</td>
<td>Map Projections Chat Show - Explain to students that the class will now be learning about the idea of map projections, differences and similarities between different projections. While you are still up at the White Board, click on “Chat Show” an animated four minute video of two map makers (Mercator and Peters) defending their own projection. Ask students to vote for the one they think is the best and record results on the White Board. After the vote, the chat show host explores the effect of the different projections on our view of the world and discusses the ‘fairness’ of how</td>
</tr>
</tbody>
</table>

Appendix
different countries are represented. The difficulties of trying to create an accurate representation of a globe are explained, as is the fact that all world maps are compromises. Have a discussion with the class using the “Map Projection Questions”.

<table>
<thead>
<tr>
<th>Map Merging Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Which projection do you think someone from South America would prefer and why?</td>
</tr>
<tr>
<td>2) Which projection do you think someone from North America would prefer and why?</td>
</tr>
<tr>
<td>3) Which countries did you find changed the most from one projection to another?</td>
</tr>
<tr>
<td>4) Which countries changed the least from one projection to the other?</td>
</tr>
<tr>
<td>5) Why is it so difficult to create a ‘perfect’ map of the world?</td>
</tr>
</tbody>
</table>

Mercator or the Peters’ Projection? Provide three pieces of evidence for your answer.

Map Merging
From this point on, have students at their own computers, logged onto the Cool Planet website. Have them click on the Map Merging activity in order to compare three different map projections. Basic statistics for each continent are provided to show that, although the projections may look different, the areas of the countries and general statistics remain the same. After spending some time comparing the map projections, have students discuss the “Map Merging” Questions in the What Students Do column.
Appendix 4: Active Global Citizenship Education Web Sites

Butterfly/Papillion 208 - One Flap, Global Impact
http://bp208.ca
butterfly 208 is a way for Canadian youth to get involved in international development and stir up global change. At the heart of butterfly 208 is an art, writing and multimedia contest for young Canadians. The contest is sponsored by the CIDA in partnership with a number of Canadian organizations. The teachers’ zone section contains interactive ideas to help introduce and incorporate international development and global issues in the classroom.

Canadian Geographic
http://www.canadiangeographic.ca/worldmap/
See the lesson plans on this website to accompany the “Canada and the World” and “The Developing World” classroom maps, which you can order for free.

Canadian Hunger Foundation
http://www.chf-partners.ca/
Global Link for Teachers - see the event “Kids Helping Kids around the World”.

CIDA (Canadian International Development Agency)
http://www.acdi-cida.gc.ca/index-e.htm
Click on Teacher Zone and the Global Education Resource Centre for a large variety of great teaching materials.

Classroom Connections
http://www.iecc.org/
Through this website, you can connect elementary and middle school children to classes with other countries and cultures.
Canadians in the World
This site features information about Canada’s role in the world and other important global issues.

Eyes on Darfur
http://eyesondarfur.com/
This Amnesty International hosted website uses satellite tracking technology to stay up-to-date about the humanitarian crisis in Darfur.

Free the Children
http://www.freethechildren.com/index.php
This is the official web site of the NGO, Free the Children. The website contains information about Free the Children and its programs. The Youth Zone shows young people how they can speak out about global issues, make connections and get involved to help other children in the world. Visit the Youth Zone newsletter and the Free the Children blog and link for students to create a webpage for their social action group.

Global Classroom Initiative
A website that contains CIDA Global Classroom Initiatives (GCI) projects from the past.

Global Calendar
This calendar can be printed and posted in your classroom.

Global Dimension: Bringing the World to the Classroom
http://www.globaldimension.org.uk/
This is a gold mine of resources, many of which are free to download. (See Top 10 Resources for different global topics and other age specific resources)
Leaders Today
http://www.leaderstoday.com/
Leaders Today is a youth leadership training organization aimed at empowering youth with leadership education, inspiration and action tools. Leaders Today brings their hands-on programs to schools and communities around the world, providing opportunities for both young people and adults alike to travel and learn through life-changing international volunteer trips. This website contains information about the organization and how young people can get involved.

Me to We
http://www.metowe.org/
This website embraces the Me to We philosophy that one can improve one’s life by helping others. It includes a great little video about the philosophy, an updated global issues and ideas section, actions that individuals can take to improve their lives and the lives of others, and stories of individuals who are working in their own way to move from a world of Me to a world of We.

OXFAM
http://www.oxfam.ca/
Click on Education and you’ll find teaching kits on human rights, poverty, and food issues. Also visit Oxfam UK Educational resources.
http://www.oxfam.org.uk/coolplanet/teachers/catalogue.htm

Take Part Too
http://www.takeparttoo.org/
This is a European, web-based interactive student simulation on active global citizenship.

United Nations Cyber School Bus
http://www.un.org/Pubs/CyberSchoolBus/
This web site is filled with many great global education teaching ideas.

United Nations Association of Canada
Click on Link and Learn for a variety of teaching ideas about the United Nations.
Appendix 5: Active Global Citizenship Education
Books and Magazines

Canadian Geographic
Special Issue on the Global Citizen – November/December 2004. Visit:
http://www.canadiangeographic.ca/ for more information.

Global Citizenship Series
A collection of resources that contain information about Active Citizenship,
Global Environments, Cultural Differences, Human Rights, Quality of Life, and
sustainable Living.
Publisher: McMillan Education/Smart Apple Media

If the World Were a Village: A Book about the World’s People by David Smith
A book resource that assists young people to understand human diversity exists
on the planet. The book provides tips and suggestions to build “world-
mindedness” among young people.
Publisher: Kids Can Press, Ltd, Toronto

Usborne Book of Peoples of the World
An excellent resource for students, this book explores global cultures, beliefs,
traditions, and contains internet links for learning.
Publisher: Scholastic, Toronto and New York

World Organizations Series
A resource containing information about Unicef, Amnesty International, UN,
WHO, WWF, NATO, and the Red Cross.
Publisher: Franklin Watts, Toronto and New York