

EDUCATING FOR GLOBAL CITIZENSHIP

An ETFO Curriculum
Development Inquiry Initiative

Sponsored by the
Elementary Teachers' Federation of Ontario
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This document is the result of a ministry funded project that was completed in collaboration with Professors Dr. Mark Evans and Dr. Kathryn Broad of the Ontario Institute for Studies in Education (OISE)/University of Toronto (U of T). For a year and a half, in two face-to-face sessions, and as an online community of practice, under the guidance of Dr. Anne Rodrigue with her assistant Mona L. Renzone, along with Dr. Mark Evans, Dr. Kathy Broad, a team of OISE graduate students, and 11 ETFO members worked to complete this incredible curriculum resource on global education.

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global
education

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Development Inquiry Initiative

Introduction

EDUCATING FOR GLOBAL CITIZENSHIP AN ETFO CURRICULUM DEVELOPMENT INQUIRY INITIATIVE

Mark Evans, Kathy Broad, and Anne Rodrigue

Attention to educating for citizenship continues to expand and deepen worldwide. Many countries now include citizenship education as an important feature of their official curriculum, albeit in variant forms. Numerous research studies, policy reforms, and curriculum initiatives have been undertaken, as teachers, policy makers and researchers attempt to understand the intricate processes by which young people learn about democratic citizenship, and where and how citizenship education should be located and represented in school curricula.

Educating for global citizenship has been a critical dimension of these discussions and investigations. Recent shifts in the speed and global reach of information and communication technologies, an increasingly interdependent global economy, challenges in human rights and social justice, and the impact of international tragedies and emergencies have, for example, created tensions and conditions that require more integrated, worldwide responses. Not surprisingly, understandings of global citizenship are being explored with increased intensity and, as might be expected, there has been a corresponding – and growing - interest among educators in various parts of the world to strengthen the global dimension of citizenship education in school curricula at all levels.

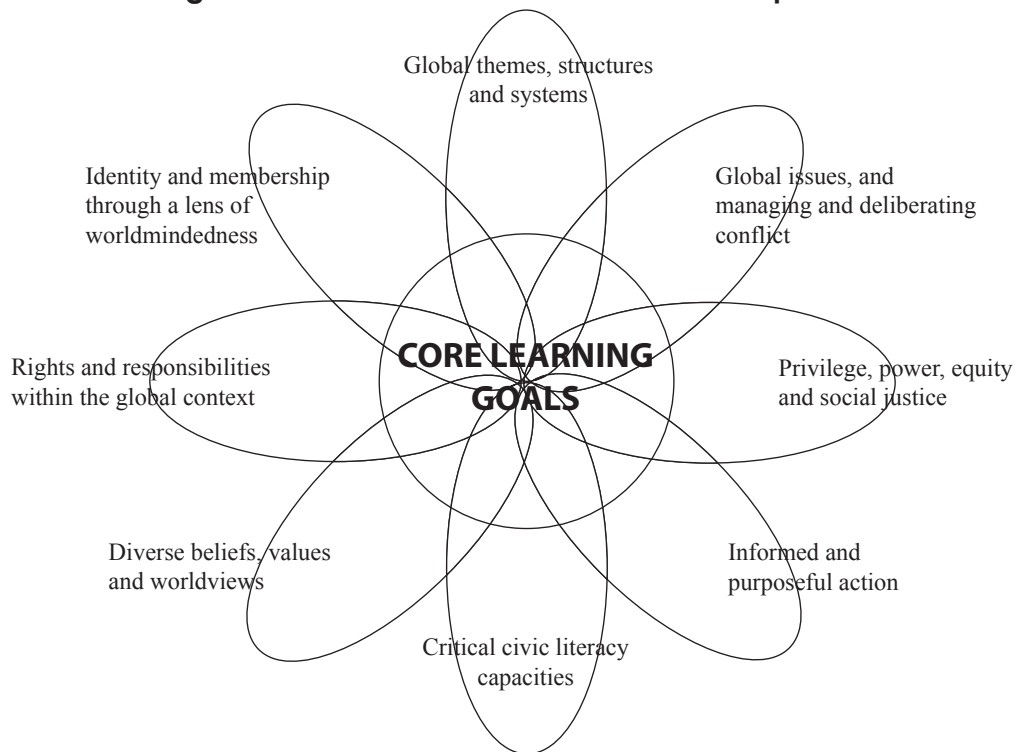
In Canada, there has been increasing attention to what it means to educate for the global citizenship and provincial curriculum policy developments in recent years. A host of useful ideas in the form of new resource materials and websites to inform and guide teachers' work have also emerged. The Canadian International Development

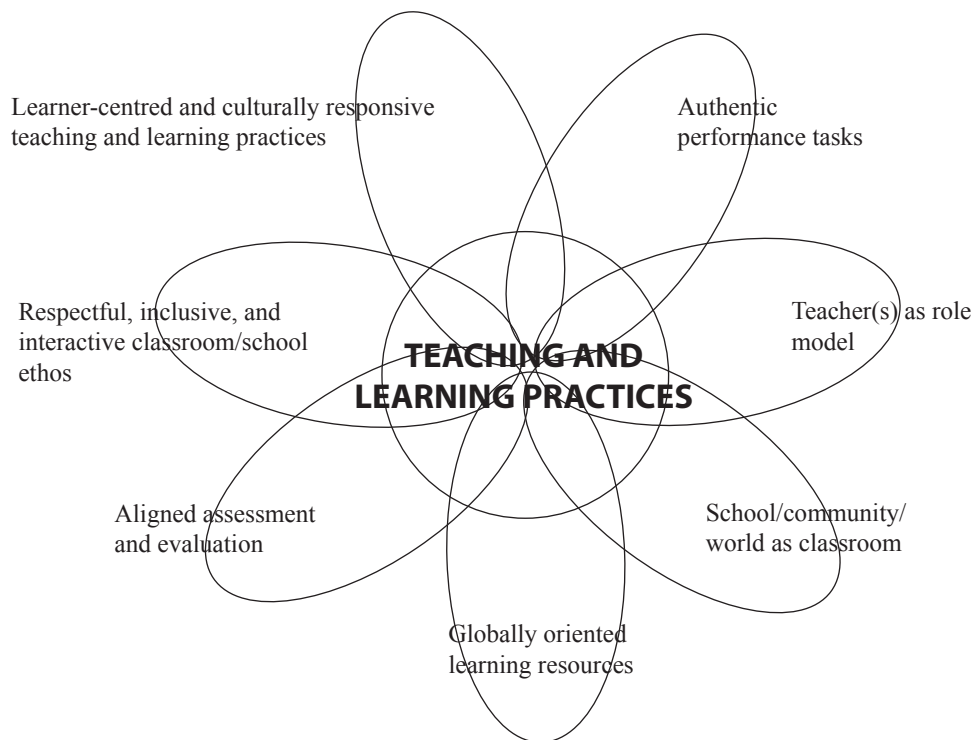
Introduction

Agency's (CIDA) in the global classroom initiative, *Classroom Connections' Cultivating Peace in the 21st Century and Taking Action*, Larsen's *ACT! Active Citizens Today: Global Citizenship for Local Schools*, and UNICEF Canada's *Global Schoolhouse* are a few examples of the many resources that have recently been developed. Despite this growing interest, there has been less attention devoted to examining practices of global citizenship education within Canadian classrooms, leaving a limited understanding of how it is applied in schools.

A wide range of perspectives and practices has emerged, reflecting a considerable growth of interest in this dimension of education. In an effort to clarify the multiple dimensions of global citizenship education, below are two "working" frameworks that provide an overview of core learning goals and key teaching and learning practices associated with global citizenship education from the literature. They reveal both complexity and multidimensionality and provide a lens to analyse and reflect upon the breadth and depth of what it means to educate for global dimension of citizenship.

Learning Goals Associated with Global Citizenship Education





Teaching and Learning Practices Associated with Global Citizenship Education

EVANS, M., INGRAM, L., MACDONALD, A. and WEBER, N. (2009)
 Mapping the "global dimension" of citizenship education in Canada: The complex interplay of theory, practice, and context. *Citizenship, Teaching and Learning*, 5, 2, p. 24, 26.

Theorists and practitioners alike, think about the goals and practices of global citizenship education in nuanced ways, reflecting what might be referred to as macro-orientations. Some of these orientations emphasize the importance of students developing skills and competencies to be effective participants in the global marketplace.

Others emphasize more transformative goals, such as deepening students' intercultural understandings and/or developing students' capacities to work for equity and social justice.

The Global Education Curriculum Inquiry Project

ETFO has a very long and proud tradition of providing excellent professional learning opportunities for its members and developing exemplary curriculum resources. Our professional learning programs come in many different shapes and sizes from conferences, workshops and a summer Institute, to book clubs, and e-learning. ETFO resources are developed by teachers for teachers and are available at a very minimal price. These resources emphasize an integrated approach to curriculum and are aligned with the outcomes of the Ontario curriculum documents.

ETFO has also been actively engaged in promoting and creating blended teacher communities of practice in various grade level or focus areas such as JK/SK, reflective practice, teaching for deep understanding, action research in math, special education, and innovative pedagogy using technology.

These networked team sites and the programs, of which they are a part, serve as a model for face-to-face and online learning and provide an alternative way of delivering professional learning programs. Participants put their instructional practices under a microscope, use theory to challenge existing practices or to frame new ones, and share their reflections with colleagues. These communities function within a framework of inquiry and constructivist based learning, collegiality, shared conversations about teaching and learning, reflective dialogue, and activist professionalism.

A combination of face-to-face and online learning permits teachers to interact over a period of time. The online team sites act as the vehicle for the sustainability of these blended communities of practice. Participants are grouped for on-line chats and have access to facilitated discussions on topics that helped them put into practice the content and strategies learned in the on-site sessions. This collegial interaction results in an enhancement of the quality of the artifacts produced.

Since 2005, ETFO has been engaged in providing professional learning opportunities for teachers in Global Education. Over the course of three years, a small group of

dedicated ETFO members developed three Presenters on The Road workshops, a Summer Academy Course and workshops at faculties of education, published articles in Voice and presented at the World Peace Forum in June 2006.

In 2008, through funding provided by the Ontario Ministry of Education, and in collaboration with Dr. Mark Evans and Dr. Kathryn Broad at the Ontario Institute for Studies in Education, ETFO established a Global Education Community of Practice. Wenger et al (2002:4) describe a community of practice as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.”

Through this Global Education Community of Practice our goal was to provide opportunities for elementary teachers to investigate varying perspectives and practices of educating for global citizenship. The Community would also develop a curriculum resource that would offer colleagues in elementary schools across Ontario a range of classroom and school-wide ideas and practices to consider when teaching about global themes and issues.

The Community was composed of ETFO members already working in the area of global education in elementary schools across Ontario who wished to contribute to and field test a resource handbook for the teaching of global education. These teachers worked both face-to-face and online to share and disseminate their collective knowledge on the integration of global education themes into the elementary classrooms of Ontario.

The teacher authors who have contributed to the Global Education Web Book share a passion for examining global issues in their elementary classrooms. They came together on two occasions face-to-face and then worked online for over a year as members of this Global Education Community of Practice.

Through the external expertise provided by graduate students of OISE/UT who acted as facilitators of the team sites and the internal collective knowledge of the participants, the Global Education Community of Practice served as a venue for peer, or what ETFO prefers to call, *collaborative coaching*.

Introduction

The participants explored literature related to global citizenship education and assessed various classrooms, school-wide and community ideas currently being practiced in classrooms and schools across Canada. Based on their learning and with the help of their “critical friends”, these teachers took part in a curriculum development inquiry that involved selecting, developing, and piloting specific curriculum ideas for classroom and school-wide use related to various aspects of “educating for global citizenship” identified in Ontario’s elementary curricula. Principles of inquiry, partnership, conversation, action and reflection, and professional choice and responsibility underpinned this global education curriculum development initiative. The teachers were engaged with ideas, resources, and their peers.

With great pride, we present this Global Education Web Book. It provides you with the teachers’ individual or group units, modified by their curriculum inquiry, and the comments and suggestions of their peers.

We ask you to read the book, examine the chapters, and try out the ideas in your classroom. We also invite you to complete the circle by giving back. If you used all or some part of this book, tell us what happened, what you learned, what worked, what you adopted or adapted. Are you affirming, challenging or questioning your practices on global education? Where are you going next? Andy Hargreaves and Dennis Shirley (2009:85) speak of “meaningful learning and teaching that goes to the heart of the human condition...”

What can be more meaningful than engaging students in discussions, reflections and activities on their role as members of a global community?

What can be more empowering than engaging teachers in similar conversations and together creating shared practices on global education?

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global education

1

A Global Issues Planning Framework for Junior and Intermediate Teachers

By Tonia Wojciechowski

A Global Issues Planning Framework for Junior and Intermediate Teachers

By Tonia Wojciechowski

CURRICULUM FOCUS

ABSTRACT

Both the junior and intermediate frameworks outline a month-by-month plan to lead discussion and activities on various global issues.

Each framework culminates in a media activity that draws on student learning, understanding, and experiences throughout the year, allowing them to choose an issue to further explore and present (junior students via a graphic comic, and intermediate students via a public service announcement). Issues are explored through various reading, writing, oral, media, and dramatic activities.

DIMENSIONS OF GLOBAL UNDERSTANDING

Knowledge of a Global Dynamic: The idea of the Earth as an ‘interconnected system.

Human Choices: The idea of the power to act on issues. Social action – students have the power to create change (learning = empathy = empowerment = change)

ALIGNMENT WITH MINISTRY CURRICULUM

JUNIOR EXPECTATIONS - Language Including Reading, Writing, Oral, and Media

- Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
- Generate ideas about a potential topic using a variety of strategies and resources.
- Identify their point-of-view and other possible points-of-view on the topic, and determine whether their information sufficiently supports their own view.
- Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

Drama

- Provide support for their interpretations of personal experiences and aspects of history, which they have presented through drama and dance.

- Provide evidence for their interpretations of personal experiences and events of social significance, which they present through drama and dance, using a variety of research sources.
- Create, rehearse, and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures.

Social Studies

- Demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community and respect and responsibility towards the environment.
- Learn that protecting human rights are essential components of responsible citizenship.
- Learn how to locate relevant information from a variety of sources.

INTERMEDIATE CURRICULUM EXPECTATIONS - LANGUAGE INCLUDING READING, WRITING, ORAL, AND MEDIA

- Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them.
- Identify the point-of-view presented in texts, including increasingly complex

or difficult texts; give evidence of any biases they may contain, and suggest other possible perspectives.

- Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources.
- Identify their point-of-view and other possible points-of-view, evaluate other points-of-view, and find ways to respond to other points-of-view, if appropriate.
- Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

DRAMA

- Produce pieces of writing in which they reflect on their experiences in drama and dance, and in which they show their ability to analyze and find solutions to problems in real life.
- Produce pieces that deal appropriately with youth problems.
- Select appropriate themes that deal with specific situations and that are aimed at a specific audience.
- Choose technology for enhancing their drama and dance work, and evaluate the effectiveness of their choice.

GEOGRAPHY: GRADE 7

The following specific expectations may be addressed through examinations of environmental/human rights issues.

- Choose an environmental issue that illustrates one of the themes of geographic inquiry and explain why various individuals and groups have different opinions on the issue (environment).
- Explain the geographic concept of movement (refugees).

RESEARCH INTO PRACTICE

Cherian, Finney. (2008). *Tikkun Olam: To Repair and Perfect the World: The Importance of Teaching Social Justice Pedagogy*. *The International Journal of Learning*, 15 (2), 287-294.

Teaching curriculum through a lens of social justice can help to bring humanity one step closer with the idea of “Tikkun Olam,” repairing and perfecting the world. Studying social issues in the classroom means venturing into the world to learn about the first-hand experiences of others. Reading and writing about social issues then allows for social action. It is the role of the teacher to ensure students feel safe in their classroom environments to participate in discussions and feel empowered to act on issues.

With standardized testing on everyone’s minds, some teachers may feel compelled to limit the amount of new material introduced into the classroom. As well, some may not feel comfortable bringing global issues into classroom discussions and activities. However, educators

must put inhibitions aside and focus on vision and community if they are to encourage students to leave school with a sense of caring, empathy, and a willingness to act. Vision allows for teachers and students to help shape a preferred future, through caring for one’s self and others.

Community focuses on active engagement in the world and interdependence, and requires opportunities for students to connect with others. Social justice pedagogy allows teachers and students to begin to repair and perfect the world. “What the world is, is not as important as what we are to do in it.”

Griffin-Wiesner, Jennifer and Chris Maser. (2008). *Teaching Kids to Change the World: Lessons to Inspire Social Responsibility for Grades 6-12*. Minneapolis, MN: Search Institute Press.

Helping students realize that we are all interdependent, and that we exist in relationship to everything else, is the first step to social change –

both locally and globally. As teachers, we are in a position to help students recognize that they can be positive catalysts to create change, by empowering and guiding them to make this interdependent connection.

Young people, the students in our classrooms, are the energetic people that our world needs to improve and create a healthier future. Students need to be able to develop a strong voice in order to truly speak for change, and to access the support of educators to help them take action.

Teaching about social issues and social responsibility is all about engaging students in activities that make students aware of their choices and the impact those choices have in the present and for the future.

The focus should be “...to empower young people to take ownership of their world and create an environment that nurtures assets... Help young people view the world through the lens of their own strengths, rather than simply overwhelming them with a litany of problems they must overcome.”

Miller, John P. (1996). *The Holistic Curriculum*. Toronto, ON: OISE Press, Inc.,

With the current focus on standardized testing and a push for positive outcomes, the curriculum has become somewhat desouled (John P. Miller, *The Holistic Curriculum*, 1996).

A soulful learning experience, one that seeks to restore a balance between an individual’s inner and outer lives, is necessary to breathe new life and energy into the classroom environment.

REFLECTION

I believe that teachers must use education to help create social change by tapping into the souls of their students, encouraging them to connect to society through a sense of compassion.

As educators, if we choose to infuse these connections into our daily lessons and activities, students may realize they are all part of a fundamental unity, and begin to feel a responsibility each other. Teaching that involves the head, heart and hand is imperative to foster connection with others and to create social change.

Students must be able to learn to think with the ‘head’, feel with the ‘heart’, and help create change with the ‘hand’. In introducing my students to social issues each year, it is my goal to not only help them become aware of the many problems that occur around the world, but to also have them experience a connected feeling - a sense of soul connection - that will enable them to recognize how they are implicated in these problems and, hopefully, motivate them to act on the issues we discuss.

IMPLICATIONS FOR STUDENT LEARNING

As an educator, I have thought about various problems that occur in our communities, our countries, and our world, and how they may be understood by my students. As adults, we are inundated with social issues every day, and so

A Global Issues Planning Framework for Junior and Intermediate Teachers

are our youth. I have come to realize that it is necessary to bring social issues into my classroom.

1

My students must be able to reflect on their lives, and identify how they are connected to society. They must learn how they can begin to make a difference, regardless of their age.

Throughout the past few years, I began to incorporate aspects of holistic education into my classroom lessons and activities. In particular, I focused on the strand that facilitates social change and the development of social action skills, largely by stimulating student participation in their communities.

As an educator, I play a crucial role in bringing about social change by teaching a ‘real curriculum’ that nourishes students’ souls and personal growth, while connecting them to broader society.

Teaching about social issues has made me a more compassionate educator. I believe that when teachers authentically model compassion, it is more likely their students will similarly cultivate compassion in their own lives and relationships.

From compassion comes social action – encouraging students to make positive contributions to the world in which they live.

Inevitably, my own spirit becomes ignited in the classroom when I am exploring social issues in-depth with my students, thereby nourishing my own soul as well each step of the way.

CURRICULUM SAMPLES

JUNIOR SOCIAL ISSUES PLANNING FRAMEWORK

1

FOCUS – ‘Children’s Rights’

September: Introduction to ‘rights, wants and needs.’ Refer to lesson plans that follow planning framework.

Month	Right	Example Lesson Ideas	Example Supporting Resources
September/ October	A Child’s Right to Food	Hunger banquet Explore ‘fair trade’ using bananas.	http://oxfam.ca http://youthdevp.org/THINKfast/resources/Banana.pdf
November/ December	A Child’s Right to Water	Examine global water facts. Online Game: Water Alert!	http://worldvision.ca (Dare to Care: Water for All free downloaded activities, as well as Jump In: Water magazine.) http://unicef.org (Voices of Youth section under ‘water, environment, and sanitation.)
January/ February	A Child’s Right to Shelter	Timeline/Journal a child refugee’s experience. Create a village using government funding.	“Gerveille’s Journey: A Child Refugee’s Diary”; use a timeline graphic organizer to fill in while reading the journal as a read aloud. http://worldvision.ca (‘Village Planners’)
March/ April	Right to Educa- tion	Simulation activities that help students identify differences in rights to education. Explore topic of educa- tion and relate it to the United Nations Conven- tions on the Rights of a Child.	Lesson Plan: Education for All the World’s Chil- dren (http://getloud.ca) http://unicef.ca (Educators Resources: Bringing Children’s Rights Alive – Activity 4 on Education using an on-line game – Ayiti: The Cost of Life. (http://unicef.org/voy/explore/rights/explore_3142.html); questions and graphic organizers available with resource) *Many activities related to education (especially for girls) in the resource, Going To School - The Road to Hope 2004; http://unicef.ca under teacher’s guides.
May/ June	A Child’s Right to Play	Various ‘Right to Play’ activities. Focus on landmines as one inhibitor of a child’s right to play safely.	http://righttoplay.com (free teacher resource that focuses on using sport and play to develop life skills, improve health, and encourage peace for the world’s children.) http://un.org/works/goingon/mines/lessonplan_ landmines.html (includes activities, evaluation/ extension activities, resources.)

INTERMEDIATE SOCIAL ISSUES PLANNING FRAMEWORK

1

FOCUS – ‘Month-by-Month Social Issues’

September: Introduction to ‘social issues’. Refer to lesson plans that follow planning framework.

Month	Social Issue	Teacher Resource Websites
September	Child Soldiers (Could focus on in February when Red Hand Day occurs – February 12 th 09/10 campaign.)	http://getloud.ca http://accessola.com/osla/bethechange (The Gulu Walk activity listed under ‘junior teacher resources’) http://righttoplay.com http://warchild.ca http://redcross.ca (educator resource, ‘Even War Has Limits’)
October	Poverty/Famine (World Poverty Day: October 17 th)	http://worldvision.ca/resources (A Hungry World: Understanding the Global Food Crisis – free downloadable resource) http://famine.ca http://chf-partners.ca (focus on poor rural families in developing countries with regards to access to food, water, land.) http://oxfam.ca (activities such as ‘a hunger banquet’)
November	HIV/AIDS (Lead into World AIDS Day: December 1 st)	http://un.org/works/goingon/lessonplan_hivaids.html (activities that focus on HIV/AIDS epidemic and prevention.) http://worldaidsday.org (download an ‘HIV in Schools’ pack – a practical guide for teachers educating about HIV/AIDS) http://unaids.org (background information about the HIV/AIDS epidemic.) http://unicef.ca (Asmina’s story, including teacher guide.)
December	Human Rights (focus on ‘refugees’) (Human Rights Day: December 10 th)	http://amnesty.ca (write-a-thon in December) http://itvs.org/beyondthefire (follow the stories of 15 teenagers who have survived war in various war zones; interactive media activity for students.)
January	The Holocaust/ Racism (Holocaust Memorial Day: January 27 th)	http://amnesty.ca (‘Cultures Game’ and ‘What Can We Do About Racism’ activities in the Human Rights Kit: A Classroom Resource.) http://hmd.org.uk (activities to teach students how to ‘Stand Up to Hatred.’)
February	Black History/ Civil Rights (Black History Month in Canada)	http://blackhistorycanada.ca (wide variety of teaching resources, on-line learning sites, plus links to grade 7 and 8 curriculum.) http://teacherweb.com/ (wide variety of cross-curricular activities.)

A Global Issues Planning Framework for Junior and Intermediate Teachers

FOCUS – ‘Month-by-Month Social Issues’

September: Introduction to ‘social issues’. Refer to lesson plans that follow planning framework.

Month	Social Issue	Teacher Resource Websites
March	Fair Trade (Focus could be in in May when World Fair Trade Day occurs.)	http://youth.devp.org/THINKfast/Resources/Banana.pdf (introduction to fair trade using bananas) http://oxfam.ca (‘Trading Away Our Right to Food’ PowerPoint with audio) http://fairtraderesource.org (activities about fair trade and bananas.) http://papapaa.org (resources about fair trade and cocoa.) http://accessola.com/osla/bethechange (How Fair is Trade? – activity listed under ‘junior teacher resources.’) http://worldfairtradeday09.org (background information about World Fair Trade Day.)
April	Animal Testing (Locally and globally)	http://peta.org (background information on animal cruelty/testing; also http://petakids.com activities) http://teachkind.org (free curriculum kit – Everyone Matters: Share the World; program promotes caring and empathy for animals.) http://wspace.ca (focus on promotion of animal welfare; background information for teachers.)
May	Environmental Protection/Global Warming (World Environment Day: June 5 th)	http://codev.org (resources that help students develop awareness/ understanding of natural disasters and climate change) http://climatechangeeducation.org (K-12 lesson plans available for teachers; organized by curriculum subject areas.) http://davidsuzuki.org (Download ‘David Suzuki’s Nature Challenge’ for schools; activities that foster environmental awareness.)
June	Child Labour/ Sweatshops (World Day Against Child Labour: June 12 th)	http://codev.org (resources that focus on causes of child labour/ empower students to find solutions/take action.) http://ilo.org

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LESSON PLAN IDEAS

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(The following includes possible lesson plan ideas to **introduce** children’s rights/social issues into the classroom and the **culminating media task** for both junior and intermediate students.)

LESSON #1: INTRODUCTION TO ‘CHILDREN’S RIGHTS’ (JUNIOR – SEPTEMBER)

Activity

Rights, Wants, and Needs (<http://unicef.ca> – Rights, Wants, and Needs Card and Activity Kit – free print-friendly kit)

Introduce and discuss concepts of a ‘right’, a ‘want’ and a ‘need’ using a variety of activities, (there are four different junior grade-appropriate activities to choose from that use 20 different cards depicting various rights, wants, and needs).

Following the completion of one of the activities, there are three others that allow for continuation of discussion on the rights, wants, and needs of children.

Teaching strategies can include whole-group discussion, think/pair/share, smaller group jigsaw activities, small group discussions.

*Human Rights Charades is an alternate activity that introduces the rights of a child. (<http://amnesty.ca> – Human Rights Kit: A Classroom Resource)

*You may also wish to read to them the following picture book: “We Are All Born Free: The Universal Declaration of Human Rights in Pictures” (Amnesty International) – Available in bookstores or online (<http://amazon.ca>)

LESSON #2: INTRODUCTION TO 'SOCIAL ISSUES' (INTERMEDIATE - SEPTEMBER)

1

Activity

From the Amnesty International Human Rights Kit: A Classroom Resource; <http://amnesty.ca> – under ‘Publications and Resources’

The Imaginary Country

Purpose

This activity introduces participants to the idea of rights, based on needs.

Time

30-45 minutes

Age Group

12-18

Group Size

15 or more

Materials Needed

- Chart paper and markers (enough for each group).
- Copies of the simplified version of the Universal Declaration of Human rights to distribute to each group (located under curriculum sample support materials).

Background

Participants will discuss the importance of human rights and learn about the UDHR.

Activity

1. Separate the class into small groups of five or six. Read out the following scenario: “Imagine that you have discovered a new country, where no one has lived before, and where there are no laws and no rules. You and the other members of your group will be the settlers in this new land. You do not know what social position you will have in the new country.”

A Global Issues Planning Framework for Junior and Intermediate Teachers

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2. Each participant in every group lists three rights which they think should be guaranteed to everyone in this new country.
3. Discuss lists within the group, and agree on 10 rights.
4. Now ask each group to give their country a name, and to write their 10 chosen rights on a large piece of paper.
5. Compare the lists to the Universal Declaration of Human Rights. What are the similarities/differences?

Discussion

1. Did your ideas about which rights were most important change during this activity?
2. How would life be if we excluded some of these rights?
3. Are there any rights which you now want to add?

*Rights, Wants, and Needs activities can be used with intermediate students as well to introduce the concepts, and begin discussion around basic human rights.

Following the activities on rights, have students work together in pairs or small teams to come up with various social issues – encourage them to think both locally and globally.

Share each pair or group's examples of social issues, and record the issues on chart paper to be referred to throughout the year.

Have various books (novels, picture books, magazines) available in the classroom that are about social issues.

Before focusing in-depth on the first social issue (in September), have students choose a quote from 'Words of Action (see curriculum sample support materials) that inspires them, or evokes some other reaction with regards to social issues.

Ask students to write their response to the quote in a 'social issues journal. Each week, students could be provided with a question, article, quote, etc., about a social issue that they can respond to in their social issues journals. Often, something as simple as a picture can generate a reaction.

Collect journals weekly and comment on the student's response as a way to encourage them to learn more about social issues. As the year progresses, writing back to students will also help support their efforts to create positive change.

LESSON # 3: CHILDREN'S RIGHTS SUPERHERO! JUNIOR CULMINATING MEDIA TASK (JUNE)

Activity

Students work in small teams to create a children's rights superhero. Using information from the various discussions on rights for children, they choose one right to focus upon, and they incorporate their superhero into a graphic comic.

Working with a program such as the Director's Cut (<http://thedirectorscut.ca>) would allow for a graphic comic to be created with the help of professionals who visit classrooms with the digital technology to publish books or make films.

In their groups, the students are responsible for writing a script that includes information about their chosen children's right, their superhero and their superhero's recommendations.

Students focus both on a local scale to help make a difference, as well as on a global scale.

LESSON # 4: PASSIONATE PSA! INTERMEDIATE CULMINATING MEDIA TASK (JUNE)

Activity

Students choose an issue that they have learned about throughout the year (or perhaps choose a social issue that has not been explored in class, but interests them).

After researching the issue, they create a 30- to 60-second public service announcement (PSA) that further educates their peers.

Discussion of how public service announcements are used, as well as examples, should be shown to students prior to the culminating activity.

Several global education websites (such as those listed in the resources section) feature PSAs to use as examples. These may be shown using Smartboard, etc.

CURRICULUM SUPPORT MATERIALS

1

The following includes copies of curriculum support materials that you may be interested in using for these provided lessons.

LESSON: INTRODUCTION TO SOCIAL ISSUES (INTERMEDIATE)

Modified Version of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language, political or other opinion, national origin or other status.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave, nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no one can enter your home, open your letters, or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish.
16. Everyone has the right to marry and have a family.

17. Everyone has the right to own property and possessions.
18. Everyone has the right to practice and observe all aspects of their own religion and change their religion if they want.
19. Everyone has the right to say what they think, and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

Words of Action

1. "There is no such thing as a single-issue struggle because we do not live single-issue lives." - Audre Lorde
2. "When will our consciences grow so tender that we will act to prevent human misery rather than avenge it?" - Eleanor Roosevelt
3. "Change your thoughts and you change your world." – Norman Vincent Peale
4. "We have a world to conquer...one person at a time...starting with ourselves." - Nikki Giovanni
5. "We must use time creatively, and forever realize that the time is always ripe to do right."- Dr. Martin Luther King, Jr.
6. "It is not enough to be compassionate – you must act."- His Holiness The Dalai Lama
7. "The people are the only ones capable of transforming society."- Rigoberta Menchu
8. "Do not wait for extraordinary circumstances to do good; try to use ordinary situations."- Jean Paul Richter

A Global Issues Planning Framework for Junior and Intermediate Teachers

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9. “Although the world is full of suffering, it is also full of overcoming it.” - Helen Keller
10. “Take your easy tears somewhere else. Tell yourself none of this ever had to happen. And then go make it stop. With whatever breath you have left. Grief is a sword or it is nothing.” - Paul Monette
11. ”If you are trying to transform a brutalized society into one where people can live in dignity and hope, you begin with the empowering of the most powerless. You build from the ground up.” - Adrienne Rich
12. “I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim.” - Elie Wiesel
13. “The more you move, the stronger you’ll grow....” - Ha Jin
14. “When spiders unite, they can tie down a lion.” – Ethiopian Proverb
15. “Activism is my rent for living on the planet.” – Alice Walker
16. “Usually when people are sad, they don’t do anything. They just cry over their condition. But when they get angry, they bring about a change.” – Malcolm X
17. “Drops that gather one by one, finally become a sea.” – Persian Proverb
18. “Be the change you want to see in the world.” – Mahatma Gandhi
19. “Walking the path of honouring ourselves and the living planet is our responsibility as citizens of the planet, but it is something more as well. It is also a joy and a privilege.” – Jon Robbins
20. “It is not just leaders who make history. It is all of us. By our decisions each day we help shape the world, for better or for worse.” – David Krieger

LESSON: CHILDREN'S RIGHTS SUPERHERO! (JUNIOR)

Student Outline

"Children's Rights Superheroes": The Director's Cut

Help! There are many children around the world who should have the same rights as you do, but unfortunately, their situations do not allow them to. As a young social activist, you have the ability to help "combat" the problem! All of you have it in you to educate others, and create positive change.

Your Mission!

Working together as a team, your mission is to create a "Children's Rights Superhero" who will help fight for the child's right that you decide to fight for. Following the step-by-step tasks below, you will surely be successful in the choices that you make to help create positive change and make a difference... all through your graphic comic on DVD!

1. Choose one of the following children's rights to research, and create your superhero. Research information, including statistics and facts will be provided to you. You may also choose to search various websites that will be discussed in class).

- A Child's Right to Food
- A Child's Right to Water
- A Child's Right to Shelter
- A Child's Right to Education
- A Child's Right to Play



2. You will need to work together to record jot notes on your chosen right, which will later be used to help create a script that involves all of you as characters. You will need to research AND include the following in your jot notes (and scripts eventually):
 - a) What are children's rights? What does that mean?
 - b) Identify your team's chosen right. Why did you choose to focus on it?
 - c) Identify the reasons why some children do not have your chosen right, (for example, some children do not have the right to food due to environmental causes such as drought, and floods, or due to war).
 - d) Provide some statistics/facts about your chosen right to help educate others about it.

- e) Think of something you could do as young social activists to help combat the problem, (for example, if you are choosing to focus on a child’s right to food, you may choose to hold a food drive for a local food bank (local), and at the same time, collect spare change to help purchase an animal for a third world country (global)). *Try to think of a way you can help **LOCALLY** and also **GLOBALLY**!
 - f) Create a superhero, (which one of you will act as in your graphic comic DVD) that will help the characters in your comic come up with ideas to combat the problem. Your superhero’s name should fit the right you have chosen to focus on, (for example, if you were to choose a child’s right to food, an interesting superhero name may be “Captain Nutrition”).
3. After you complete your research, take what you have written down, and develop a story idea. Eventually, you will develop a script. You will be provided with graphic organizers to help you complete these steps. All four team members must be involved in the script (three as social activists’ characters, one as the superhero). Following the script writing, you will be creating storyboards to help figure out what will happen in each scene of your graphic comic DVD.
 4. After the script is developed, your team will need to think about props and costumes that could be used to make your graphic comic more interesting and appealing. Sound effects will be added to your graphic comic as well at the very end of the process!

Enjoy your mission!

Have fun, help educate others, and make a difference in the lives of children around the world.

*Comic Relief workshop includes a teacher curriculum and assessment package (with storyboard graphic organizers, rubrics, etc.): <http://thedirectorscut.ca>; click on ‘For Teachers’, then ‘Tutorials and Downloads’ – ‘Comic Relief’

LESSON: PASSIONATE PUBLIC SERVICE ANNOUNCEMENT (PSA)! (INTERMEDIATE)

Student Outline

Passionate PSA!

You are about to become a producer of your very own PSA!

We have explored various social issues throughout the school year, and it is time for you to choose an issue that touched your heart, made you want to stand up and speak out, or an issue that you would like to learn more about so you can educate your peers and adults in your life.

Following the steps outlined below, your PSA will be no longer than 30 to 60 seconds and should include words/information about your chosen issue, pictures, graphics, music, and any other media that you feel would suit your announcement.

The idea is to CATCH your audience's attention, and make them aware of your social issue. What are you going to do to make a difference with your PSA?

Step 1: What Am I Passionate About?

The first important step in becoming more aware of various social issues is to choose an issue that you are passionate about. You must think about what social issues motivate you. Try to choose a topic that you would like to learn more about through your research (keeping in mind the various issues that have been discussed throughout this year).

When choosing your issue, try to be as specific as possible. (For example, rather than choosing 'poverty in Africa' as an issue, try to be more specific, such as 'child poverty in Kenya.')

Step 2: Research

Once you have chosen your social issue, you need to begin your research. For your research, use books, magazines, newspapers, the internet, films, and perhaps contact some organizations that are already involved with the issue you have chosen. Visit the public library and speak with the librarian about your issue.

If your issue is too large to learn about all at once, break it down into several smaller issues and think about the different aspects of each problem. For example, issues related to poverty include unemployment, hunger, child labour, homelessness, and disease.

A Global Issues Planning Framework for Junior and Intermediate Teachers

To begin your research, make a list of specific questions concerning the social issue you have chosen (and then try to answer them). Think about causes, consequences, and possible solutions for the issue. Who would need to be involved to make those solutions a reality, and what action would they need to take?

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As you conduct your research, you will need to organize the information you obtain in order to figure out what you will include in your announcement.

You will need to include the following in your PSA:

- Begin by explaining what your issue is about and who is affected by it. (Identify the cause and people/interest groups involved.)
- Identify the consequences of your issue. (How is this issue affecting people and/or places?)
- Identify some possible steps that young people, like yourself, could take towards solving the issue. (What actions could help address this issue?)

Step 3: Producing Your PSA

Using a program like PowerPoint or Microsoft Movie Maker, you'll need to include the information about your chosen social issue into a 30- to 60- second announcement.

Be sure to include pictures, graphics, and sound effects/music to help capture the attention of your audience.

Step 4: Presenting Your PSA!

You will need to introduce your PSA before showing it to your peers, so prepare a brief introduction to your issue that highlights what will be seen in the actual announcement.

Feel free to bring in any other materials that you feel will help your presentation, (for example books, pamphlets, etc. on your chosen social issue).

Social Issue Public Service Announcement Rubric

	Level 1	Level 2	Level 3	Level 4
PSA and Presentation	<ul style="list-style-type: none"> • little focused on chosen issue • lack of persuasion in PSA • lack of detail to support topic • lack of eye contact, expression, gestures • lack of creativity in presentation 	<ul style="list-style-type: none"> • somewhat clear and focused on chosen issue • some use of persuasion in PSA • some detail; somewhat informative • some eye contact, expression, gestures • some use of creativity in presentation 	<ul style="list-style-type: none"> • clear and focused on chosen issue • good use of persuasion in PSA. • good detail; informative • good eye contact, expression, gestures • good use of creativity in presentation 	<ul style="list-style-type: none"> • very clear and focused on chosen issue • excellent use of persuasion/strong in PSA • excellent detail; very informative • excellent eye contact, expression, gestures • excellent use of creativity in presentation

UNIT RESOURCES

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(Issues listed in alphabetical order)

CHILD LABOUR RESOURCES

PICTURE BOOKS

Bulla. *A Lion to Guard Us.*

McCully, E.A. *The Bobbin Girl.*

ENVIRONMENT/GLOBAL WARMING RESOURCES

NOVELS

Wines, Jacquie. *You Can Save the Planet: 50 Ways You Can Make a Difference.*

RESOURCES/PICTURE BOOKS

Woodward, John. *Climate Change.* Eyewitness Books.

HIV/AIDS RESOURCES

NOVELS

Ellis, Deborah. *The Heaven Shop.*

Lewis, Stephen. *Race Against Time: Searching for Hope in AIDS-Ravaged Africa.*

Nolen, Stephanie. *28 Stories of AIDS in Africa.*

Stratton, Allan. *Chanda's Secrets.*

Wooten, Jim. *We Are All the Same: A Story of a Boy's Courage and a Mother's Love.*

RESOURCES/PICTURE BOOKS

Ellis, Deborah. *Our Stories, Our Songs: African Children Talk about AIDS.*

THE HOLOCAUST RESOURCES

NOVELS

Boyne, John. *The Boy in the Striped Pajamas*.

Kacer, Kathy. *Hiding Edith: A True Story*.

Zullo, Allan, and Bovsun, Mara. *Survivors: True Stories of Children in the Holocaust*.

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HUMAN/CHILDREN'S RIGHTS RESOURCES

PICTURE BOOKS

Amnesty International. *We Are All Born Free: The Universal Declaration of Human Rights in Pictures*.

Blumberg, R. *Bloomers*. (Women's Rights)

Bougen, John. *My Dream: Listen to the Children*.

Fox, Mem. *Whoever You Are*.

Shoveller, Herb. *Ryan and Jimmy and the Well in Africa that Brought Them Together*.

Smith, David. J. *If the World Were a Village: A Book About the World's People*.

Strauss, Rochelle. *One Well: The Story of Water on Earth*.

RESOURCES

Unicef/The United Nations Children's Fund . *A Life Like Mine: How Children Live Around the World*.

Unicef/The United Nations Children's Fund. *Children Just Like Me: A Unique Celebration of Children Around the World*.

Pastan, Amy. *Gandhi: A Photographic Story of a Life*. (Biography)

Ellis, Deborah. *The Breadwinner*.

OTHER RESOURCES

PICTURE BOOKS

Burns Knight, Margy and Melnicove, Mark. *Africa is Not a Country*.

Baylor, Byrd. *The Table Where Rich People Sit*.

Brocklehurst, Ruth. *Usborne Children's Picture Atlas*.

A Global Issues Planning Framework for Junior and Intermediate Teachers

Cronin, Doreen. *Click, Clack, Moo: Cows That Type* (Social Action)

McGuffee, M. *The Day the Earth Stood Silent* (Persisting with social change)

Smith, Rod. *The Long Road*. Terry Fox Story.

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RESOURCES

Being Active Citizens

Global Citizenship Series. Susan Watson – Saunders Book Company:

Improving the Quality of Life

Living Sustainably

Making Global Connections

Protecting Global Environments

Respecting Cultural Differences

Understanding Human Rights

Valuing World Heritage

REFUGEES RESOURCES

PICTURE BOOKS

Hebers, Marie Francie. *Where in the World*.

Khan, Rukhsana. *The Roses in My Carpets*.

Mochizuki, K. *Passage to Freedom: The Sugihara Story*. (Jewish refugees in Japan)

NOVELS

Asgedom, Mawi. *Of Beetles and Angels: A Boy's Remarkable Journey From a Refugee Camp to Harvard*.

Ellis, Deborah. *Mud City*.

Ellis, Deborah. *Parvana's Journey*.

SLAVERY/BLACK HISTORY RESOURCES

PICTURE BOOKS

Coles, Robert. *The Story of Ruby Bridges*.

Levine, Ellen. *Henry's Freedom Box: A True Story from the Underground Railroad*.

Miller, W. *The Bus Ride*.

Wright. *Journey to Freedom*.

Zeldis McDonough, Yona. *Peaceful Protest: The Life of Nelson Mandela*.

NOVELS

Lester. *From Slave Ship to Freedom*.

Parks, Rosa with Hasking Jim. *Rosa Parks: My Story*.

Ringgold, F. *If a Bus Could Talk: The Story of Rosa Parks*,

Shange. *Whitewash*. (Racial violence)

Wilson, Camilla. *Rosa Parks: From the Back of the Bus to the Front of a Movement*.

RESOURCES

Brown, Laaren and Hort, Lenny. *Nelson Mandela: A Photographic Story of a Life*. Biography.

Pastan, Amy. *Martin Luther King, Jr.: A Photographic Story of a Life*. Biography.

WAR RESOURCES

NOVELS

Beah, Ismael. *Long Way Gone: Memoirs of a Boy Soldier*.

Ellis, Deborah. *Three Wishes: Palestinian and Israeli Children Speak*.

PICTURE BOOKS

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*.

Powell, Tina. *If You Could See What I See: Works of Art from the Hearts of Canada's Smallest Citizens*.

A Tribute to 9/11.

Scholes, Katherine. *Peace Begins With You*.

TEACHER RESOURCES

CHF: Partners in Rural Development. *Global Education Program*. <http://chf-partners.ca>

Griffin-Wiesner, Jennifer and Maser, Chris. *Teaching Kids to Change the World: Lessons to Inspire Social Responsibility for Grades 6-12*.

A Global Issues Planning Framework for Junior and Intermediate Teachers

Hoose. *It's Our World, Too!: Young People Who Are Making a Difference.*

Kielburger, Craig. *Free the Children: A Young Man Fights Against Child Labour and Proves That Children Can Change the World.*

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Kielburger, Craig and Kielburger, Marc. *Me to We: Finding Meaning in a Material World.*

Lewis, Barbara, A. *Service Learning for Youth Empowerment and Social Change (Claus and Ogden) The Kid's Guide to Social Action.*

Lewis, Barbara, A. *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference.*

Lewis, Barbara, A. *The Teen Guide to Global Action: How to Connect with Others (Near and Far) to Create Social Change.*

DVD RESOURCES

Communities: Around the World, Around the Corner. Learn about communities in Canada, Tanzania, Nicaragua, India – World Vision

God Grew Tired of Us. Documentary of the 'Lost Boys' of Sudan

It Takes a Child: Craig Kielburger's Story. Child labour

Jambo Kenya! Canadian youth volunteer trip to Kenya - inspirational/leadership

Move Your World: Three Canadian Teens See the Real Face of AIDS. HIV/AIDS

Of Hopscotch and Little Girls. National Film Board of Canada – 6 stories of 6 girls and their various experiences around the world

Paperclips. Documentary of a Grade 8 Holocaust Project

The Boys of Baraka. Documentary of American troubled youth spending time in Africa

ONLINE RESOURCES

*Each website offers a variety of information on various social issues, as well as educator resources (some can be printed or downloaded for free, others can be purchased).

<http://accessola.com/osla/bethechange>. Created by the Ontario School Library Association; resources and lesson ideas about social issues/global education.

<http://acdi-cida.gc.ca>. Students examine how to become active citizens in a local, national and global

context.

<http://chf-partners.ca>. Focus is on issues faced by rural poor in developing countries.

<http://child-soldiers.org>. Facts about child soldiers, recent developments/details about international standards on children in conflict.)

<http://freethechildren.com>. Children helping children through education; activities, volunteer opportunities, fundraisers.

<http://getloud.ca>. War Child Canada; educator resources available about a variety of social issues.

<http://govolunteer.ca>. Students sign up for a volunteer initiative.

<http://guluwalk.com>. Focus in on worldwide movement for peace; ‘night commuter’ children of northern Uganda.

<http://righttoplay.com>. Teacher resource that can be ordered for free on-line; learn about children around the world through activities that promote play/sports.

<http://unicef.ca>. Teacher resources available about a wide variety of social issues; free downloadable activities; opportunities to purchase various kits to use in the classroom.

<http://worldvision.ca>. Teacher resources available online.

NOTES

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Lined area for notes.



global
education

2

Act and Discover -
A Human Rights
Storydrama

By Janice Gregg

Act and Discover - A Human Rights Storydrama

By Janice Gregg

CURRICULUM FOCUS

ABSTRACT

Act and Discover: A Human Rights Storydrama is a simulated drama, based loosely on Canadian residential schools, for students to examine the rights of the child.

It is intended for elementary students as it relates to the Ontario Curriculum.

The intent of this project is to examine one method of introducing a controversial issue to elementary students, and to observe their responses to the story, in terms of empathy and engagement.

TEAM

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Common Threads
Reflections On Practice Team Site

GRADES 3-6

Drama and Social Studies

DIMENSIONS OF GLOBAL UNDERSTANDING

Conventions on the Rights of the Child, UNICEF

4 Dimensions of Global Education,
By Graham Pike and David Selby
(temporal, spatial, issues, and inner dimensions)

Elements of Design for a Global Perspective
Curriculum

RESEARCH

Ronald James, *Drama Developing*, 1986

Margit E. McGuire, Ph.D., *The Storypath*

Don Harrison, *Regardless of frontiers: Children's
Rights and global learning*, 2008

RESEARCH QUESTION

How can global issues be introduced to elementary students through drama?

Global education in elementary school should begin with a set of pedagogical practices that support global education philosophy. To this end, students would be taught skills to practice positive conflict resolution and to share knowledge, rather than engage in competitive learning.

An experientially based learning model that has students link to others in their community and globally can foster a more profound understanding of inclusion and democratic justice.

Introducing controversy or social issues into the curriculum can be challenging. Educators may prefer to avoid the disapproval of some parents and administrators who believe that children should be protected from the problems of the world for as long as possible. However, evading controversial issues restricts a student's opportunity to examine and understand difficult situations in a safe and caring environment.

Children can only interpret a story from their stage of development and from their own background knowledge. Therefore, using a problem-solving model where cause and effect are examined allows children the freedom to bring their personal interpretation to an event.

Are primary students able to consider controversial issues? Nancy Carlsson-Paige and Linda Lantieri

in "Educating Citizens for Global Awareness" (2005) explain Piaget's model of child development and how it relates to global awareness.

They note that children six- to eight-years-old can think logically and relate ideas. The authors maintain that children think about the feelings and intentions of others, cooperate, follow rules, and are able to understand another person's point-of-view in a concrete, immediate context.

Brophy and VanSledright (1997) state, "for young learners, historical events result from the actions and intentions of individuals rather than economic, social, and political institutions" (p6).

With this in mind, this project focuses on the actions and intentions of the characters. Using a variety of drama techniques, students take on the roles of characters with different perspectives.

Students are introduced to different types of schools before exploring the residential school system in Canada over the last century. Students learn about the topic through mimed actions that accompany the teacher's narration, as well as through role playing and dramatic simulation.

In a master's thesis, L. Shillingford details the belief of Dorothy Heathcote, a senior lecturer in drama in education at the University of Newcastle-upon-Tyne, that drama is about our ability to identify universal truths and that child-centered drama allows children to be able to examine, through an anthropological viewpoint, the potential for evil to turn to good.

RESEARCH INTO PRACTICE

2

This storydrama, Act and Discover, evolved from several initiatives. Firstly, I try to make it a general practice to incorporate global education into the curriculum. Secondly, each September, I introduce drama exercises from a small booklet entitled Developing Drama. This source provides scenes for the teacher to read aloud while the students act them out.

All the scripts are written with action verbs. The experience is non-threatening and students are engaged, enthusiastic, and uninhibited.

My goal was to use this effective format to introduce a meaningful subject that meets global education criteria.

Don Harrison supports this aim in *Regardless of frontiers: Children's rights and global learning*.

He writes,

“Imaginative identification enriches fact-based learning about issues of change and community politics ... Role-plays can help pupils to enter the daily realities of the lives of the children they are trying to help [or understand]”
(p53).

Thirdly, choosing residential schools, as a controversial issue, was inspired by the first ETFO Global Education Meeting in May 2007. I initially

considered apartheid in South Africa, but the Canadian residential schools story is ours.

It has relevance and profile for Ontario students given that it is frequently discussed in the media.

The story of Canadian residential schools reflects the impact of exploitation and colonization on indigenous peoples around the globe, and the negation of human rights.

It encompasses not only the issues dimension (examining a controversial issue within society), but also the temporal dimension (examining an issue in the past, present and future) of Pike and Selby's framework for global education.

Although this storydrama is primarily historical, it concludes by incorporating the 2008 Canadian government apology and the creation of the Truth and Reconciliation Commission. Examining the Attawapiskat School Fight forms a culminating activity that shows students taking action over a current human rights issue.

By using drama to explore this topic, students enter the 'heart dimension' as defined in *Elements of Design for a Global Perspective Curriculum*. Dorothy Heathcote notes, "Drama is about man's ability to identify...and to stand in the shoes of "An Other" (1998, p11).

In dramatizing the story of residential schools, primary students experience the perspectives

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of Aboriginal children, parents and official representatives of the Canadian government.

On the two occasions when students wrote reflective journals, they thought about the fear of the children, and tried to justify the actions of the adults.

Interestingly, there were students who supported the beliefs on both sides of the issue.

Does this mean that the true story of exploitation and abuse is not clearly portrayed for the 8-year-old, or does this mean the perspectives of both sides were addressed?

As an educator, this was my query for personal reflection.

Hicks and Holden in *Teaching the Global Dimension* state that:

“Research has shown that stories are a powerful way of enabling young children to engage with abstract and complex issues (Egan, 1989). Stories, particularly if they focus on family life and children who are of a similar age to those in the class, can present complex issues in a straightforward (but not simplistic) way” (p174).

I read *Shingwauk’s Vision, A History of Native Residential Schools* and created most of my story from his accounts.

He portrays a disturbing pattern of abuse of power and cultural dominance, as well as the loss of

identity, language, and culture throughout the Canadian schools.

I edited the issues and root causes for students between the ages seven to nine, and these were discussed affectedly, not critically, and experienced through dramatic interpretation.

I was fortunate to have three First Nations women critique the Storydrama. There was a concern that since young children cannot be told brutal, truthful details, the story of residential schools in Canada would be trivialized and even romanticized.

It was suggested that this topic should only be introduced at a late junior/intermediate stage of student development.

When checking with grade 6 teachers at my school (all non-Aboriginal), I learned that one teacher never discusses the subject, another speaks about it only briefly when it surfaces in the news, as part of a media literacy discussion, and a third teacher is uncomfortable with the unit on Aboriginal Studies as she feels uncertain of her facts.

This reflects the dilemma of teaching controversial issues in the classroom.

Ontario Curriculum is mapped so that concepts gradually evolve throughout the elementary panel. It is possible that this resource on residential schools could introduce the controversy to students at an early age, and other resources could take them deeper into the discussion at a later stage.

However, in order to handle this sensitive topic, non-Aboriginals need support.

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Act and Discover - A Human Rights Storydrama

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I question myself as an outsider and educator. Do I know this issue well enough to tell it? Have I had enough time and scope to thoroughly research it within the dimensions of this ETFO project, or is being an outsider an advantage as I have no special interest?

When I reflect on my overall goal, I want my primary students to discover an important, actual, unfolding story. I'm encouraging them to be empathetic and fully engaged.

Certainly the students were extremely enthusiastic in undertaking the project. Typical comments after Act One were "That was great!" "I hope the play isn't over yet."

A group of students (of their own volition) restaged the play (with props) at indoor recess. I was told about children who were re-playing the story at home. Sure enough, by the second and third acts a transformation occurred.

Act Three stimulated the most interesting conversations. Asking students to identify types of severe punishment that the Aboriginal children would have experienced resulted in varied responses.

Initially, I was concerned about asking for examples because such talk (and possible revelations) could lead to involving the Children's Aid Society. However, suggestions for discipline ranged from grounding and time-out to not being allowed to go home for the summer. One girl told about her father receiving the strap when he was at school.

The most unsettling responses came from two Afghan boys who had not previously talked much about their lives. In the past, questions and prompts failed to trigger their stories.

However, for the first time, they became animated and shared their past with the class.

One boy told, "I was hit on the back of my hand, not the front, because it hurts harder on the back. In Afghanistan, the teachers are very strict."

The other boy told about being hit by a motorcycle, which raced off and left him bleeding on the ground. He showed his scar. They reported stories of terrorists coming into the school, and of fathers who never had schooling.

By the time Act Three was finished, one student wondered if the Aboriginal children in residential schools were slaves. The truth about the institutions was beginning to be revealed from the insight of these eight-year-old children.

About one month after this storydrama, a student presented a project on his family heritage. He mentioned that his grandmother was Métis, a fact he had not brought up during the residential school drama.

During the presentation, his primary connection to his Native heritage appeared to be a few symbolic artifacts, and his health benefits card. However, when asked questions by the students, he used parts of the story from the drama experience to fill in the blanks. The classroom drama exercise seemed to echo part of his family story. Again, this raises serious questions about loss of identity, and the

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creation of identity. Given these types of possible class responses, sensitivity on the part of the teacher is critical.

The reflections from the students during this pilot project confirm the necessity of a secure, sensitive and globally-thinking classroom. Students must have developed skills to face conflict, controversy and troubling events.

The classroom must be rights-based and as H.J. Robertson concludes, “When children learn about their own rights, they become more sensitive to and supportive of the rights of others” (p4).

Over the past two years, many have queried why I want to teach young children about such a difficult topic.

Colleagues have suggested I have students act out legends or learn about Aboriginal celebrations instead. As an educator, I did reflect on the appropriateness of bringing challenging topics to young children.

My hope is to expose students to the fact that there are other voices beyond that of the mainstream, and other approaches than those included in traditional textbooks. I reject sentimentalizing history.

Finally, I finish this project with many unresolved questions. Should this story be located in a specific culture? Since I live in the region of the Anishnaabe, should the story be told from this tradition?

Or, since I am non-Aboriginal and my purpose is to tell a human rights story, is it appropriate that I

create the story out of many traditions?

The photographs and video clips that accompany the storydrama are collected from the web. Many are used repeatedly in the media.

In my reading, I discovered this question: “Are the photographs and video clips *confided*, which means do children have a say in what is presented to the world?”

Critical challenges create dissonance and residential schools in Canada are considered an ethnocide and genocide with intergenerational consequences. It remains very much unresolved and painful.

Should it be a topic for today’s classroom? Does ignoring it only serve to prolong serious problems?

As I state above, the decision to use this particular storydrama was personal, and based to a degree on my values and relationship with the students.

Using drama to teach controversial issues through story worked remarkably well in my classroom.

It gave students an opportunity to relate their own lives to the lives of others in an active and meaningful way. This is the first step to becoming global citizens.

It is up to the reader to decide whether or not bringing this particular story to the classroom in some way helps serve those who lived through the horror of the residential schooling system in Canada. For my part, I can confirm that bringing this project to my classroom proved a revelation to students on many levels.

2

CURRICULUM SAMPLES

2



<http://data2.collectionscanada.gc.ca>

INTRODUCING THE UNIT

Groups of 4 students gather around a large sheet of paper and brainstorm on the topic, “What is school?” Use the “Placemat Strategy” (*Beyond Monet*, Barrie Bennet, 2001), followed by whole group sharing.

Watch videos from a variety of ‘You Tube’ videos on schools from different places.

<http://youtube.com/watch?v=HG4c3B-xWPo>

http://youtube.com/watch?v=mPMwu3Tt_Uc

<http://youtube.com/watch?v=BJn341KzIKc>

<http://youtube.com/watch?v=lpc-jGZkbAk>

http://youtube.com/watch?v=0pQNua_5Quc

http://youtube.com/watch?v=dN9mWnh6_Q0

The DVD “Going to School in India,” a series showing different school settings and practices, is recommended. Follow-up discussion of similarities and differences. What are the rights and responsibilities of all children as they go to school?

SCHOOL AND RIGHTS OF THE CHILD SIMULATION

As the teacher reads the story, the children act.

The teacher is encouraged to heighten tension, slow pace, or pause for reflection to lead children to significant moments of insight and understanding.

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KEY:

”FREEZE AND SNAP”

SIGNALS FOR THE STUDENTS TO FREEZE, IMAGINE A PHOTO IS BEING TAKEN AND BE PREPARED TO REFLECT ON THE SITUATION OR TO MOVE TO A NEW SCENE.

“TIR – TEACHER IN ROLE”

TEACHERS PERFORM A CHARACTER FROM STORY. USE A PROP THAT SHOWS YOU HAVE MOVED INTO THE ROLE (E.G. RULER, FEATHER, HAT).

“BACKGROUND INFORMATION”

GENERAL INTRODUCTION TO ACCOMPANY THE DRAMA.

BACKGROUND INFORMATION :

When European settlers came to North America, there were many First Nation communities who lived differently from the way we live today.

The Inuit of the north were fishers and sealers, the Huron and Iroquois were agriculturalists, and the Cree and Dene were hunters and gatherers. Yet, these different groups held similar cultural traditions and practices.

ACT ONE

INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
<p><i>CHARACTERS:</i></p> <p>Divide students into adults (men and women) and children (boys and girls). Create families of 3-4</p>		<p>The story created for this simulation is fictitious. It blends stories from various sources to demonstrate and generalize the education of young people in a First Nation community.</p>

ACT ONE		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
<p>Secretly assign one adult character to be KOKOKO*. Tell this person you will give him/her a signal when to leave the group.</p> <p>Establish the location in the classroom for sleeping tents for each family and for the communal fire pit.</p> <p>*KOKOKO maybe a different word. In Ojibway, it means ghost.</p>	<p>SIMULATION ACT 1: NARRATED</p> <p>Let’s pretend it is the early 20th century and we will act out an imaginary First Nations community and show how children were educated. We will begin the story by going to sleep. The sun begins to rise. The women get up and leave the cabin. They build a fire, put grains and berries into a pot; stir the pot until the cereal is cooked.</p> <p>Girls get up and find their dolls. They sit around an imaginary fire and pretend to make breakfast, imitating their mothers.</p> <p>Boys rise and get their bow and arrows. They begin to play a hunting game. One boy throws a hoop made of twigs and the others try to hit it with their bow and arrows. Fathers arise and join the mothers around the fire.</p>	<p>KOKOKO is an owl spirit.</p> <p>The Assininboine boys played ‘Shuka-ka-pin’ (mimicking the dog).</p> <p>The Raven often explained situations to the Haida youth.</p> <p>The Plains Cree played the game ‘Chee-chee-pin-cho-wans’ (bow and arrows with moving hoop made of twigs).</p> <p>Aboriginal education occurred by listening, looking, and learning. Children modeled their parents when playing, practicing skills through games and active involvement (learn by doing) imitation.</p> <p>They were taught lessons through stories linked to problems during the day. Spiritual teaching and education were intertwined. Discipline also included positive reinforcement and ridicule with humour.</p> <p>Ring-on-a-String originated with the Bella Coola People in the West Coast of Canada. (Re-named Bone-on-a-String for this drama.)</p>

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ACT ONE		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>The boys hit the hoop with their arrows, the parents cheer.</p> <p>Mothers call everyone to the fire, everyone sits around the fire, and mothers serve everyone their breakfast.</p> <p>Fathers head out together to hunt deer and rabbits using their bow and arrows.</p> <p>Boys pretend to hunt with their bow and arrows.</p> <p>Mothers pick berries, hoe and weed their garden, pick vegetables.</p> <p>Girls copy their mothers. Girls present their mothers with a basket full of berries, mothers cheer!</p> <p>Boys begin playing the hunting game with the hoop.</p> <p>The men catch a deer, they tie its legs to a pole, carry it home.</p> <p>Parents show children how to do various tasks.</p>	

ACT ONE		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Children run around fathers, singing and dancing as they return to the community.</p> <p>Men and children sit around the fire to watch the women.</p> <p>The women cut the deer meat into pieces, hang it on a line near the fire pit to dry.</p> <p>Mothers begin to prepare the vegetables for the celebration of the hunt.</p> <p>Girls help their mothers and pretend to prepare vegetables.</p> <p>Men sit around fire to rest and talk about the day.</p> <p>Boys sneak away to the river, they smear clay all over their faces, arms and legs, and they race back into camp barking like dogs, they steal meat.</p>	

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ACT ONE		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Mothers and fathers and girls act surprised, they shout “Who are they? They must be dogs, get away dogs.”</p> <p>The boys run to the river with the stolen meat.</p> <p>The mothers and girls go back to their jobs.</p> <p>The men return to the fire.</p> <p>The boys light a fire, barbecue meat and have a secret feast.</p> <p>Girls get a long string, and put a bone carved into a ring onto the sting, they stand in a circle holding the string, one girl stands in the middle, the girls secretly pass the bone from hand to hand, trying to trick the girl in the centre, they make faces, wave, shout. The centre girl gets three chances to guess who is holding the bone.</p>	

ACT ONE		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Mothers call everyone to sit around the fire. We will celebrate the great hunt with a feast.</p> <p>Everyone sits around a big fire, the mothers hand out the food, everyone eats the food with their hands, everyone claps, girls dance around the fire, boys dance around the fire, and everyone cheers.</p> <p>TIR -Teacher in Role:</p> <p>Excuse me, great people of the hunt, as your elder of this clan, I want to tell you a story. Come sit around and hear the tales of our ancestors.</p> <p>Once there was a family of ravens and in the land there was a drought.</p> <p>The ravens had little food, they would hunt day and night, and they were getting weaker by the day.</p> <p>Until one day the strong hunter raven saw a rabbit.</p>	

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ACT ONE		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Strategically, he circled the rabbit, followed its path until the right moment, he attacked and brought home fresh meat for his flock of ravens. Before the rabbit could be shared amongst the flock, three young, greedy birds swooped down and stole the best part of the rabbit for themselves.</p> <p>Within minutes, the sun shone strongly and the drought sizzled the meat to a burnt crisp. The ravens went hungry for seven seasons.</p> <p>This is what happens when people play games that steal valuable food. This is what happens when food is taken from the clan.</p> <p>(Teacher looks at the boys in the circle.)</p> <p>Boys sit quietly, ashamed of their trick. Everyone sits quietly with their heads down.</p> <p>Slowly, the girls get up and move around the</p>	

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ACT ONE		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>fire they begin to stamp their feet, clap their hands, make sounds, and move quickly around the fire.</p> <p>{Teacher signals KOKOKO to leave the group.}</p> <p>The girls begin to laugh, shout, and make jeering noises.</p> <p>KOKOKO, an owl spirit, leaps into the circle crying KOKOKO, flapping arms, jumping up and down. Adults chant KOKOKO has come because the children are too noisy.</p> <p>Children are frightened, they run back to their hut, they go to bed lying perfectly still.</p> <p>FREEZE AND SNAP</p> <p>(Refer to reflective questions)</p>	
<p><i>REFLECTION:</i></p> <ol style="list-style-type: none"> 1. What did the boys and girls learn? 2. How were these lessons taught? 3. What did they learn about their future role as members of their community? 4. How were the boys disciplined? 		

ACT TWO



Old Museum 'Indian Trader' exhibit

BACKGROUND INFORMATION:

When the French and British came to North America, the First Nations people were helpful in catching animals for the fur trade with Europe. They helped the settlers fight against the Americans in the war of 1812.

More and more British and French citizens crossed the Atlantic and settled in Upper and Lower Canada. Missionaries from Europe brought their religion to the new land and established schools.

The Canadian government wanted native people assimilated into the new Euro-Canadian society. Aboriginal cultures were to be eliminated as Europeans colonized the country. The churches wanted to spread Christianity.

Together, the government of Canada and the Christian churches organized residential schools for aboriginal children to attend. This practice began in 1620 and the last school closed in 1996.

In 1920, the Canadian government made it a law that all students between the ages of seven and 15 must attend residential school away from their communities. Some native families wanted their children to go to school to learn how to read and to write, but most were not happy with the way the schools were run and missed having their children at home with them.

In some Aboriginal Communities, The Royal Canadian Mounted Police were brought in to enforce student attendance and in others, "Indian Agents", would go to the Aboriginal Communities to pick up the children and take them to the residential school.

ACT TWO		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
<p><i>CHARACTERS:</i> Teacher assigns students to be RCMP officers with horses, parents and young children.</p>		
<p>Establish locations in classroom for family cabins and a corral away from the cabins.</p>	<p>SIMULATION ACT 2: NARRATED</p> <p>The families are sleeping in their homes.</p> <p>The RCMP officers, who represent the Canadian government, arrive on horseback and surround the village.</p> <p>The families are huddled together, they are frightened.</p> <p>RCMP get off their horses and go to the first house. They ask the parents “Are your children ready to go to school to learn how to read and write English or French? Are your children ready to get an education so they can live a good life in this new country of Canada?”</p>	

ACT TWO		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>The mother and father huddle together to decide their answer. The children are crying in the corner of the cabin. The father answers YES or NO.</p> <p>If he says ‘YES’:</p> <p>The children gather up a few clothes and one special object into a sack. They stand tall and try to be brave, they hug their parents, say good bye.</p> <p>The children follow the officers to a large fenced-in corral outside the village, they wait quietly and bravely.</p> <p>If the father says ‘NO’:</p> <p>The officers step around the parents, take the children by the arm.</p> <p>Mothers are crying. Fathers are arguing.</p> <p>The RCMP drag the children forcefully to the corral, they tie the children to the fence.</p>	

ACT TWO		
INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>The children are wailing, they struggle but cannot get free from the ropes.</p> <p>The mother gathers their clothes and one special object into a sack, she sneaks to the corral to give her children the sack, she hugs her children, she runs back to the homes.</p> <p>The RCMP officers go to each house until all children are collected. (The drama above is repeated.)</p> <p>The mothers and fathers are standing, watching near the fire.</p> <p>Once all children have been collected, the officers inform the children, “You will no longer be called your Aboriginal name, you are now going to be called an English Biblical name, (i.e., Matthew, John, Sarah...)”, pointing at each child.</p> <p>Change your clothes; you must wear these shirts, pants, belts, dresses with hats like children from Europe.</p>	

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ACT TWO

INSTRUCTIONS ACT ONE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Put on these rubber boots. You will be more successful as a Canadian if you leave your old life behind.</p> <p>The RCMP tosses the Aboriginal clothes into the field.</p> <p>Three children are put onto the back of each horse, buggy, or trailer. The RCMP officers grab the sacks and toss them into the field.</p> <p>Parents cluster together, they are very sad, some are crying. They wave goodbye and shout special words to their children.</p> <p>The RCMP and children ride for half a day until they reach their new school.</p> <p>The parents sit around the campfire and tell stories of their children. Some parents plan how to rescue their children.</p>	
	FREEZE AND SNAP	

Act and Discover - A Human Rights Storydrama

ACT TWO

INSTRUCTIONS
ACT ONE

STORY SIMULATION

BACKGROUND INFORMATION

REFLECTION:

Town Hall Meeting:

Students stay in role, they are divided up into three groups: Families who want their children to go to a residential school, families who do not want them to attend the schools, and the RCMP.

Organize students to sit with their group in a U-shape format with the RCMP in the middle. The teacher acts as the Chief or moderator. Encourage each group to express their feelings about what just happened.

Encourage them to defend the decision and actions they took during the simulation. Encourage them to express their opinions on the rights of each group. Revisit the Rights of the Child (Posters from Plan International, UNICEF, Save the Children, or websites).

Students identify what rights were upheld in Act 2.

What rights were ignored or denied?

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ACT THREE

Begin this session with a short improvisation allowing students to predict what residential schools were like.

Divide the class into three groups, assign one teacher per group. They will create a two-minute improvisation on a day at a residential school.

INTRODUCTION:

What are residential schools?

Introduce using photos:

http://afn.ca/residentialschools/images/irs_photos/ab/073_stpeters_pickpotatoes_anglican.jpg

http://afn.ca/residentialschools/images/irs_photos/ab/015_oldsunlaundry_anglican.jpg

http://afn.ca/residentialschools/images/irs_photos/ab/038_stcypriansboys_anglican.jpg

http://afn.ca/residentialschools/images/irs_photos/mb/1965_uc_calendar_norwayhouse.jpg

http://afn.ca/residentialschools/images/irs_photos/mb/mb1960girls_hygiene.jpg

http://afn.ca/residentialschools/images/irs_photos/on/dormitory.jpg

http://afn.ca/residentialschools/images/irs_photos/mb/mb1960nuns_recreation.jpg

http://afn.ca/residentialschools/images/irs_photos/on/027_bishophorden_anglican.jpg

BACKGROUND INFORMATION:

Students were taken to residential schools because the Euro-Canadian government believed they could learn how to speak English. It was a way to remove the “Indian” from the child and to become assimilated into the European way of life and society by removing them from their families and communities.

Some children returned home for summer holidays, but there were some who never went home for their entire school life.

Residential schools were places where children were denied their culture for assimilation purposes under the pretence of education.

ACT THREE		
INSTRUCTIONS ACT THREE	STORY SIMULATION	BACKGROUND INFORMATION
<p><i>CHARACTERS:</i> Students play themselves</p>		
<p>Establish the location in the classroom for the sleeping quarters, the barn, the kitchen, the school and playground.</p> <p>The students are asked to determine the punishment the children would receive for breaking rules.</p> <p>This allows students to manage the parts of the story that may be disturbing.</p> <p>Their suggestions will reflect their own experiences.</p> <p>Teachers may choose to support an answer or re-direct the student's thinking.</p>	<p>SIMULATION ACT 3: NARRATED</p> <p>All children are sleeping in bunks lined up in a row; boys are in one building and the girls in another building. In the morning, everyone gets up at six o'clock and no talking!</p> <p>Everyone take turns going into the bathroom: fill your basin full of water, take it to your bedside, wash your face and hands, take the basin back to the bathroom, empty it, clean it out, go back to the bedroom, put the basin under the bed, make your bed, get dressed.</p> <p>Stand in a straight line in perfect silence, boys in one line and girls in another.</p> <p>If you're caught speaking one word, you are punished.</p>	<p>The government of Canada's desire to assimilate the First Nations people did not necessarily come with sufficient funding. Lack of funding meant that unqualified teachers were hired.</p> <p>The curriculum for residential schools was limited compared to curriculum for Euro Canadians and Native students rarely progressed beyond grade 8 in literacy and numeracy. Only 1-2 hours were set aside for school (reading, writing, math, etc.).</p> <p>Conditions within the school were lacking.</p> <p>There was often not enough food or warm clothing for the children. Students were expected to learn trade skills and became a source of slave labour.</p> <p>The education was left entirely to the different religious affiliations until 1920. Although, this date differs from region to region.</p> <p>There was a pious belief amongst the missionaries that they were giving their life to the cause.</p>

ACT THREE		
INSTRUCTIONS ACT THREE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Boys go to the barn to do chores: feed hay to the cattle, milk a cow, shovel manure out of the horse's stall, carry wood from the wood pile to the house, sweep the walks.</p> <p>Boys begin to talk to each other in their native languages.</p> <p>FREEZE AND SNAP</p>	<p>Corporal punishment was common amongst all schools during this time. Aboriginal students experienced physical, sexual and emotional abuse (intense loneliness from their families).</p> <p>In 1991 the churches of Canada started the process of apologizing to First Nations People for their role in the Residential school system.</p> <p>In 2008 the Canadian government apologized and has provided funding for the victims of this historical mistake.</p>
<p><i>REFLECTION:</i></p> <ol style="list-style-type: none"> 1. Why did the boys get into trouble for speaking their first language? 2. Since the government of Canada wanted the native people to become assimilated, children could only speak English at school. They were severely punished if they broke this rule. What kind of punishment do you think they received? How do you feel about that? 		
	<p>Girls get breakfast ready for everyone: they light the fires in the wood stove, cook porridge, set the table, and serve the food.</p> <p>At 7 o'clock everyone sits down to the table: they put their hands together to pray, eat breakfast, pray again, and sing from a hymn book.</p>	

ACT THREE		
INSTRUCTIONS ACT THREE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Boys and girls line up separately and silently, go outside and play for 15 minutes.</p> <p>Boys play with bats and balls.</p> <p>Girls knit, play with dolls. Boys and girls line up.</p> <p>Students go to school for the morning only.</p> <p>They sit in rows, wait for the teacher’s instructions, they copy from the board.</p> <p>School dismisses at 11:45.</p> <p>Girls go to the kitchen: they light the fires in the wood stove, prepare the food, set the table and serve the lunch, sit at the table.</p> <p>Boys sit at the table, they all put their hands together to pray, everyone eats, everyone prays.</p> <p>Girls clear the table, do the dishes. Some girls steal food and sneak it back to their bedrooms.</p>	

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ACT THREE		
INSTRUCTIONS ACT THREE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>They are caught.</p> <p>FREEZE AND SNAP</p>	
<p><i>REFLECTION:</i></p> <p>1. Sometimes there was not enough food served at each meal and they would steal food to share with the younger children who needed extra nourishment to grow. Stealing was not allowed and the children were punished. What kind of punishments would they experience? Explain how you would feel?</p>		
	<p>Boys go outside: they build a shed, nail shoes onto the horse's feet, and work in the fields bringing hay into the barns.</p> <p>Girls do the housework: scrubbing, sweeping, dusting, making beds, mend tears in shirts, iron the clothes, make bread, and churn the milk to make butter.</p> <p>At 4 o'clock there is play time. Boys play football. Girls go for a walk. Boys and girls line up separately ready for supper at 5:30.</p> <p>Girls go to the kitchen: they light the fires in the wood stove, prepare the food, set the table and serve the dinner, sit at the table.</p>	

ACT THREE		
INSTRUCTIONS ACT THREE	STORY SIMULATION	BACKGROUND INFORMATION
	<p>Boys sit at the table, they all put their hands together to pray, everyone eats, everyone prays.</p> <p>Girls clear the table, wash the dishes, dry them and puts them away. Boys do the evening chores in the barn: feed the animals, put straw in the stalls, milk the cows, feed the chickens.</p> <p>Everyone sits around for evening prayers. The children go to bed immediately after.</p> <p>FREEZE AND SNAP</p>	
<p><i>REFLECTION:</i></p> <ol style="list-style-type: none"> 1. What did the boys and girls learn at school? 2. How were these lessons taught at school? 3. How has this affected the children, their family, and their community? 4. How do teachers discipline the children? 5. Do you have any connections from your life or somewhere in the world today that you would like to share? 6. Comment on the rights of the teachers, parents, the government and the students? 7. How is your education the same or different? 8. How has this story affected your school life today? <p>Revisit the Rights of the Child (Posters from Plan International, UNICEF, Save the Children or websites). Students identify what rights were upheld in Act 2. What rights were ignored or denied?</p>		

ACT THREE

INSTRUCTIONS
ACT THREE

STORY SIMULATION

BACKGROUND
INFORMATION

CUMMULATIVE ACTIVITY:

Apology:

In June 2008, the Canadian government apologized to First Nations people for taking their children and forcing them into residential schools.

<http://youtube.com/watch?v=qAmUe17nUdY>

<http://youtube.com/watch?v=-ryC74bbrEE&feature=related>

http://dipity.com/timtube/YouTube_Videos_matching_query_residential_schools

<http://www.ainc-inac.gc.ca/ai/rqpi/apo/index-eng.asp>

Truth and Reconciliation Commission:

As part of the Indian Residential Schools Settlement Agreement former students from residential schools would have an opportunity to share their experiences in a safe way.

People would have a chance to tell their stories and they would be recorded as Canadian history.

Activity 1:

What should the Canadian Government do now? Write a letter to Prime Minister Harper suggesting how to solve this problem. If not a Truth and Reconciliation Commission then what else would work to bring peace between Aboriginal and non-Aboriginal Canadians. Include your thoughts about the 'Rights of the Aboriginal Child' in your letter.

Activity 2:

Watch the YouTube videos on the Attawapisklat School Fight. Compare this situation with your schools. What rights are being denied for these children? What can you do to support this First Nations community?

CURRICULUM SUPPORT MATERIALS

TEACHING UNITS ON ABORIGINAL STUDIES

2

Elementary Teachers' Federation of Ontario, Learning Circles, Curriculum Links for Grades 3 – 6
Prepared for the Elementary Teachers' Federation of Ontario in partnership with Indian Affairs and Northern Affairs Canada by: Jan Beaver, Stan Hallman-Chong, Jennifer Mitchell, Sara Oesch, Janice Orr.

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. Early Northwest Coast People Storypath: Students investigate the culture of early people of the Northwest Coast by constructing a village, creating the families, developing the community roles, and choosing a village leader. When traders and settlers arrive, the villagers must respond to a treaty.

<http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao20009.html>

To conclude the story, the villagers reaffirm their heritage by holding a First Salmon ceremony. Students build an understanding of the forces that threatened the Northwest Coast culture during the nineteenth century

CHILDREN'S BOOKS

The Rights Of A Child

Based on the Universal Declaration of the Rights of the Child, this full-colour, hardcover picture book presents in a simplified and attractive way the ten rights that children worldwide should enjoy, in all 11 official languages of South Africa. SOUTH AFRICA. KWELA BOOKS. 2004.

EDC/HRC (Volume V): *Exploring Children's Rights*

Nine short projects for primary level, by Rolf Gollob and Peter Krapf. Children should know what rights they have, but they should also learn how to appreciate and to use them. To achieve this, schools must allow for a wide range of learning experiences in children's rights education. Children understand and appreciate their rights by using them, both in school and in everyday life. To encourage children to do so, the challenge for the teacher is to create a setting that is governed by the spirit of democracy and human rights. 2007, ISBN 978-92-871-6089-8

Armstrong, Jeannette C., and Edwards, Kenneth Lee ill. (1984). *Neekna and Chemai*. Penticton, B.C.: Theytus Books.

Neekna and Chemai is the story of two young girls growing up in the Okanagan Valley of British

Act and Discover - A Human Rights Storydrama

Columbia before the arrival of Europeans. Their story tells the reader about how their people lived following the cycle of nature. Ages: 7-12

Bruchac, Joseph. (1996). *Children of the longhouse*. 1st ed. Dial Books for Young Readers. New York.

“Told from the alternating points of view of Native American Ohkwa’ri and his twin sister Otsi:stia, this historic novel shows a Mohawk village during the best of times: after the Great League of Peace is formed and before European settlers rob the tribe of its land.” Ages: 8-12

Bunting, Eve, and Toddy, Irving ill. (1995). *Cheyenne again*. Clarion Books. New York.

“The Indian in us must disappear, they say. It must be tamed.” In the late 1880s, ten-year-old Young Bull is sent to boarding school to learn the white man’s ways. Eve Bunting’s sensitive and poetic text recreates an experience shared by many Native American children in the late nineteenth and early twentieth centuries.” Ages: 6-9

Campbell, Nicola I., and LaFave, Kim. (2005). *Shi-shi-etko*. House of Anansi Press. Toronto.

The story begins during the four days prior to Shi-shi-etko’s departure for residential school and develops Shi-shi-etko’s close relationship with her family, as well as with the natural surroundings that constitute her home. Ages: 4-7

Loyie, Oskiniko Larry, Brissenden, Connie, and Holmlund, Heather D. ill. (2002). *As long as the rivers flow*. Douglas & McIntyre. Toronto.

“As Long as the Rivers Flow is the story of Larry Loyie’s last summer before entering residential school. It is a time of learning and adventure. He cares for an abandoned baby owl and watches his grandmother make winter moccasins. He helps the family prepare for a hunting and gathering trip...” Ages: 10 and up

Noel, Michel, and Tanaka, Shelley. (2004). *Good for nothing*. Groundwood Books. Toronto.

“The year is 1959, and 15-year-old Nipishish is kicked out of residential school, told by the principal that he’s a good-for-nothing who, like all Indians, can look forward to a life of drunkenness, prison, and despair. Nipishish returns to the Métis reserve in northern Quebec where he was born, but feels even more isolated...” Ages: 12 and up

Santiago, Chiori, and Lowry, Judith ill. (1998). *Home to Medicine Mountain*. Children’s Book Press. San Francisco, California.

Home to Medicine Mountain is the story of two young brothers who are separated from their family and sent to live in a government-run Indian residential school in the 1930s — an experience shared by generations of Native American children throughout North America. Ages: 8-12

Sterling, Shirley. (1992). *My name is Seepeetza*. Douglas & McIntyre. Toronto.

Act and Discover - A Human Rights Storydrama

“Seepeetza, Tootie, McSpoot — those are the names her family call her. Martha Stone is the name she is called at the Indian residential school, where her world is governed by a forced denial of all that being Indian means to her. In diary form, this is a moving account of one of the most blatant expressions of racism in the history of North America.” Ages: 10 and up

Plain, Ferguson. (1992). *Little white cabin*. Pemmican Publications. Winnipeg.

2

“The stories, walks through the forest, and gifts an Elder shares with a young boy help the boy learn about his physical and spiritual world. This is a tender story of a boy’s friendship with an Elder and of the passing on of traditional knowledge. One-colour illustration by Ferguson Plain captures the simple eloquence of the story. Ojibwa terms are explained in a concluding glossary.” Ages: 8-11

Waboose, Jan Bourdeau, and Taylor, C. J. ill. (1999). *Firedancers*. Stoddart Kids. Toronto.1999.

“This wonderful book depicts the coming-of-age story of a young Ojibway girl. Fast One, as the grandmother calls her, is taken by her grandmother to dance on Smooth Rock Island. As the young girl and her grandmother dance by the fire, the spirits of the past join them in a dance that connects them to nature, to the girl’s grandfather and to generations of ancestors who have danced there before. The messages of continuity and intergenerational love are demonstrated in this heartwarming story.”

Ages: 5-9

WEBSITES

CBC News: Aboriginal Canadians Indian residential schools

Heidi Kuran, *Residential Schools and Abuse*, <http://niichro.com/womhealth/wohealth7.html>

Mcguire, Margit E. Ph.D., *The Storypath*, Seattle University, <http://facstaff.seattleu.edu/mm McGuire/web/storypath.html>

Métis and Inuit on-line resources and government programs and services.

The Aboriginal Canada Portal provides First Nations

UNICEF, The Convention on the Rights of the Child, <http://unicef.org/crc/> <http://cbc.ca/canada/story/2008/05/16/f-faqs-residential-schools.html>

<http://youtube.com> Attawapiskat School Fight Video, Posted Feb.25, 2008 by Brenda Bozlo <http://denegames.ca/teachers/index.html>. A great website that includes games, and the stories of elders, that help teach and prepare the Dene youth. Includes teacher resources <http://aboriginalcanada.gc.ca/acp/site.nsf/en-frames/ao04607.html>

FILM

Rabbit-Proof Fence, Directed by Phillip Noyce. With Everlyn Sampi, Tianna Sansbury, Laura Monaghan, 2002

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Link, Sylvia. (Fall 2003). *Hot talk: Controversial issues in the classroom*. Education Today. Toronto. Vol.15. Iss.3.

Littledyke, M. (1996). *Science Education for Environmental Awareness in a Postmodern World*. Environmental Education Research. Vol.2. No.2. pp197-214.

Littledyke, Michael. (September 2001). *Drama and primary science*. Paper presented at the British Educational Research Association Annual Conference. Leeds University.

McNaughton, Marie Jeanne. (May 2004). *Educational Drama in the Teaching of Education Sustainability*. Environmental Education Research. Vol.10. No.2.

Riley, John F. (January-February 1990). *Sociodrama: Group Problem Solving in Action*. Gifted Child Today (GCT). Vol.13 nl. pp28-30.

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WEB

Elements of Design for a Global Perspective Curriculum. <http://global-ed.org/curriculum-guide.doc>

NOTES



global education

3

Connecting Through The Web of Humanity: Educating for Global Understanding

By Alice Assor-Chandler

Connecting Through The Web of Humanity: Educating for Global Understanding

By Alice Assor-Chandler

CURRICULUM FOCUS

ABSTRACT

The Importance of Global Education

Globally, each person has the same needs: air to breathe; shelter and safety; food and water and a nurturer to tend to the “whole child,” to his or her social, emotional, physical, and intellectual needs, to help him or her reach the peak of creative development. Maslow called this the “hierarchy of needs,” and believed that once basic needs were met, individuals could develop their creativity and a sense of altruism for others.

Today, more than ever before, cultures are mixing, and decisions on one side of the globe affects life decisions on the other side. This curriculum has the potential to encourage student discussion about people from a variety of cultures including their own.

It is hoped that it promotes positive communication and increased awareness of Canada’s cultural mosaic.

Assuming that junior students can be assisted to understand and appreciate the concept of

diversity within the global village, how can this best be accomplished within the current Ontario curriculum using visual arts as a tool?

RATIONALE

If students are provided with fun and stimulating art activities, it will not only encourage them to want to learn in the Arts but also across the curriculum. Children need to learn to construct their own learning.

With guidance and acknowledgement, they can learn to ask themselves questions, analyse their thinking process, and problem-solve, thus becoming active learners instead of passive learners.

By providing ample hands-on activities, students’ learning will help them understand and make greater sense of their world, promoting curiosity, rather than fear of what is “different.”

For students, using the title “Learning About the World” makes the concept easier to understand than the term “global education.”

GRADE, SUBJECT, AND/OR LEVEL OF THE CURRICULUM

Grade 4 & 5 French As A Second Language (FSL)
(adaptable up to Grade 8)

Grade 6 & 7 French Immersion (adaptable up to
Grade 8)

Art, Music, IT, History, Geography

CURRICULUM CONNECTIONS

- Art (illustrations; visual mapping; drawing themselves; comic strip).
- Math, Geography, Social Studies (measurement and spatial awareness; 2-dimensional map of school).
- Language Arts (letters and illustrated booklets sent to students overseas, and storytelling about music and Christmas celebrations).

3

RESEARCH INTO PRACTICE

***Art Education for a Change: Contemporary Issues and the Visual Arts.* David Darts. *Art Education*, September 2006, pp6-12.**

- Vital connections exist between art, education, culture and society; art helps to develop thoughtful, creative, and engaged global citizens.
- Art can be made socially meaningful by focusing on concepts, problems, ideas, and social themes (not just materials, techniques, and objects).
- Conversations about contemporary social issues such as; bullying; power; poverty; and homelessness, can be used as the basis for multimedia artworks displayed within the school.
- Art can help create “an ethic of caring” to

transform individuals, their communities, and the world.

- Helping students understand the social power of art, commercial images (e.g.; running shoes, multinational corporations, child labour, sustainable environments, poverty, discrimination).

***In the Global Classroom - Global Education: Relevant Learning for the New Millennium.* Graham Pike and David Selby. 2000.**

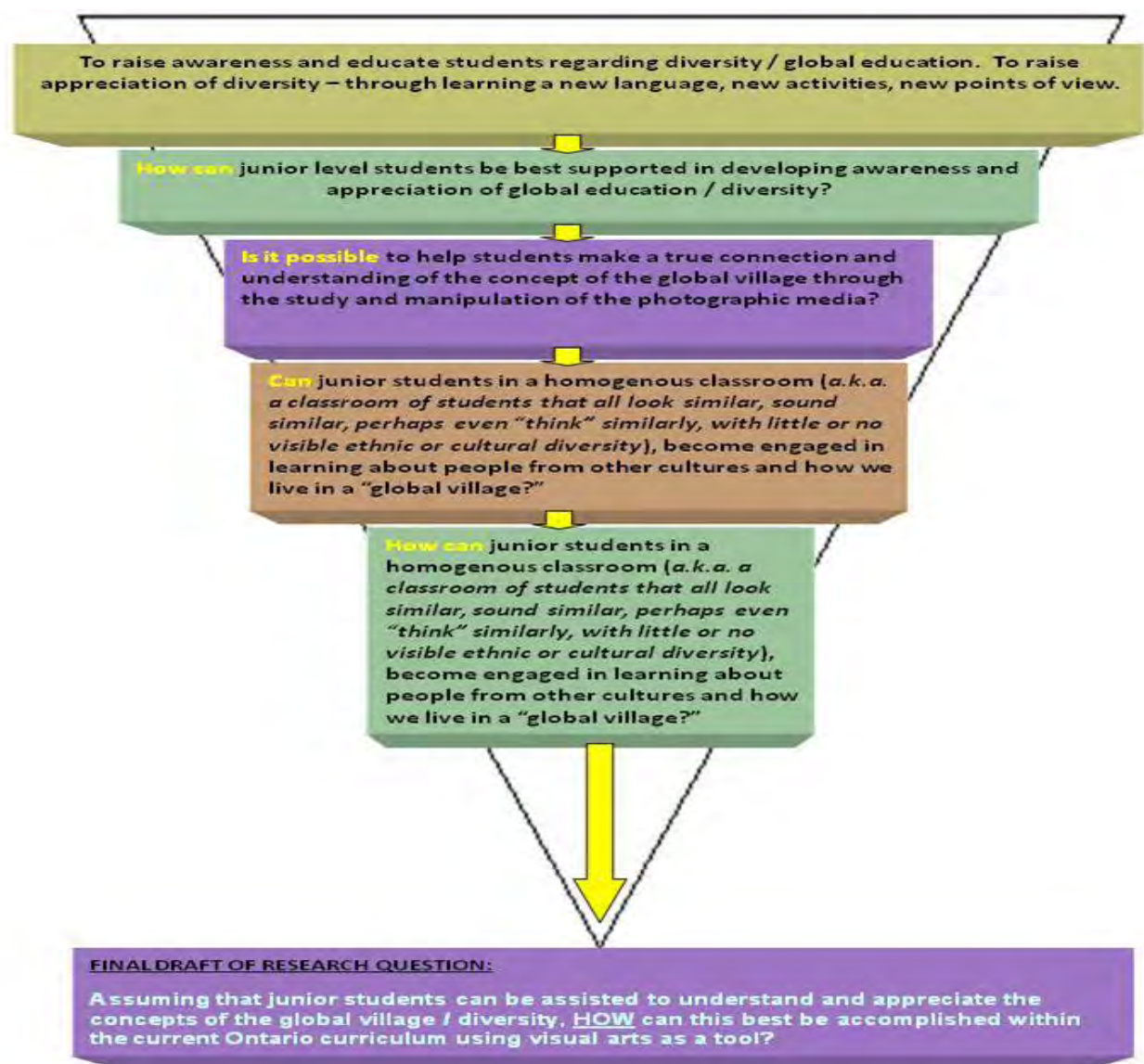
- Two important themes: world mindedness and child-centeredness.
- Studying the student in relation to other people/ things to which they are interconnected.
- Ability to understand diverse viewpoints and perspectives gives a richer understanding of oneself.

Connecting Through The Web of Humanity: Educating for Global Understanding

- Local perspective to global perspective; interconnections.
- Personal discovery (inner journey) and global discovery (outer journey) are important to constructive change, and allow personal fulfillment and social responsibility.
- Strategies include self-esteem building, cooperative/experiential exercises, role play, visualization techniques, as well as traditional approaches, to meet different learning modes.
- Learn about and enact cooperation, empathy, fairness, respect and peace (thinking + acting).

Developing My Global Education Research Question Through a Participatory Research Approach

3



Connecting Through The Web of Humanity: Educating for Global Understanding

WHAT IS GLOBAL EDUCATION?

Global Education teaches students about...

- interconnections between social justice, economic, environmental, and political issues;
- the connection between the world and its people;
- the connection between themselves and their culture, themselves and others, themselves and the world;
- human potential and equality across the globe;
- how to look at the world from different perspectives;
- how to develop a more informed understanding of justice, human rights, and responsibilities; and
- how to encourage environmental sustainability through conscious choices.

WHY TEACH GLOBAL EDUCATION?

Students learn...

- to be more tolerant, understanding, and accepting of others;
- about developing countries and how to discuss and represent development issues through language and art;
- to develop understanding of a variety of cultures; and
- to be more socially responsible.

WAYS TO INCORPORATE AND TEACH ABOUT GLOBAL EDUCATION IN THE CLASSROOM

Inclusive classroom environments with a global perspective:

- To encourage any type of learning, it helps to build a sense of “team” and “inclusivity” in the class. For example, you may wish to use “Tribes,” using the Four Agreements and playing games for classroom building, and/or the “School of Belonging.” This approach seems to be a good bridge to learn and accept each other and our differences (interest in and acceptance of the people in our immediate surroundings), before moving into a global perspective (interest and acceptance of other cultures in different parts of the world).

Images and perceptions of a world of diversity and intercultural understanding:

- Hand a world map; have a world globe.
- Make use of picture books or posters showing different ethnic heritages and cultures being studied; help to build school library resources in this area.
- Share music from around the world (World Vision resources).
- Make use of National Film Board films about the cultures being studied. These can be borrowed or downloaded free and show diversity in cultures and ways of living, and link to geographic areas.

Connecting Through The Web of Humanity: Educating for Global Understanding

Examples of global interconnections and interdependence:

- Compare daily life of students in Canada with daily life of students and children in other parts of the world. For example, use CDs from The Families of the World showing daily

Canadian International Development Agency (CIDA); research the country of origin of food in the grocery store or clothes.

Notions of fairness and social justice within the global context:

- Discussion of racism and other “-isms” (issues of “us” versus “them”).
- Develop a unit based on the UN Declaration of the Rights of the Child. All children have the right to education, the right to food, shelter, and safety. Education may be a right of every child, but for some, it is a luxury.

3

CURRICULUM SAMPLES

What is Visual Arts?

In my opinion:

“Everyone is an artist! Everyone can produce a piece of art and show it off!!”

Visual Art is a creation for others to look at, admire, and to appreciate. For example, a drawing, a painting, a sculpture or anything that is pleasing to the eye. Simply, a visual image is a form of communication to the rest of the world. Some students are visual learners, and this form gives them an opportunity to excel and succeed in various activities. Through praise and encouragement the continuous process of building their autonomy and self-confidence will be evident.

Art is part of our lives, whether through engaging in a small hobby, through advertising, or viewing the works of an internationally renowned artist. Art is an excellent way to learn about other cultures. Through storytelling, culture, music, and art, students will discuss and analyze the traditions, customs, and daily life in other cultures. In the end, students can experience, explore, and create their own art that will reflect a blend of their own culture and other cultures. In addition to developing their own abilities and to share meaning with classmates, it is a wonderful opportunity to send their masterpieces to students in other countries.

Art activities should be done in a safe, fun and secure environment, using a variety of art tools and materials. Art:

- evokes emotions and feeling;
- is a language of its own;
- communicates a different voice – layers of voice – like layers of colours;
- communicates from different levels; as students are both the audience and the artist;
- brings people together;
- is a doorway to understanding artists from other cultures;
- engages students and helps them to create meaning in ways different than text; and
- is an image “worth a thousand words.”

Sample Curriculum Ideas for Global Education Through Visual Arts

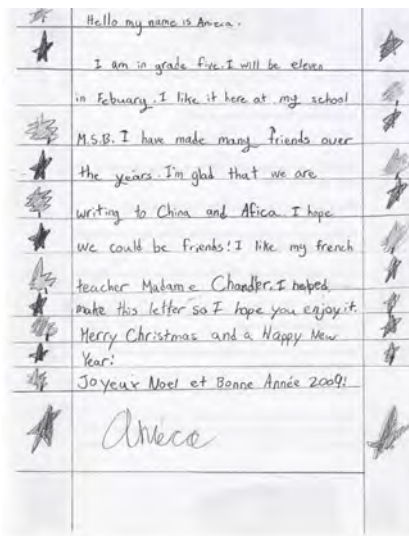
1. Letter writing with Music/Christmas Booklets with illustrations
2. Comic strips “One Day in the Life of...”
3. School plan “Your school, my school, their school”
4. Mapping “My Life Road”/“Ma Vie d’Ici et d’Hier”
5. Other means of expression (PowerPoint presentations of countries, colours, etc).

LESSON 1A: ILLUSTRATIONS - LETTER WRITING AND MUSIC/ CHRISTMAS BOOKLETS

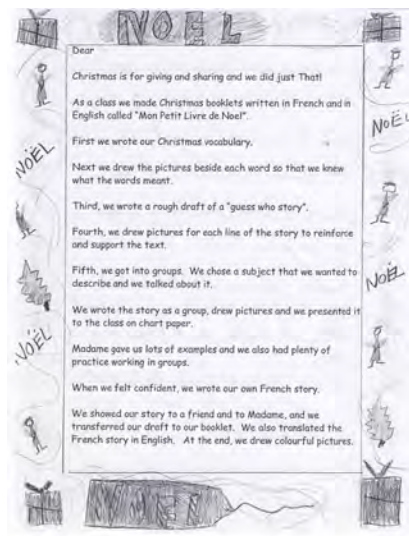
Students write French/English letters and include artwork that matches the text. They can send these letters overseas to students (for example, through iEARN website and World Vision). Working together, the class composed the main part of the letter. This was sent as a package with teaching resources. A bake sale raised \$350 to fund this special project.

3

Pen pal Letter from Aneica



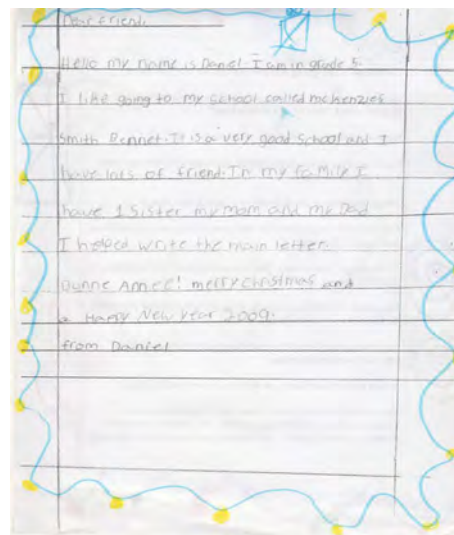
Sample Class Letter



Letter from Li Ya nan (China):

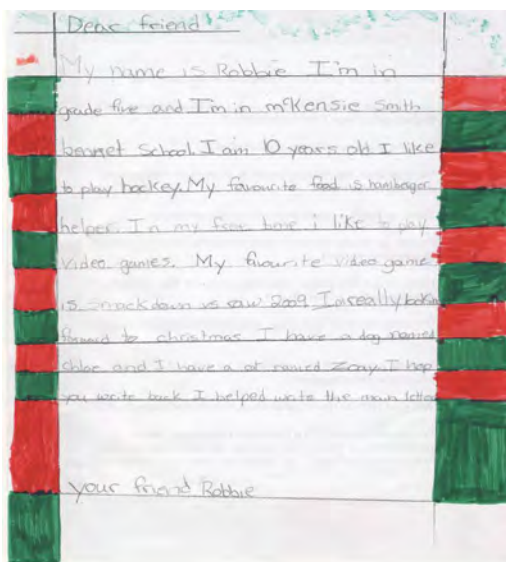


Pen pal Letter from Daniel:

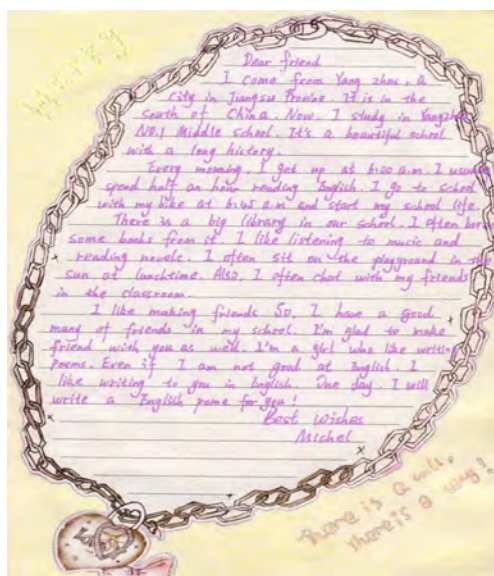


Connecting Through The Web of Humanity: Educating for Global Understanding

Pen pal Letter from Robbie

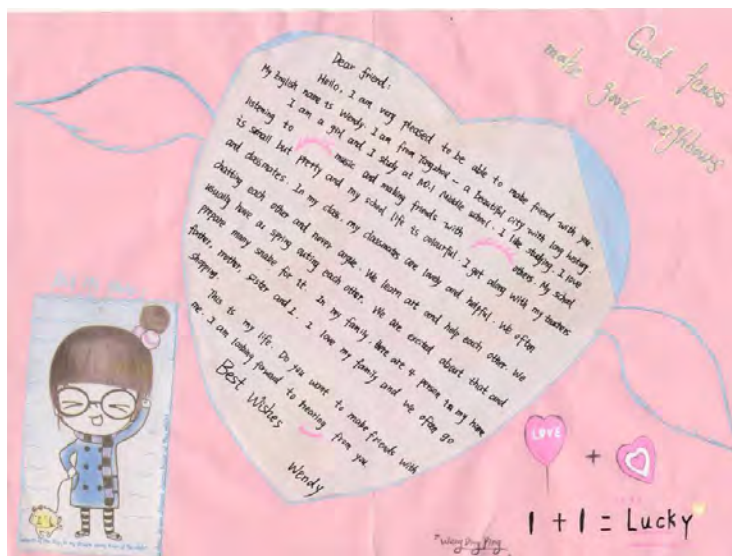


Letters from Chinese Student Received



3

Letters from Chinese Students Received



LESSON 1B: SAMPLE ART – MUSIC BOOKLET

3



LESSON 1C: SAMPLE ART – CHRISTMAS BOOKLET



LESSON 1D: SAMPLE LETTERS - GRADES 4-7

Chère Mme Colette;

J'espère que cette lettre vous trouvera en bonne santé.

Pendant le mois de décembre 2008, mes étudiants ont travaillé très fort à écrire un petit livre de Noël en français et un livre de musique.

Ensemble nous avons décidé de les partager avec vos élèves à Casa, Maroc.

Ils ont aussi écrits des lettres qui accompagnent le petit livre.

Ma famille et moi, nous vous souhaitons un très joyeux Noël et un nouvel an 2009 qui soit bien prospère.

Sincèrement de tout cœur,
[nom d'enseignant(e)]

Bonjour ami(e),

Je m'appelle

Je suis dans la 5^{ème} année. Je suis une fille. J'aime mon école McKenzie Smith Bennett. C'est une très bonne école et j'ai beaucoup d'amies ici.

Chez moi, j'ai un petit chien qui s'appelle « Jenson ». J'ai aussi deux chats nommés « Lollipop » et « Boo-Boo ».

Dans ma famille j'ai deux frères, une mère et un père.

Pendant mon passe temps j'aime lire, écrire, et à dessiner de belles choses. Je lis beaucoup de livres.

J'espère que vous pouvez me répondre - car je veux bien avoir de nouvelles de chez toi. J'ai aussi aidé à écrire la lettre principale.

Joyeux Noël et Bonne Année 2009 !

Ton amie

LESSON 2: COMIC STRIPS

“One day in the Life of...” / Une journée dans la vie de Joseph en Afrique”

3

“A Day In the Life of a Student in Africa” (a resource from CIDA)

Une Journée dans la vie de Joseph en Afrique

6h30

- C'est un lundi matin et en plus il y a une grosse pluie.
- Nous sommes au mois d'octobre et c'est le début de la saison de pluie.
- Joseph vit dans un petit village à 45 kilomètres de Dar-es-Salaam, en Tanzanie, en Afrique de l'est.
- Je me lève et je fais mon lit.

7h

- Je me rends jusqu'au ruisseau qui coule derrière ma maison.
- Je fais ma toilette.

7h30

- Je me dépêche, c'est l'heure de partir.
- Mes deux frères se dépêchent aussi et mettent rapidement leur uniforme d'écolier.
- Un short brun et une chemise blanche.
- Joseph « Je cours à l'école avec mes frères et je me mets devant eux ».
- J'arrive à l'école juste à temps pour le début des cours à 8h30.
- J'ai 9 ans et je suis en 4^e année.
- Il y a 35 élèves -- On fait de la lecture. -- On apprend tous nos sujets en Swahili.
- Matière préférée, c'est l'histoire. J'aime les histoires du passé de la Tanzanie.

16h

- Je rentre chez moi avec mes deux frères.
- J'emène mes livres avec moi qui sont retenus par une lanterne de cuir.
- Je me change toute suite et je mets mes vieux shorts bruns.
- Mon père et ma mère sont toujours aux champs - ils travaillent encore.
- Je profite avec mes frères et nous faisons nos devoirs.
- Puis j'aide à préparer le souper dans la cuisine.
- Mes deux frères ramassent du bois pour faire le feu.

19h

- Mes parents arrivent à la maison.
- On s'assoit tous sur un petit bloc posé sur le plancher de terre pour souper.
- On mange du bœuf d'Inde et du poulet.

20h

- Je fais la vaisselle avec ma mère dans la cour.
- Puis je m'assois sur le plancher près du feu.
- J'aime regarder la fumée monter en spirale et disparaître par le trou au plafond.
- Je lis un livre d'histoire à la lumière du feu.
- Je suis fatigué et je m'endors profondément.
- Le père de Joseph le profondément endormi, il le prend dans ses bras et le dépose sur son lit pour la nuit.
- La nuit est déjà bien avancée, Joseph dort.
- Il rêve des légendes de la Tanzanie.

Base this on the letter they receive from an overseas penpal, OR a profile of a student of similar age (eg, a teacher from overseas might write a general profile of what a student in his/her country does; CIDA resource materials).

Une Journée dans la vie de Georgia au Canada



“A Day In the Life of a Student in Canada”

Une Journée dans la vie de Madison au Canada



LESSON 3: SCHOOL PLAN (GRADE 7 FRENCH IMMERSION)

“Mon école, ton école, son école”/“Your school, my school, their school”

Mon école, ton école, son école:

Qu'est-ce que ma classe ressemble?
Dans mon village, ma classe est à peu près la même taille que la vôtre ...
- Je m'appelle Tonbou et j'ai 13 ans - Je suis en 7^e année
- Mon école est à Mbang, un village du Cameroun, en Afrique centrale

Equipment salle de classe: Dans ma classe, il ya :
- Des bancs
- Un tableau noir
- Le plancher de ma classe est en ciment
- Les murs ont des peintures spéciales – Cette peinture contient du sable très fin.
- Il est possible d'écrire sur le mur avec une craie.
- Nos craies sont rondes ou carrées – mes professeurs préfèrent les craies carrées puisqu'elles ne roulent pas.

Classe de taille - et le priéage
- Cette année, il ya 62 élèves dans ma classe
- Maintenant que je suis plus âgé, je peux m'asseoir sur un tabouret carré en bois.
- Lorsque j'étais en 1^{er} et en 2^e années, je m'assois sur le sol.
- mon cousin m'a dit que les étudiants à l'Université s'assoient sur des chaises
- Dans ma classe, la seule personne qui reçoit une chaise et une table est le maître!
- Moi, Je partage une table avec 4 camarades de classe.

Description matérielle de la salle de classe
- Les tables sont rectangulaires avec une étagère en dessous, où je garde mes livres.
- À la fin de la journée, je prends tous mes livres avec moi
- Nous n'avons pas d'électricité dans notre village
- La salle est éclairée par la lumière du soleil à travers de grandes fenêtres. C'est une bonne chose que les fenêtres sont belles et grandes, afin que nous puissions mieux voir
- Les fenêtres n'ont pas de cadres ou de verre en eux. Cela permet le vent et la chaleur d'entrer.
- La nuit, les fenêtres et les portes sont recouvertes par de panneaux de bois
- Mon école n'a pas d'étage – je n'ai jamais vu d'école avec un étage.
- Le toit est fait de métal en feuille
- Quand il pleut comme tu peux l'imaginer, il fait un terrible rachat. C'est épouvantable.
- Au cours de la saison des pluies, nous nous retrouvons beaucoup de travail à notre place ...

Ressources
- Le tableau noir, les cartes de géographiques et les planches anatomiques sont les principaux outils utilisés par notre professeur
- Un schéma du corps est comme une carte, mais plutôt d'un pays, il montre les différentes parties d'une plante, un animal de l'organisme humain.
- J'ai entendu dire que les écoles dans les villes, ils regardent des films et écoute de la musique en classe.
- Ici, dans notre village, nous n'avons pas ce genre de matériel nécessaire parce que nous n'avons pas d'électricité. Même s'il les avait, ça ne servirait pas à grand-chose : nous n'avons pas d'électricité.
- Est-ce que ma classe est comme la vôtre? Je voudrais bien le savoir. **Ecris-moi!**
-**Votre ami, Tonbou**

Carte idéale de mon école - Jeremy



Carte idéale de mon école - Tawny



Carte idéale de mon école - Laura



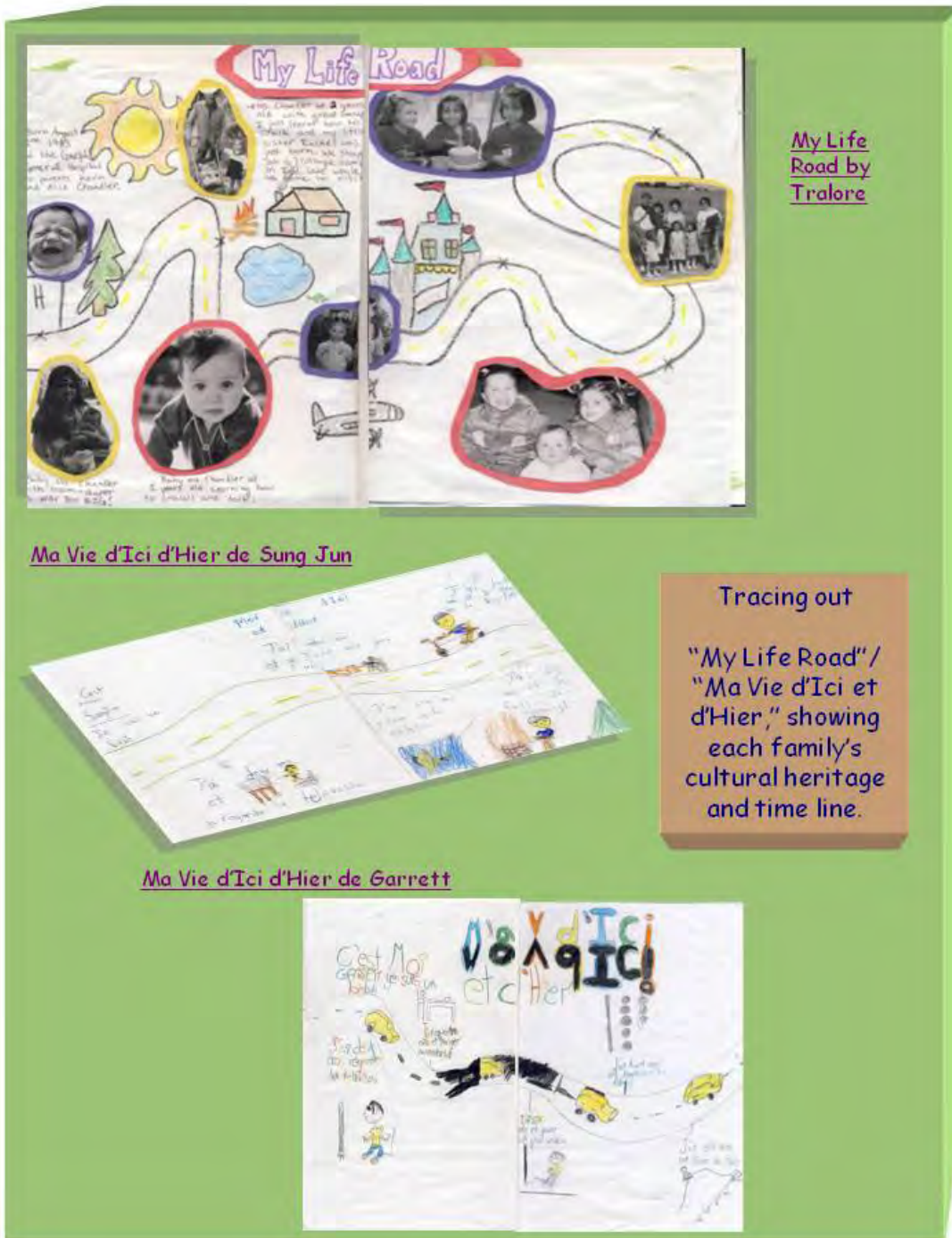
Carte idéale de mon école - Emily



LESSON 4: MAPPING

“My Life Road”/“Ma Vie d’Ici et d’Hier”

3



My Life Road by Tralore

Ma Vie d'Ici d'Hier de Sung Jun

Ma Vie d'Ici d'Hier de Garrett

Tracing out

"My Life Road" /
"Ma Vie d'Ici et
d'Hier," showing
each family's
cultural heritage
and time line.

REFLECTIONS

REFLECTIONS ON PILOTING THIS CURRICULUM

I teach students in a small rural community of approximately 7,400 people. The community is slowly changing over time, attracting greater cultural diversity. At the time I tested this curriculum, however, my students appeared to have little exposure to other cultures, as opposed to their counterparts in a large city, such as Toronto.

Initially, this made it somewhat challenging to engage the students in global education activities, but their interest grew over time, through letter writing to pen pals and a bake sale fund-raiser. The results were impressive. The students were extremely proud of their work, and parents offered wonderful praise. Some parents made a point of visiting the classroom to see the booklets before they were sent overseas.

As special activities, we attended a French concert and visited an international art exhibit. The exhibit included Inuit Art which served to reinforce student learning about the cultural diversity of artists within Canada. The students enjoyed making Inuit masks and incorporating them into totem poles. They also reproduced a work called “Starry Night” by an international artist. A possible extension of this curriculum would be to hold an international art Exhibition in the school. I strongly suggest using the resources of iEARN <http://iearn.org>.

INSTRUCTIONAL STRATEGIES FOR GLOBAL EDUCATION THROUGH VISUAL ARTS

These hands-on activities help students to broaden their horizons and make greater sense of their world. These strategies promote positive curiosity and inclusion, rather than fear of differences.

Students who were initially resistant and unable to connect to the term global education found the little “Learning About the World” easier to understand and more compelling.

Making the global education curriculum “personal” was an important way to engage students. This was achieved through discussions of each student’s own cultural heritage and by comparing Canada with other countries. Sharing letters and artwork with pen pals in another country contributed a great deal to bringing the concept of global diversity alive. As well, students enjoyed a fantastic window on the lives of children and their families in other countries by viewing movies in the series Families of the World. Other strategies included listening to international music while doing class projects, exploring international art and the lives of international artists, and watching Power Point slideshows of photographs (another form of visual art), such as Brilliant Colours Across Canada and Les couleurs du monde. All of these curriculum activities offer avenues to open up the world to the students.

UNIT RESOURCES

RESOURCES

3

iEARN. International Education and Resource Network. <http://iearn.org/>

Four Agreements. <http://southkent.net/~bdhs/tribes/Tribesexplain.htm>

National Film Board (how to borrow films). <http://www3.nfb.ca/now-playing/festivals/>

Stories, Programmes and Projects from CIDA Publications. <http://acdi-cida.gc.ca/index-e.htm>

The Families of World CDs showing daily life in other countries: "...takes you on a fantastic journey to another country where you view the unique lives of two children and their families".

<http://familiesoftheworld.com/>



United Nations Declaration on the Rights of A Child. <http://unhchr.ch/html/menu3/b/25.html>

World Vision Join Team World Vision. Change lives in Africa. <http://worldvision.org/content.nsf/getinvolved/teamwv>

World Vision School Tools. http://worldvision.org/content.nsf/getinvolved/st-home?Open&lpos=left_txt_SchoolTools

Tribes. <http://tribes.com>

TEACHER EXAMPLES



China Connection - July 2008

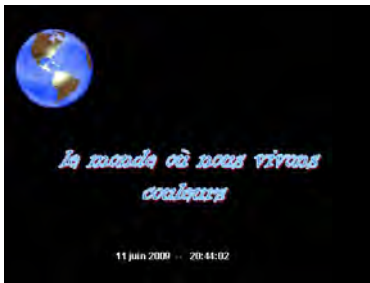


Project Overseas - July 2007
(PowerPoint Show - 61,757kb)

<http://etfo.ca/AdvocacyandAction/WorldIssues/ProjectOverseas/Pages/default.aspx>



46 Fotos da National Geographic
(PowerPoint Show - 1,736kb)



Les couleurs
(PowerPoint Show - 3,825kb)



Oh Canada
(PowerPoint Show - 4,669kb)

<http://aacsjourney.blogspot.com> Blog for *China Project 2006*

Connecting Through The Web of Humanity: Educating for Global Understanding

NOTES

3



global education

4

Head, Heart, Hand: Integrating Global and Character Education into Any Classroom

By Laura Inglis

Head, Heart, Hand: Integrating Global and Character Education into Any Classroom

By Laura Inglis

CURRICULUM FOCUS

ABSTRACT

By integrating character education into a global curriculum, I hope to foster student empathy and awareness, as well as their intrinsic desire to learn.

My educational philosophy has always involved three key areas – head, heart, hand.

I believe in teaching children about real world issues and allowing them to form opinions about each issue (head).

It has been my experience that students learn and retain more when they are able to make an emotional connection to what they are studying (heart).

Once they are able to place themselves in someone else's shoes and can empathize, students feel a desire to do something about the situation.

This brings us to hand, where students are encouraged to find ways to advocate for others, spread the message and be the change!

I began my project by reflecting on how I could help students make deeper connections to global issues that they have never experienced. We were also being mandated by our board to incorporate monthly character traits into our lesson planning.

Was it possible to infuse these ideas? That led me to my project inquiry question:

How could linking monthly character traits to global education themes influence teacher programming in a junior classroom?

My answer can be found in the following framework I developed for teachers. It links monthly character education traits with global education issues.

This resource (refined through many years in the classroom, in various forms) offers a variety of instructional strategies and resources for every classroom teacher.

DIMENSIONS OF GLOBAL UNDERSTANDING

Ways to Address and Manage Conflict and Controversy

Students are given “messy” questions to think about. These are questions that don’t have a right or wrong answer, but instead require that each student form an opinion about the subject.

This provides an opportunity for students to converse with others, seek insight from family members and/or community members, and draw upon their own cultural and/or religious beliefs.

An example of a question may be, should totem poles and other cultural artifacts be removed from museums and returned to their original owners?

The Exploration of Issues of Global Importance

Global issues are selected by the teacher for students to study and explore.

These may be selected according to the character traits being addressed, school-wide areas of focus, teacher/student interests, curriculum areas that explore similar themes, current events or grade appropriate material.

Notions of Fairness and Social Justice within a Global Context

After the presentation of an issue, students are given an opportunity to decide if a situation is fair or not.

This may involve examining the issue from various viewpoints, looking at bias and discussing possible actions for positive change.

By working in role, students may experiment with a variety of solutions before coming to a final decision.

Understandings of Preferred Futures, Change, and Civic Action

Students look at the world critically and decide what they like and/or dislike about the events and issues that are being studied.

They learn how to identify issues, how to evaluate a variety of viewpoints, and how to make decisions about involvement – advocacy.

GRADE, SUBJECT, AND/OR LEVEL OF THE CURRICULUM

This project mainly focuses on activities for a junior classroom. However, the activities can be adapted to students in any division, and implemented in any grade.

The teacher decides on the extent to which each topic is explored and the complexity of each task.

While activities are heavily weighted for a Language program, suggestions for how to incorporate other subjects for a cross-curricular unit are provided.

Moreover, all activities are prepared for a variety of learners and adhere to differentiated instructional techniques.

RESEARCH INTO PRACTICE

The Learning Triangle - From the National Training Laboratories in Bethel ME, in the 1960s. <http://tcde.tehama.k12.ca.us/pyramid.pdf>

This learning triangle explains the effectiveness of different teaching methods in helping students retain information:

4

Lecture	5%
Reading	10%
Audio-visual	20%
Live demonstration	30%
Co-operative learning/discussion	50%
Real-life/experimental learning	75%
Teaching/mentoring others	90%

In order for students to retain the most information, they need to be able to teach others about what they are learning. This can be achieved in two ways:

- When students have experienced a real-life situation similar to the issue being studied and have formed an opinion, opportunities can be created to allow them to teach others about what they learned.
- A new Toronto District School Board (TDSB) policy has been introduced in 2009-2010 that limits the amount of homework. Outside of school, students

are encouraged to play games, read, and discuss what they are learning in school with their families. Families have embraced this opportunity to encourage their children to teach family members about the different topics being studied in class.

Beth Casey and Edwin C. Tucker, *Problem-Centered Classrooms: Creating Lifelong Learners* (October, 1994). Phi Delta Kappan.

Casey and Tucker introduce a framework that uses open-ended questions/lessons for the students to explore important issues. The teacher encourages students to formulate questions and gather more information. Students use critical thinking skills, incorporate problem-solving techniques, and work collaboratively for a common goal. A classroom that develops these types of learning opportunities helps prepare students for future problem-solving in life.

Jackie Skytt. *Global Citizenship is an Investment in the Future*. ATA Magazine. Spring 2006. Vol. 86. Issue 3. p34.

This article discusses the need for global education in the classroom. Ms. Skytt maintains that global education in the classroom helps students learn and care about others in society, empowers them to take positive actions, builds inclusive classrooms, and develops resilient students.

SUMMARY OF FINDINGS

Once the ball started rolling on this project, it was hard to slow it down. The students in my class became completely engrossed in a world of travel, inquiry, exploration, emotion, and advocacy.

I thought I would be the one leading the charge, but the students quickly took hold of the reins and steered this project. They were eager to go much further than I ever thought possible for students of such a young age.

Students were able to make deeper connections between the areas of study and their own lives. They shared family experiences and volunteered background on their lives.

One student spoke about leaving Afghanistan, communicating with family members still there, her travels to a new country, and cultural differences between Afghanistan and Canada.

Another student spoke of her family fleeing Bangladesh, hiding from the dangerous aftermath of war in the area, dealing with family members dying, and other very sensitive personal issues.

A student who once lived in various parts of Africa shared information, books, and pictures about her time there and the stereotypes she often encounters when she tells people where she once lived.

Student empowerment and a sense of themselves as change agents evolved as the unit progressed.

Students took the initiative to inform others what they were learning about and they suggested ways

to advocate for the causes studied. A male student proposed we sell water at our school BBQ to raise money to build a well in Uganda.

Students were able to confront their own biases and misinformation about the world, and those of others. Their engagement and desire to learn more about topics that interested them skyrocketed. They could not be given enough information on subjects, or provided with enough books to read!

During the first term, one student's father complained that his daughter would never read at home, and by third term he was complaining he couldn't get a book out of her hands long enough for her to eat dinner!

My proudest moment came at the end of the year when my grade 3 students were given the Eco-Lunch award for consistently having the most litterless lunches. They were very proud of themselves as they had worked together to achieve this recognition.

The next day one of the young girls in the class told me her parents had bought "the wrong type of juice box" (the foil kind, not made of Tetra-Pak).

Earlier in the year the students had written letters to Del Monte, asking them to consider Tetra-Pak packaging which can be recycled.

This life-lesson meant so much to her that she convinced her parents to only buy drinks in recyclable containers in the future. This child not only learned an environmental lesson and passed it on; she also recognized her power as a consumer.

Head, Heart, Hand: Integrating Global and Character Education into Any Classroom

While the students enjoyed all aspects of the research project, some of the teachers expressed hesitation implementing such a plan.

I heard such comments as:

“Don’t the parents of your students complain?”

“I can’t do any ‘extra’ work in my class.”

“You can’t talk about those things in class...”

“When do you teach the curriculum?”

4 Many colleagues were impressed by what the students were learning and their passion, as evidenced by students volunteering around the school.

However, in their own classrooms, these teachers typically preferred to continue to focus exclusively on longstanding traditional themes, such as friendship.

There was a general concern that topics such as child labour or the prevalence of AIDS in Africa would prove upsetting for students and lead to parental complaints.

My hope is that educators who are wary of expanding curriculum begin by bringing standard units into a global context.

For example, the friendship unit could be tackled by exploring friendships between countries.

To that end, discussions could include the controversy started by George Bush when he named Great Britain as America’s “best friend”, and neglected to mention Canada’s long standing allegiance. Classroom discussions would become richer, simply by adjusting the lens in which a topic is discussed to reflect a global perspective.

As teachers, we have the opportunity to select the topics with which we introduce areas of study, while covering the curriculum expectations.

It is my belief that educators have an obligation to introduce global issues into the classroom and have discussions from a variety of global perspectives, in order to develop engaged and reflective learners, and active global citizens.

CURRICULUM SUPPORT MATERIALS

OVERVIEW

Month	Character Trait	Global Theme
September	Respect	Equality
October	Responsibility	The truth about our first nations people
November	Empathy	Lest we forget
December	Kindness and Caring	Think globally, act locally
January	Team Work	Take action
February	Fairness	I have a dream
March	Honesty	Children's rights
April	Co-Operation	Children's rights and environmental awareness
May	Integrity	Environmental awareness
June	Perseverance	Advocacy

Head, Heart, Hand: Integrating Global and Character Education into Any Classroom

SEPTEMBER - RESPECT - EQUALITY

WE ARE ALL CREATED EQUAL

“Treat everyone with politeness, even those who are rude to you, not because they are kind, but because you are.”

(Author Unknown)

ACTIVITIES

- Discuss ‘the Golden Rule’ – equality (making connections)
- All About Me assignment (student autobiography)
- Name assignment (research their name – What does it mean? How did you get the name, etc.).
- Tribes (building inclusion).
- Successes So Far (timeline of success in their lives) and future goal setting.
- Globingo (finding connections within the class and to the world).
- Faces art (collage created with facial features from different pictures).
- Learn about World Peace Day
- Retell, Relate, Reflect (‘Going to School in India’ videos).
- Comparing and contrasting food and personal belongings from various cultures/countries.
 - Strangest food I’ve eaten (Why would food be eaten more often in certain areas?)
 - Look for food words/pictures/articles about food.
 - What is the most commonly eaten food/what food links us? – rice.
 - “Hungry Planet” – compare family food pictures/consumption.
 - Bring in a food artifact – What is it? Why is it important?
 - Read, “If the world were a village” – What was the most shocking fact? Identify problem versus solution?
 - “Material World” – Compare family belongings/pictures.
 - Bring in a material object from home – What is it? Why is it important to you?

ADVOCACY

Celebrate World Peace Day – September 21st

Terry Fox Run and poster contest

RESOURCES

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- First Look Pictures. *Emmanuel’s Gift*. (2006). Video. ASIN: B000CDSS18.
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- Henkes, Kevin. (1996). *Chrysanthemum*. Hapercollins Publishers. ISBN:13:9780688147327.
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- Menzel, Peter. (2007). *Hungry Planet: What the World Eats*. Random House Inc. ISBN:10:1580088694.
- Mongrel Media. *The Day After Peace*. (2009). Video. ASIN:B002BWIS22.
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- Pin, Isabel. (2006). *When I Grow Up I Will Win the Nobel Prize*. Fsg Kids. ISBN:13:9780374383138.
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- Sierra, Peter. (2002). *Material World: A Global Family Portrait*. Sierra Club Books. ISBN:10:0871564300.
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- UNICEF Canada. *A School like Mine*. <http://unicef.ca>
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OCTOBER - RESPONSIBILITY

THE TRUTH ABOUT OUR FIRST NATIONS PEOPLE

“Hold yourself responsible for a higher standard than anyone else expects of you.”

(Henry B. Beecher)

ACTIVITIES

- KWL (discuss stereotypes that come up – poor, gone, uneducated, Indians, etc.)
- Discuss symbols in native paintings (Canadian).
- Dance – observe and create pieces in various Native styles.
- Role play:
 - Discuss issue of Native artifacts in museums around the world (give details about G’psgolox pole controversy).
 - Watch documentary about G’psgolox Pole.
 - Meeting between government officials upset about Native protesters (teacher in role will provide varying points of view from stakeholders).
 - Introduce a letter from a protester (point-of-view, letter writing, writing in role).
 - Introduce a letter from a government official (point of view, letter writing, writing in role).
 - Create a tableau about your decision so far (individual or small group).
 - Have guests sit at tables for students to ask questions of expert panel (e.g., a museum curator, a UofT professor, a protester, a newspaper reporter, a teacher etc.).
 - Vote with class on their decision.
 - Students write a letter about their decision to the protesters (in role, point-of-view).
 - Write a journal entry about their decision (not in role, reflection).
 - Create a piece of artwork to give protesters or to leave at museum (depending on children’s individual vote).
 - Write about artwork. (What is it and why? Retell creative process/ thoughts.)
 - Present artwork to “museum” or protesters (in role).
 - Write letters to the Haisla People (G’psgolox Pole).
 - (Optional) – Create own totem poles to represent your life (use symbolism), present to class

ADVOCACY

Fundraising – collect money for the G’psgolox Pole heritage site (Halloween candy sales).

RESOURCES

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Canadian Aboriginal Festival. <http://canab.com/>.

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Vickers, Roy Henry. (2003). *The Elders are Watching*. Raincoast Books. ISBN:13:978-1551926414.

Whetung, James. (1996). *The Vision Seeker*. Fitzhenry & Whiteside. ISBN:13:978-0773729667.

Yolen, Jane. (2001). *Encounter*. Houghton Mifflin Harcourt. ISBN:13: 978-0152013899.

NOVEMBER - EMPATHY - LEST WE FORGET

“It is better to be a lion for a day than a sheep all your life.”

(Sister Elizabeth Kenny)

ACTIVITIES

4

- Brainstorm/share how their lives have been affected by war (past or present).
- Discuss cause and effect of various wars and conflicts (power/oppression).
- Economic and political effects of war (e.g., democracy, industrialization, women’s movement, etc).
- Students host/MC and plan school Remembrance Day assembly.
- Letters to soldiers/legion members.
- Legion: newspaper activities, poem contest, poster contest.
- Writing in role (letters/journals, point of view).
- Tableaux (form using images from TIME magazine shots and using words from songs e.g., George Michael’s ‘Mother’s Pride’).
- Poems (act out poems, read alouds).
- Create dance pieces (use words/feelings from unit to create movements, connect movements to music)
- Create announcements to read aloud for the school.
- Create maps based on location of current conflicts.
- Discuss correlation between current conflicts and our history (past repeating, our past is someone else’s current situation).

ADVOCACY

- Canvassing with legion members/visit legion.
- Letter writing to students from Paper Clips video.

RESOURCES

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- Royal Canadian Legion*. Local chapter.
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- Veterans Affairs Canada. *Tales of Animals in War*. Newspaper.
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DECEMBER - KINDNESS/CARING - THINK GLOBALLY, ACT LOCALLY

“If you have much, give of your wealth. If you have little, give of your heart.”

(Arab Proverb)

ACTIVITIES

- Explore the concept of ‘giving’ during various world celebrations, not money (why is it done, how does it make you feel/others feel, etc) using a concept chart
- Festival of lights activities (focus on various holiday celebrations that share the theme of ‘light’ at this time of year).
- Debate the concept of “Santa” in world culture (not just celebrated by Christians)
- Literature circles (with festival of lights/various holiday books).
- School letter writing (each hallway is given a street name and have mailboxes to send/deliver mail).
- Students create their own words to winter songs (e.g., Frosty the Snowman) to make them more inclusive for various holiday celebrations
- Songs and skits to be performed at a local nursing home.
- Holiday sing-along assembly (reflective of the festival of lights celebrations).
- What I bought for my class activity (cut out pictures from flyers to “buy” each other gifts, present ideas).
- Watch Random 1 (A&E show about random acts of kindness), reflections on the effect kindness has on others).
- Random acts of kindness, discuss and complete journals of what students did each day (retell, relate, reflect).

ADVOCACY

- Food Drive (donated to local bank).
- School gifts (no teacher gifts, collect personal hygiene items for shelters).
- Take clothing from lost and found bin (displayed at parent night) to Goodwill (or such place).
- Helping Hands Day: all classes choose a different activity or place to help their community.

Head, Heart, Hand: Integrating Global and Character Education into Any Classroom

RESOURCES

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Gnojewski, Caro. (2004). *Kwanzaa: Seven Days of African-American Pride*. Ingram Book Co.
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Van Allsburg, Chris. (2009). *The Polar Express*. Houghton Mifflin Harcourt.

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Chaikin, Miriam. (2002). *Alexandra's Scroll: The Story Of The First Hanukkah*. Henry Holt and

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Moorman, Margaret. (1999). *Light the Lights!: A Story About Celebrating Hanukkah and Christmas*.

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Heiligman, Deborah. (2006). *Holidays Around the World: Celebrate Diwali: With Sweets, Lights, And*

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Strain-Trueit, Trudi. (2006). *Rookie Read-About Holidays: Diwali*. Children's Press.

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1841489360.

WEBSITES

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Random 1 (A&E show) http://shop.aetv.com/index.php?v=aetv_show_random-1&view=list

JANUARY - TEAMWORK - TAKE ACTION

“There is no ‘I’ in team.”

(Author Unknown)

ACTIVITIES

- Use a Thinking Theme chart to explore theme of Teamwork within the picture books studied
- Brainstorm/list as many Superheroes and their powers as possible (chart paper).
- Novel in an hour/picture book read aloud (summarize - beginning/middle/end).
- Creative writing/journal “If I had a super power, I would want...”
- Brainstorm with class a list of world problems and solutions (t-chart, e.g. litter/recycling).
- Select a problem and solution to create into a Superhero/Villain (e.g. Litterman / Recycling man).
- Read Superhero ABC, design a costume for your Superhero and Villain (see outline).
- Describe your Superhero’s and Villain’s powers, how they save or hurt the world (see outline).
- Using a 5W’s template, fill out the who, what, where, when, why about your Superhero and Villain saving/hurting the world.
- Using the information on the 5W’s template, create sentences and paragraphs to make a news article.
- Drama: Act out a scene from your newspaper article with a partner (slow motion battle).
- Create a news broadcast incorporating the news stories.
- Write good copy of articles on the newspaper template.
- Gallery walk of newspapers.
- Students present ideas about how they can work together to make a difference in their community and be their own superhero (big or small, all actions count).

ADVOCACY

- Book exchange for school, (bring a book/take a book – students/teachers bring in old books).
- Present drama pieces to a younger class at school.
- ETFO shoe boxes of school supplies.

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RESOURCES

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- Cottringer, Anne. (2008). *Eliot Jones Midnight Superhero*. Scholastic Canada, Ltd.
ISBN:13:9780545993180.
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- McLeod, Bob. (2006). *Superhero ABC*. Harpercollins Publishers. ISBN:13:9780060745141.
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- Smith Milway, Katie. (2008). *One Hen: How a Small Loan Made a Big Difference*. Kids Can Press.
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- Turner Home Entertainment. (1998). *Captain Planet and the Planetears: Hero for Earth*. Video.
ASIN:6301986180.
- West Schrock, Jan. (2008). *Give a Goat*. Tilbury House. ISBN:13:9780884483014.
- Wilde, Daxton and Wilde, Sherry. (2005). *I'm a Superhero*. Gibbs Smith Publishers.
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FEBRUARY - FAIRNESS - I HAVE A DREAM...

“This country will not be a good place for any of us to live unless we make it a good place for all of us to live.”

(Theodore Roosevelt)

ACTIVITIES

- Listen to speeches (The Drum Major, I Had a Dream).
- Introduce concept of fairness through Concept chart (fairness of education around the world/ related to GDP, opportunity, rights etc.)
- Debate: Should we celebrate ‘Black History Month?’ In groups, discuss how we would make changes to have a fair and equitable curriculum.
- Dream collage (students brainstorm their visions for the future, cut out pictures from magazines of good and bad visions for the future).
- Dream speeches (based on collage, students describe visions for things they would/don’t want to see in the future).
- Study the Heaven Shop (read aloud to class).
- Literature circle activities with novel (students may work on a GO chart through their lit. circle).
- Speaker/presenter: Bilaal Rajan.

ADVOCACY

- Hot chocolate sales (money donated to the Bilaal Rajan Foundation).
- Speaker/presenter: Bilaal Rajan.

Head, Heart, Hand: Integrating Global and Character Education into Any Classroom

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Alliance (Universal). (2007). *God Grew Tired of Us*. Video documentary about Lost Boys from Sudan.

ASIN:B000RGULZQ.

Bilaal Rajaan - <http://bilaalrajan.com>

Ellis, Deborah. (2007). *The Heaven Shop*. Fitzhenry & Whiteside. ISBN:13:9781554550869.

Martin Luther King Jr Speeches - <http://youtube.com>

Melnicove, Mark and Burns Knight, Margy. (2002). *Africa is Not a Country*. Lerner Publishing Group.

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Nivola, Claire. (2008). *Planting The Trees Of Kenya*. Fsg Kids. ISBN:13: 978-0374399184.

Warner Home Video. (2008). *Darfur Now: Six Stories. One Hope*. ASIN: B0015XHR6G.

Williams, Mary. (2005). *Brothers in Hope: The story of the lost boys of Sudan*. Lee And Low Books.

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Winter, Jeanette. (2008). *Wangari's Trees of Peace: A True Story from Africa*. Houghton Mifflin

Harcourt. ISBN:13:9780152065454.

MARCH - HONESTY - CHILDREN'S RIGHTS

"It takes two to speak the truth ... one to speak and another to hear."

(Henry David Thoreau)

ACTIVITIES

- Review UN Universal Declaration on the Rights of the Child.
- Children's rights literature circles (non-fiction stories).
- Chapter Book/read aloud (I Am A Taxi/novel, The Carpet Boy's Gift/picture book).
- Graph the list of rights characters have or don't have in each chapter.
- Illustrate our own book of rights (select one or each child to illustrate).
- Create a video or slideshow of children acting out a visual representation of their rights.
- Children's rights board games (good/bad spaces on board with matching rights cards, procedure writing).
- Review UN Human Rights document.
- Review communism, democracy, dictatorship, monarchy, etc. (countries in the world, when various groups in world/Canada got right to vote).
- Discuss ideas: In Australia, citizens are required by law to vote or they will be fined, should Canada adopt this law? Should Canadians help other countries get democracy?

ADVOCACY

- Vow of silence (no talking day).
- Deborah Ellis author presentation.

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RESOURCES

- Berry, Joy. (2005). *Mine and Yours: Human Rights for Kids*. Amnesty International. PowerHouse Books. ISBN:13:9781576872604.
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- Ellis, Deborah. (2004). *Three Wishes: Palestinian and Israeli Children Speak*. Groundwood Books. ISBN:13:9780888996459.
- Free the Children*: <http://we.freethechildren.com/get-involved?campaign=vow-of-silence>
- Harrison, Jean. (2004). *Children's Rights Safety*. Smart Apple Media. ISBN:13:9781583404225.
- Harrison, Jean. (2004). *Children's Rights Home*. Smart Apple Media. ISBN:13:9781583404188.
- Miller, Raymond H. (2006). *Jhalak Tamang: Slave Labour Whistleblower*. KidHaven Press. ISBN:13:9780737736168.
- Skarmeta, Antonio. (2000). *The Composition*. Groundwood Books. ISBN:13:9780888995506.
- Toronto District School Board. *No Time for Play: Working children in Nicaragua*. Video.

APRIL - CO-OPERATION - CHILDREN'S RIGHTS/ENVIRONMENTAL AWARENESS

"We may have all come on different ships, but we are all on the same boat now."

(Martin Luther King Jr.)

ACTIVITIES

- Earth Day rotations (school-wide, 4 centres based on reducing, reusing, recycling, composting, sorting items, clean-up etc), students help to plan, co-ordinate and assist with implementation of schedule.
- School Clean Up (gloves, bags, buckets, etc.).
- The Lorax - role on the wall, letter writing in role, point-of-view, drama/dance sequence, cause/effect, problem/solution, etc.).
- Literature circles (with environmental themes - fiction).
- Partnership with a grade 1 class (which created a model of a country town and city as part of 'community' unit), older students to add eco-friendly design.
- Students prepare and present eco-info to students in other classes.
- Creation of an environmental book (explanation about how to make an urban/rural environment eco-friendly).

ADVOCACY

- Gulu Walk for TDSB.
- School Clean Up (20 minute makeover).
- Share eco-friendly community creation with other grade 3 classes.
- Class trip to the Toronto Green Show.
- Union Station Safety presentation (by Sunnybrook Hospital).

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RESOURCES

- Bunting, Eve. (1993). *Someday a Tree*. Houghton Mifflin Harcourt. ISBN:13:9780395613092.
- Canadian Hunger Foundation (CHF). *Biogas: Nothing Goes to Waste India*. Video.
- Canadian Hunger Foundation (CHF). *CHF Partners*: <http://chf-partners.ca>
- Canadian Hunger Foundation (CHF). *Nalogu: A Sustainable Livelihood (Ghana)*. Video.
- Canadian Hunger Foundation (CHF). *Nalogu: Everyone Lends a Hand (Ghana)*. Video.
- Dr. Seuss. (1984). *The Butter Battle Book*. Random House Children's Books. ISBN:13:9780394865805.
- Dr. Seuss. (1971). *The Lorax*. Random House Children's Books. ISBN:13:9780394823379.
- Invisible Children* video website: <http://invisiblechildren.com/home.php>
- National Geographic. (2008). *National Geographic: Human Footprint*. Video. ASIN:B00147F8WS.
- Stewart, Sarah. (1994). *The Money Tree*. Farrar, Straus, and Giroux. ISBN:13:9780374452957.
- Strauss, Rochelle. (2007). *One Well: The Story of Water on Earth*. Kids Can Press.
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- Silverstein, Shel. (1964). *The Giving Tree*. Harpercollins Publishers. ISBN:13:9780060256654.
- Tan, Shaun. (2004). *The Red Tree*. Simply Read Books. ISBN:13:9780968876831.
- Toronto District School Board (TDSB). *Gulu Walk*. <http://guluwalk.com/tdsb/>
- Van Allsburg, Chris. (1990). *Just a Dream*. Houghton Mifflin Harcourt. ISBN:13:9780395533086.
- Wise Brown, Margaret. (1990). *The Important Book*. Harpercollins Publishers.
ISBN:13:9780064432276.
- UNICEF Canada. *Cartoons For Children's Rights*. Video
- UNICEF Canada. *Dream of Peace*. Video
- UNICEF Canada. *Righting Our Future*. Video.
- UNICEF Canada. *The Children's Unicef Photography book*.
- UNICEF Canada. *The Rights of the Child*. Video.
- UNICEF Canada. *They Call Me Dog*. Video.
- UNICEF Canada. *Unicef*. <http://unicef.ca>

MAY - INTEGRITY - ENVIRONMENTAL AWARENESS

“To thine own self be true.”

(William Shakespeare)

ACTIVITIES

- Literature circle (non-fiction – environmental themes).
- Create own A-Z Environment Alphabet Book (based on A- Z alphabet books, use vocabulary and information you learned from literature circles).
- Watch video - Ryan’s Well (book: Ryan and Jimmy).
 - Letters to Ryan’s Well organization.
 - Measure distance from school classrooms to fountains. Create posters/announcements about how far students walk to get water.
- Complete intake of garbage and recycling in school bins (set goals/plan for reduction).
- Identify areas of need in school (student-led initiative for making school more eco-friendly), present ideas to admin.
- Create own PSA’s about how students from school can make their homes more eco-friendly (record and show to other classes/families).
- Identify areas of need at home (student-led initiative for making their home more eco-friendly), present ideas/plan to class, and discuss impact.
- Students prepare for advertising events/initiatives for BBQ (advocacy).

ADVOCACY

- Change 4 Change (coin drive at BBQ & rent a cup for water at BBQ – money donated to Ryan’s Well).

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RESOURCES

- 20th Century Fox Home Entertainment. (2009). *Home*. Video. ASIN: B002784ELO.
- Barnham, Kay. (2006). *Environment Action: Protect Nature*. Hodder Wayland Childrens. ISBN:13:978-0750248693.
- Barnham, Kay. (2006). *Environment Action: Recycle*. Hodder Wayland Childrens. ISBN:13:978-0750248679.
- Barnham, Kay. (2008). *Environment Action: Save Energy*. Hodder Wayland Childrens. ISBN:13:978-0750255103.
- Barnham, Kay. (2006). *Environment Action: Save Water*. Hodder Wayland Childrens. ISBN:13:978-0750248662.
- Hart Sharp Video. (2007). *The Future of Food*. Video. ASIN: B000V5IOWK.
- Herzog, Brad. (2009). *S is for Save the Planet: An How-To-Be Green Alphabet*. Sleeping Bear Press. ISBN:13:9781585364282.
- Knight, MJ. (2009). *Why Should I: Care About Nature?* Saunders Book Co. ISBN:13:978-1897563465.
- Knight, MJ. (January 2009). *Why Shouldn't I: Drop Litter?* Saunders Book Co. ISBN:13:978-1897563519.
- Knight, MJ. (2008). *Why Should I: Recycle Garbage?* Smart Apple Media. ISBN:13:978-1599202679.
- Knight, MJ. (August 2008). *Why Should I: Switch off the Lights?* Smart Apple Media. ISBN:13:978-1599202631.
- Knight, MJ. (January 2009). *Why Should I: Turn Off the Tap?* Saunders Book Co. ISBN:13:978-1897563496.
- Knight, MJ. (2009). *Why Should I: Walk More Often?* Saunders Book Co. ISBN:13:978-1897563502.
- Mongrel Media. (2009). *Addicted to Plastic*. Video. ASIN:B001U0D7A4.
- Mongrel Media. (2009). *Blue Gold*. Video. ASIN:B001QB5SZO.
- Mongrel Media. (2009). *Flow*. Video. ASIN: B001IZNJ4U.
- Morris, Neil. (January 2009). *Green Kids: Saving Water*. QEB Publishing. ISBN:13:978-1595665423.
- Morris, Neil. (January 2009). *Green Kids: Recycling*. QEB Publishing. ISBN:13:978-1595665409.
- Morris, Neil. (January 2009). *Green Kids: Saving Energy*. QEB Publishing. ISBN:13:978-1595665416.
- Morris, Neil. (January 2009). *Green Kids: Looking After My Environment*. QEB Publishing. ISBN:13:978-1595665430.
- Ryan's Well* – Video - <http://ryanswell.ca/>
- Shoveller, Herb. (2006). *Ryan and Jimmy: And the well in Africa that brought them together*. Kids Can Press. ISBN:13:9781553379676.

JUNE - PERSEVERANCE - ADVOCACY

“Rome was not built in one day.”

(John Heywood)

ACTIVITIES

- Discuss book ‘I will make miracles’ – literacy leads to empowerment.
- Year reflection of tasks (what kids like the most, will not forget etc. – Live, Learn, Pass It On).
- Students write out their life lessons, good-copy in book form for the next year’s class (students can also ask parents for their input).
- Students look at setting SMART goals for the future and pathways about how they will achieve them (including what support they will need).
- Review scenarios with life obstacles/problems (drama, acting, brainstorming, etc.) that may happen to impede them from completing their goals.
- Gogo Book study (a look at apartheid in South Africa).
- A look at various individuals around the world who are striving to overcome obstacles, or who have in the past (character analysis).
- A look at how everyone can make an impact with the products they buy and the places they shop (problem/solution – cause/effect).

ADVOCACY

- Popsicle sales (Ryan’s Well).

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RESOURCES

- Abbott, Elizabeth. (2008). *The Price of Sugar*. Video. ASIN:B001BBQCKO.
- Allentown Productions. (2009). *Running the Sahara*.
- Alliance. (2005). *Hoop Dreams*. Video. ASIN:B0009E27LC.
- Alliance. (2008). *The Future of Food*. Video. ASIN:B001AGPSF0.
- Batezat Sisulu, Eleanor. (1999). *The Day Gogo went to Vote*. Little, Brown Books for Young Readers. ISBN:13:9780316702713.
- Disinformation. (2005). *Wal-Mart: The High Cost of Low Price*. Video. ASIN:B000AYNG1G.
- First Look Pictures. (200). *Emmanuel's Gift*. Video. ASIN:B000CDSS18.
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- Mongrel Media. (2007). *Black Gold*. Video. ASIN:B000R7G9J2.
- Mongrel Media. (2009). *Burning the Future*. Video. ASIN:B0027GS5BQ.
- Morgenstern, Susie. (2008). *I Will Make Miracles*. Bloomsbury USA. ISBN:13:9781599901893.
- Phase 4 films. (2009). *Colour of Freedom*. Video. ASIN:B001URA21E.
- Piper, Watty. (2005). *The Little Engine that Could*. Penguin Young Reader Group. ISBN:13:9780399244674.
- TED.org - Various John Francis videos (walked around the world)
<http://teamhoyt.com/>
- Youtube.com. <http://youtube.com> – various Nick Vujicic videos (man born with no legs or arms)

UNIT RESOURCES

BOOKS

- Agra Deedy, Carmen. (2009). *14 Cows for America*. Peachtree Publishers. ISBN:13:9781561454907.
- Airth, Lesley Anne. (2005). *What We Remember*. General Store Publishing House. ISBN:13:9781897113219.
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- Brett, Jan. (2008). *The Night Before Christmas*. Penguin Young Reader Group. ISBN:13:9780399251931.
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- Garland, Sherry. (1997). *The Lotus Seed*. Houghton Mifflin Harcourt. ISBN:13:9780152014834.

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ONLINE RESOURCES

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Bilal Rajaan - <http://bilalrajan.com>

Canadian Aboriginal Festival - <http://canab.com/>

Canada Remembers Times (newspaper from Veterans Affairs Canada)

Going to School in India - <http://goingtoschool.com> - 9 videos

Gulu Walk (TDSB) - <http://guluwalk.com/tdsb/>

Invisible Children video website- <http://invisiblechildren.com>

Martin Luther King Jr. Speeches - <http://youtube.com>

Pittance of Time - Terry Kelly - video - <http://terry-kelly.com/pittance.html>

Random 1 (A&E show) - http://shop.aetv.com/index.php?v=aetv_show_random-1&view=list

Ryan's Well – video - <http://ryanswell.ca/> <http://chf-partners.ca>

<http://TED.org> - Various John Francis videos (walked around the world)

<http://terryfoxrun.org>

<http://youtube.com> – various Nick Vujicic videos (man born with no legs or arms)

<http://unicef.ca>

<http://we.freethechildren.com/get-involved?campaign=vow-of-silence>

Tales of Animals in War (newspaper from Veterans Affairs Canada)

Veterans Affairs Canada - <http://vac-acc.gc.ca/youth/>

Trip - Native Canadian Centre of Toronto - <http://ncct.on.ca/home>

Totem: Return of the G'psgolox Pole - http://ecotrust.org/nativeprograms/gpsgolox_totem_pole.html
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Mongrel Media. (2009). *Burning the Future*. ASIN:B0027GS5BQ.

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4

NOTES



global education

5

Integrating Literacy and Content Areas into Global Education Using ICT and Project- Based Learning

By Jim Carleton and Mali Bickley

Integrating Literacy and Content Areas into Global Education Using ICT and Project-Based Learning

By Jim Carleton and Mali Bickley

CURRICULUM FOCUS

ABSTRACT

This project will assist teachers in integrating global education projects into curriculum areas. Teachers and students can connect with other classrooms locally, nationally and internationally on collaborative projects using a variety of Information and Communications Technologies (ICT).

Teachers and students can engage in meaningful projects that are embedded in curriculum, using differentiated instruction activities and assessment practices.

We will describe five curriculum-based projects in detail, and provide resources to enable classroom teachers to integrate these projects into their existing curriculums. As students and teachers begin to communicate and collaborate with others from within their communities, across Canada and around the world, they discover that technology can be used as a tool to build relationships.

Global Collaborative Learning is about using technologies to connect communities of learners worldwide on projects that make a difference

to their lives and their world. It is not about the technology. It is about authentic, meaningful learning *with* the world, not just about the world!

Through organizations such as the International Education and Resource Network (iEARN) and Taking It Global, collaborative partnerships are formed with classrooms, students, communities and other educational associates from around the globe.

ICTs are used to foster cooperation and problem-solving across classroom walls, allowing students to learn and view the different perspectives of their peers near and far.

Critical thinking skills are enriched through creative processes that allow for a grassroots style of learning and questioning. What more meaningful way to learn about war, natural disasters, child soldiers and segregated education than from the students involved?

Integrating global collaborative projects into programs is not always easy. However, given the level of student engagement that results and the realities of 21st century communications, we believe we have a responsibility to change the way

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we teach. We call on teachers who have reaped the benefits of participating in these projects to mentor and support their novice colleagues, in the same way that teachers with experience in balanced literacy have helped colleagues incorporate literacy initiatives into their programs.

Without doubt, it requires more energy to plan for these collaborative learning experiences than for the traditional top-down ones. However, the reward is the surge in learning, creativity, and inspiration for students and educators.

Many of our students are exploring the internet without a compass. At times, they use powerful

2.0 tools in effective, beneficial ways and, at other times, in ways that make us shudder. In response, school districts often attempt to restrict student access to the virtual world, as much as possible. However, the on-line world is a permanent fixture.

Our job to teach our students how to use on-line tools safely, respectfully, responsibly and meaningfully. ICTs are a means to help our students become responsible, literate citizens in a global information society. In showcasing student work with ICTs, administrators and parents can gain greater appreciation of how technology is changing the way we teach and learn.

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RESEARCH INTO PRACTICE

RATIONALE FOR INTEGRATING GLOBAL EDUCATION INTO CURRICULUM THROUGH ICT

These goals address many specific goals and needs of classrooms and students.

The Think Literacy documents states:

“Literacy is about more than reading and writing – it is about how we communicate in society. It is about social practices and relationships, about knowledge, language and

culture. Literacy ... finds its place in our lives alongside other ways of communicating. Indeed, literacy itself takes many forms: on paper, on the computer screen, on TV, on posters and signs. Those who use literacy take it for granted – but those who cannot use it are excluded from much communication in today’s world. Indeed, it is the excluded who can best appreciate the notion of “literacy as freedom.”

(UNESCO statement for the United Nations Literacy Decade, 2003 2012)

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Students need the opportunity to communicate with a wide variety of individuals in a variety of ways. Project-based learning, using ICT, addresses these needs.

According to research, the following criteria is essential for the development of literacy skills:

1. Excellent teaching and strong positive relationships with teachers;
2. Explicit literacy instruction in all subjects, using subject-specific content;
3. Targeted instruction, which may include strategies for fluency and higher-level comprehension;
4. Respect for and sensitivity to their individual differences and gender;
5. Opportunities to consolidate and advance their learning by making connections to their world;
6. Support to make the transition from elementary to secondary school;
7. Activities that involve higher-level thinking, reasoning, and communication;
8. Opportunities to reflect on thinking and learning, and to be more active and strategic learners;
9. Teachers who understand the influence of cultural and technological shifts;
10. Innovative and flexible school environments geared to student needs.

The Think Literacy (2003) document states that learners respond positively to classroom programs that:

- are intellectually demanding;
- reflect a depth of knowledge and understanding;

- are connected to their lives, culture, and future beyond the classroom;
- use technology to enhance learning;
- provide opportunities for meaningful conversation;
- encourage risk-taking; and
- encourage different viewpoints.

Global Collaborative Projects using ICT prompt students to use higher-order and critical thinking skills and engage learners in motivating work. These projects give teachers and students the chance to communicate and collaborate with individuals around the world to encourage a positive understanding of diversity and commonalities.

In addition, such projects advance the goals of quality education, as outlined by Avis Glaze: “Quality education includes the education of the heart as well as the head; it includes a focus on the whole person—the cognitive, affective and behavioural domains of learning.

It means preparing students to be concerned citizens who have empathy and respect for people within their increasingly diverse communities.

It means providing opportunities for students to understand deeply the importance of civic engagement and what it means to be a global citizen in an increasingly interdependent global community.

An approach to teaching that is infused with character development is education at its best.” (Avis Glaze, 2006, *Finding Common Ground: Character Development in Ontario Schools, K-12*)

CURRICULUM SAMPLES

DESCRIPTION OF COLLABORATIVE PROJECTS

The following are Global Collaborative projects that are coordinated and facilitated through the International Education and Resource Network (iEARN). iEARN is a non-profit organization that links more than 25,000 school and youth organizations in over 120 countries. It has more than 1,000,000 teacher and student members who work together on-line, using the internet and other Information and Communication Technologies (ICT).

iEARN's expansive network allows teachers and students to participate in more than 200 global projects that make a difference in the world. Teachers who are interested in participating can join iEARN by visiting its website at <http://iearn.org>.

The projects are organized by curriculum focus in its project book, and can be viewed at: <http://iearn.org/projects/projectbook.html>.

MACHINTO

The “Machinto” project is a literature-based study of the beautiful Japanese picture book *Machinto*. Written by a Hiroshima bomb survivor, this children's book conveys the message that children are the innocent victims of war. Project participants are provided with the picture book about a 3-year-old girl living in Hiroshima who is playing outside on the morning of August 6, 1945.

Tragically killed by the atomic bomb, the child is resurrected as a peace dove which brings a message of hope to other children in war-torn countries. Students learn about how war affects their peers. As well, they read other books on a similar theme, such as *Sadako and the Thousand Paper Cranes*, *Peace Crane*, and *Boy Overboard* to encourage text-to-text connections.

The students meet on-line in forums on the iEARN site. In on-line discussions, they discuss such issues as how war affects children throughout the world and how they could help their peers, as well as how they could become ambassadors for peace. There have been moving and enlightening conversations between students in Canada, Iraq and the Gaza strip. The students engage in meaningful dialogue and ask questions of each other for true understanding.

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They also meet through web conferences. They share their thoughts, stories, songs and questions. A variety of tools can be used to connect the students in real time. Web conferencing programs such as Elluminate or Adobe Connect allow students to see and hear each other as they present their work. These live meetings bring a depth to the project that is immeasurable, and give students the chance to make real connections that extend beyond the classroom wall.

The culminating task for the project is the creation of a picture book with the theme of peace and friendship. These books are published and posted on the Machinto website (<http://machinto.org>). They are also sent, in hardcopy, to children in war-torn areas as a gift of friendship from the project participants. Several of the books created by Machinto participants have been sent to Iran, Iraq and Afghanistan and delivered to schools as messages of peace, hope and friendship.

These collaborations within the Machinto project open up dialogue about real world issues that are not typically discussed within our classrooms. These conversations between real children extend well beyond the walls of traditional learning. They lead to friendships, engagement and action that truly inspires.

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Images associated with this project can also be viewed in the Voice Article published in April 2008 at <http://http://etfo.ca/Publications/Voice>.

MY HERO

The My Hero project (<http://myhero.com>) is an excellent literature-based project where students learn about heroes in their lives, and publish a biography about their hero using innovative and user friendly on-line tools.

Classes can participate in the project in two ways.

1. Form a global learning circle with six to eight classes from different countries. A project facilitator coordinates activities for all classes in the circle. Each class is responsible for completing and posting surveys, sending welcome packages to the other classes in their circle, and participating in on-line circle discussions.

The theme for these discussions is “My Hero.” Students are asked to research and write about a hero in their lives. There is a highly structured writing process tool that enables students to produce wonderful pieces of writing and include quotations, pictures, web links, and bibliographies. All tools can be seen on the eCreate page of the My Hero site. At the end of the project, every class has a beautiful, professional looking webpage that features My Hero stories from each participant.

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The quality of the work produced is extraordinary. Reluctant learners who have never completed a final piece of work have created tremendous My Hero stories, motivated by the excitement of sharing their work with a global audience.

Students who are interested in creating digital stories can make short films about their heroes and submit these to the website or to an international film festival. There is also an opportunity for students to submit digital photos or artwork to the art gallery on the My Hero website.

These projects allow for differentiation within the summative and assessment pieces, while encouraging every participant to reach their potential.

2. Classes participate in the My Hero project independently from the Learning Circle structure. Teachers and students join the project by registering on the website. Using the tools and resources, the students create a class web page and publish it for a global audience.

ART MILES

Little technology is required to participate in the Art Miles project (<http://art-miles-project.org>), a tremendous collaborative initiative.

At the beginning of the school year, a project coordinator matches participating classes from different parts of the world.

Two classrooms are paired to learn a specific aspect of each other's country and collaborate on a mural that shows what they learned. For example, a grade 3/4 class in Inisfil, Ontario, was paired with a class in Japan. Their task was to teach each other about festivals and fairy tales in their culture. To kick off the project, each class prepared and sent welcome packages.

The class in Ontario put much thought into their get-to-know us package which included Canadian flags, maps, hockey cards, maple syrup, a small Canadian sweater, and a variety of Canadian tales, including the *Paper Bag Princess* and *The Very Last First Time* by Robert Munsch. In return, they received origami paper, Japanese cartoons, Japanese games, and a wonderful book of fairy tales. Classes also prepared a short video that gave a tour of their school and community. The final task was to paint a 12 x 5 foot mural to show what each class learned about the other's cultural fairy tales.

The communications between the classes was facilitated through email and postings on the iEARN forums. The students ask each other questions, send pictures, and share information for several months before deciding how to depict their learning on the mural. One half of the mural is painted in one country before the canvas and supplies are sent to the partner country. The mural is then completed by the partner class.

Integrating Literacy and Content Areas into Global Education Using ICT and Project-Based Learning

The mural is displayed in the community before it returns to its originating country. Next, it is included in an art exhibition that travels to the annual iEARN international conference and to major art galleries throughout the world. Finally, the mural is put on display with 1,500 other Art Miles projects at the Great Pyramids in Giza Egypt to celebrate the end of the UNESCO decade of peace in 2010.

The learning that results from this project extends far beyond reading and writing fairy tales. Students on both side of the globe learn about each other, their schools, communities and cultures, and integrate their discoveries in a mural that will be part of a truly global celebration.

UNIT RESOURCES

These articles focus on collaborative learning projects, the International and Education and Resource Network. They may be used as resource and support material for educators interested in learning more about participating in Global Collaborative Projects.

LEARNING CIRCLES

Anderson, J. (1995). *The International Education and Resource Network: Building A Sustainable Virtual School*. University of Washington, Seattle, Washington, USA.

Bacer, Kathleen and Bacer, Wayne. (1999). *A Study To Identify Effective Strategies for Assessing K-12 On-Line Global Learning Environments*. Pepperdine University, Malibu, California.

iEARN Canada

Riel, M., (1997). Learning circles make global connections. In R. Donath & I. Volkmer (Eds.) *Das Transatlantische Klassenzimmer*. Hamburg, Germany: Korber-Stiftung (in german) pp329-35.

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ELEMENTARY TEACHERS FEDERATION OF ONTARIO ARTICLES

Jim Carleton. (2006). *A School Without Borders* - <http://etfo.ca/SiteCollectionDocuments/publication%20Documents/Voice%20-%20School%20Year%202005-6/Winter%202006/SchoolWithoutBorders.pdf>

Mali Bickley. (2008). *The Power of Global Collaborative Learning* - <http://etfo.ca/publications/Voice/Voice%20Back%20Issues/Documents/April%202008/global%20learning.pdf>

ONLINE RESOURCES

International Education and Resource Network Global Website - <http://iearn.org>

iEARN Canada's Website - <http://iearn-canada.org>

The Art Miles Mural Project - <http://the-art-miles-mural-project.org>

The My Hero Project - <http://myhero.com>

Taking IT GlobalNotes - <http://tigweb.org>



global education

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Literature Circle - Critical Discussions about Global Issues

By Jennifer Hunter

Literature Circles - Critical Discussions about Global Issues

By Jennifer Hunter

CURRICULUM FOCUS

ABSTRACT

As Carr et al (2001)¹ wrote, “a good story is a strong teaching tool which gives a concrete contained perspective for learning or thinking about a topic (p147).”

Through literature circles, I wanted to provide students with an opportunity to read about, and critically discuss, global issues.

Initially, a literature review was conducted to identify quality fiction and non-fiction picture books that would peak student interest and provide a springboard for conversations about global issues, in particular, environmental issues.

I identified six books which reflected the range of reading levels in the Grade 4-5 classroom. After each text was introduced with a book talk, students picked one to read and critically discuss in small peer groups.

1 Carr, K., Buchanan, D, Wentz, J., Weiss, M. and Brant, K. (2001). Not just for primary grades: a bibliography of picture books for secondary content teachers. *Journal of Adult and Adolescent Literacy*, 45 (2), p. 146-153.

To set the context for these discussions, we did a read aloud with an environmental theme to stimulate and assess prior knowledge.

The students did a four-corners Graffiti activity and, for the remainder of the unit, collected information on current events of global importance for an in-classroom bulletin board.

As an extension activity, each group formulated an action plan for the environmental issue about which they had read and discussed in their literature circle group. In this way, they gave thought to how to broaden awareness of their issue within the school and local community.

DIMENSIONS OF GLOBAL UNDERSTANDING

Perspective consciousness

Knowledge of a global dynamic

Human choices (Hanvey, 1976)²

2 Hanvey, R. G. (1976). *An attainable global perspective*. Denver, CO: Center for Teaching International Relations.

Alignment with Ministry Curriculum

Language Arts Curriculum Expectations

Oral Communication

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.
- Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
- Use knowledge of words and cueing systems to read fluently.
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.

Media Literacy

- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.

Science Curriculum Expectations

Understanding Life Systems (Grade 4)

- Analyze the effects of human activities on habitats and communities.
- Analyze the positive and negative effects of human interactions with natural habitats and communities, taking different perspectives into account and evaluating ways of minimizing negative impacts.
- Demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live within them.

Understanding Matter and Energy (Grade 5)

- Evaluate the social and environmental impacts of processes used to make everyday products.

Understanding Earth and Space Systems

- Analyze the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources.
- Investigate energy transformation and conservation.
- Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

RESEARCH INTO PRACTICE

Pike, G., and Selby D. (2000). *In the Global Classroom 2*. Toronto: Pippin Publishing.

The original version of this text originated at the Ontario Green School Project where educators noticed a widening gap between the school experiences of students and the realities of our increasingly global world.

This text is intended to expand student understanding of issues of global importance through collaborative group work. Students are encouraged to develop awareness and sensitivity to the variety of cultural, ideological and social perspectives that exist.

Pike and Selby (2000) argue that, “education...has a role to play in the development of young citizens who demonstrate tolerance of, and respect for, people of other cultures, faiths, and worldviews, and who have an understanding of global trends and issues.” (p30)

The authors offer step-by-step directions and resources for integrating global issues into different subject areas within the curriculum.

Bonnett, M., and Williams, J. (1998). *Environmental Education and primary children’s attitudes towards nature and the environment*. Cambridge Journal of Education, Vol. 28, No. 2

Bonnett and Williams (1998) conduct a review of the research related to children’s attitudes towards nature and the environment.

Their article provides a synopsis and suggestions for how teachers, schools, and policy-makers can better support the development of students as global-minded citizens. Interestingly, several studies have found that children rate distant global problems as more serious than local ones. As well, students tend not to make connections between local actions and global effects which, in turn, creates a sense of individual powerlessness (p2).

A study by Hicks and Holden (1995) and Cade (1989) revealed that environmental concerns were prominent among 6- to 18-year-olds when asked about their hopes and fears for the future. However, while they were aware of potential conflicts of interest between nature and human needs, their understanding was rather abstract, and they had little sense of what might be involved to achieve resolutions (p12).

The critical question is how to support students to take action as global citizens? Bonnett and Williams (1998) suggest that discussion may be an important vehicle for children to explore and articulate their understandings and develop responses.

They maintain that it is through discussion that children grasp how the concepts of nature and the environment take on different meaning in different contexts. They also believe that discussion enables children to explore and evaluate the underlying social values and purposes that influence our understanding and shape our daily actions and attitudes (p14).

Christenson, M. (2004). *Teaching Multiple Perspectives on Environmental Issues in Elementary Classrooms: A Story of Teacher Inquiry*. Journal of Environmental Education. Vol. 35, No. 4.

In her research study, Christenson (2004) chronicles the experiences of five elementary teachers who collaborate on ways to incorporate environmental issues in their daily teaching.

The main focus of their approach was to use children's literature as a vehicle for discussing diverse perspectives on global environmental issues.

The study reveals that, through discussion, students acquired a more accurate environmental vocabulary and experienced greater opportunities to develop critical thinking skills (p3).

According to Christenson (2004), several authors present a case for giving students opportunities to explore controversial issues in an open, supportive classroom environment (p3).

Literature circles give students the opportunity to discuss their perspectives with the support of their peers, as well as the classroom teacher.

IMPLICATIONS FOR STUDENT LEARNING

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As a global citizen and an educator, I feel a sense of responsibility for ensuring that the students who pass through my classroom leave with a deeper understanding of, and appreciation for, the world beyond our classroom walls.

In my experience, I have found that when classroom learning is linked to tangible events and issues, students consider the learning to be more purposeful and are more motivated to engage.

Moreover, the discussions help them gain a greater understanding of what it means to be global citizens.

As a teacher, my passion has always been in the area of literacy. I strongly believe that the most effective way to make reading and writing meaningful for students is to connect these skills with actual events through cross-curricular integration. This project provides a wonderful opportunity to connect literacy to science curriculum, while focusing on global issues.

The picture books proved to be an effective springboard for introducing new concepts, reinforcing learning, and engaging students in critical thinking and discussion.

As Whitin (1992)³ states, “the use of literature to teach curricular concepts helps relate the content being taught to real-life situations, bringing the concept into the child’s world”(p.xii).

Furthermore, as Huck (1997)⁴ notes, “in a good picture book the whole is greater than the sum of its parts: the pictures do more than reflect the text, but serve to move the story forward in a way that text can not do alone. The interplay of text and picture in a good picture book engage the reader on a deeper level”(p199).

I believe that students must be taught how to understand global issues, be inspired to seek solutions, and empowered to enact them. As burgeoning global citizens, students themselves need to take an active role in promoting dialogue on how to protect our natural resources and our planet.

While I had used literature circles with students in the past, I was interested to see how the opportunity to read and discuss global issues might broaden their understanding and stimulate their desire to take positive action.

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3 Whitin, D., White, S. (1992). *Read Any Good Math Lately?* Portsmouth, NH: Heinemann Educational Books.

4 Huck, C., Helper, S., Hickman, J. and Kiefer, B. (1997). *Children’s Literature in the Elementary School*. (6th ed.) Madison, WI: Brown and Benchmark.

CURRICULUM SAMPLES

OUTLINE	
<p>1. Introductory Activity: Global Issues</p>	<p>Day 1</p> <p>To activate prior knowledge and assess what students already know about global environmental issues, begin with a Graffiti activity.</p> <p>Ask students the following questions:</p> <ul style="list-style-type: none"> • What is a global issue? • What environmental issues concern me? • How can I improve the world I live in? • What is a global citizen? <p>Next, conduct a read aloud on an environmental theme (e.g. Earth Mother).</p> <div data-bbox="732 1026 1334 1556" data-label="Image"> <p>The image shows the front cover of the book 'EARTH MOTHER'. The title 'EARTH MOTHER' is at the top in a bold, serif font. Below the title is a square illustration. On the right side of the illustration is a woman's profile, looking towards the right. From the top of her head, a tree with pink blossoms grows upwards. On her left shoulder, a green frog is perched. The background of the illustration shows a sunset or sunrise with a bright yellow sun. Below the illustration, the author's name 'Ellen Jackson' and the translators 'Translated by Leo & Diane Dillon' are printed.</p> </div> <p>Create a bulletin board in the classroom featuring information that students collect, share and post on current events of global importance.</p>

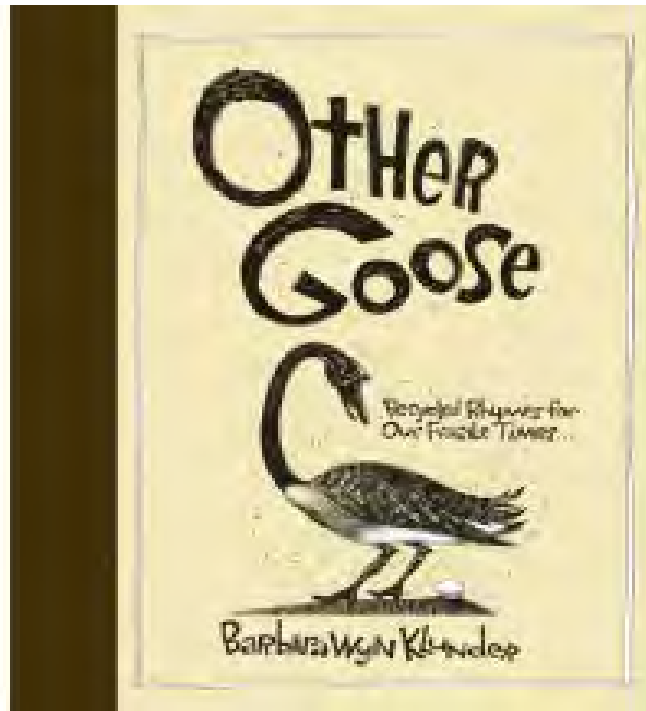
OUTLINE

2. Introduction to Literature Circles

Days 2-6

Introduce the concept of literature circles and teach the roles:

- Use poems from Other Goose: Recycled Rhymes for our Fragile Times



Teach one role, each day, for the first week, using a poem as the text. All students do the same role and discuss in small groups.

<h2>OUTLINE</h2>	
<p>3. Book Talks</p>	<p>Day 7</p> <p>Give a Book Talk on the books students will be able to select for their literature circle discussions.</p> <p>Following the Book Talks, use a ballot system to allow students some choice in the text they will read.</p> <p>Create the literature circle groups from the ballots. Consider student reading levels and pair students who can support each other.</p>
<p>4. Literature Circle Discussions</p>	<p>Day 8-9</p> <p>Students individually read the text and prepare their role.</p> <p>The following day, students meet in their small literature circle group to discuss the text, using their role sheets to guide their discussion.</p>
<p>5. Response Journal</p>	<p>Day 10</p> <p>Model the writing of a personal reflective response to the read aloud text from Day 1.</p> <p>Students write a personal reflective response to the text they read and their literature circle discussion in their reading response journals.</p>

OUTLINE

6. Culminating Activity:
Taking Social Action

Day 11-15

To stimulate students to take action on to the global issue about which they read and discussed, use an adaptation of the activities Social Activism is not a Lonely Game and Time to Act! from the resource ACT! (Active Citizens Today): Global Citizenship for Local Schools (<http://tvdsb.on.ca/act>).



Students work in their literature circle groups to decide upon the social action they will take, and how they will advertise to raise awareness of their issue.

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CULMINATING ACTIVITY LESSON PLAN: TAKING SOCIAL ACTION

Adapted from: *ACT! (Active Citizens Today): Global Citizenship for Local Schools*

LESSON DESCRIPTION

- Students are introduced to the idea that individuals can make a positive difference in the world as social change agents. Music is used to prompt students to think about global issues.
- Students consider what they read and discussed in their small literature circles and choose an issue for action. Students collaborate with their peers on their common cause, in the hope of achieving social change.
- Each group further investigates their global issue and decides on a course of action to take.
- As a final step, each group makes an ad for their social action.

CURRICULUM EXPECTATIONS

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- Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.

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Materials

- CD player
- Overhead of music lyrics (BLM 6.1 from ACT! (Active Citizens Today): Global Citizenship for Local Schools)
- Copies of How to Create a Fact Sheet for each student. (BLM 6.10 from ACT!)
- Copies of A Guide to Advertising for each student. (BLM 6.21 from ACT!)
- Other forms of advertising (BLM 6.20 from ACT!)
- Access to books, computer/internet, library for research
- Access to digital cameras, cassette recorders, video cameras, computers, and a variety of art materials for the creation of the advertisements
- One copy of the Student Self-Assessment for each student (Appendix 2b from ACT!).

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?
They paved paradise and put up a parking lot.
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?
They paved paradise and put up a parking lot.
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.

ORIGINAL LYRICS

© 1966-69 Siquomb Publishing Co. BMI

BLM 6.1

ACT! (Active Citizens Today): Global Citizenship for Local Schools

How to Create Your Own Fact Sheet

Use the following questions to create your own fact sheet that will be shared with the rest of your group.

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?

Adapted from BLM 6.10

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.



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? (i.e. 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 (i.e. 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

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...

	VERY WELL	WELL	NOT WELL
How well is your group working towards this task?			
Defining the task?			
Gathering information?			
Making a decision			

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)

	VERY WELL	WELL	NOT WELL
How well is the individual contributing to the group efforts?			
Is s/he helping others?			
Is s/he sharing with others?			
Is s/he expressing different points of view?			
Is s/he seeking solutions to group problems?			
Is s/he encouraging others?			

APPENDIX



CURRICULUM SUPPORT MATERIALS

BOOK LIST

The following is a suggested list of fiction and non-fiction picture books for literature circle discussions. Typically, I would select six books and create small literature circles of four to five students. Each student needs a copy of the book that their group is discussing. The local library is a good source for getting multiple copies of texts.

Earth Mother by Ellen Jackson

The circle of life turns in unexpected ways. *Earth Mother* awakes with the dawn. As she walks the land, swims the seas, and climbs the mountains, nurturing all of creation, she comes across Man, Frog, and Mosquito. They each give her thanks for nature's bounty, yet can't help but give her advice about making their lives better. Everybody has an opinion, it seems, and *Earth Mother* is amused when it becomes clear that the circle of life is not without a healthy dose of cosmic humor.

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Lifetimes by David Rice

The Universe is our school, nature our teacher, and every species has a lesson for us. With delightful simplicity, *Lifetimes* introduces some of nature's longest, shortest and most unusual lifetimes. David Rice's tell about it, think about it questions for each lifetime are perfect for engaging a young person in a stimulating conversation. This is a favorite book for children and teachers alike.

I Will Make Miracles by Susie Morgenstern

How will you change the world? Children everywhere know that our world needs fixing, but it is the rare author who can put herself in children's shoes, and capture their complicated feelings in words. Susie Morgenstern has a gift for taking serious subjects and making sure they're clever, touching, and never too heavy. In this striking new picture book, she tackles the penetrating question, 'Who is taking care of our world?' When a little boy is asked, 'What do you want to do when you grow up?' he dreams of improving the world in wonderful ways, but realizes in the end that even the biggest dreams need to start small.

Butternut Hollow Pond by Brian Heniz

Butternut Hollow Pond is an ecological study disguised as a beautiful picture book. The text and illustrations showcase a typical temperate pond of the eastern United States and the diverse wealth

of organisms that thrive there. Through five time frames, from dawn to darkness, young readers will experience the interdependence of life forms in terms of food chains, food webs, and the ecological niches that each organism occupies. The detailed depiction of this simple pond in words and watercolors will lead to an understanding of it not just as a rich and thriving world unto itself, but as an integral piece of the fabric that binds all living things on our planet.

Arrowhawk by Lola Schaefer

A hungry red-tailed hawk sits near a fence post and devours his catch. Out of nowhere a poacher's arrow pierces his body, seriously injuring him and leaving him to fend for himself. This is the courageous true story of Arrowhawk - an endangered bird of prey who, with sheer determination and will, survives eight weeks in the wild with a poacher's arrow through his thigh and tail. Stunning illustrations capture his remarkable journey from peril and rescue to eventual freedom.

A Cool Drink of Water by Barbara Kerley

An Italian boy sips from a fountain in the town square. A hiker takes a refreshing drink from a mountain stream. Black-robed women in India stride gracefully through a field with brass water jugs balanced on their heads. Whether they squeeze it out of a burlap bag, haul it home from a communal tap, or get it out of their kitchen faucet, people all around the world are unified by their common need for water.

Did a Dinosaur Drink This Water? by Robert E. Wells

It's hard to imagine the molecules in the glass of water you just finished might have once been part of a water hole that dinosaurs drank from. In this fascinating new book about the water cycle, readers will find that while it might be hard to imagine, it's true. The author, Robert E. Wells, explains the complete water cycle and also discusses ocean currents, ocean and lake habitats, and hydroelectricity. He also touches on water pollution and our responsibility to keep our water clean. The author's bright cartoon illustrations make this information especially appealing to kids.

Do Animals Have Feelings Too? by David Rice and Trudy Calvert

Do animals have feelings? Until recently most scientists didn't think so. They thought that most animals behave instinctively - that they don't have feelings such as happiness, sadness, grief, vengefulness, or compassion. Many scientists are now changing their minds. Close observation of animals is tending to show that animals may have feelings quite similar to human feelings. This collection of true animal behavior, witnessed by naturalists and others, is both heartwarming and thought-provoking.

Dumpster Diver by Janet S. Wong

Anyone can dive for treasure in the ocean, but Steve dives for it in his neighborhood dumpster. As he delves into the trash each weekend, Steve encourages his young neighbours (aka the Diving Team) to see the potential in what other people throw away. With a little bit of imagination, trash can be transformed into treasure - and as the Diving Team soon discovers, it might even help a friend in need. One person's trash is another person's treasure in this vivid picture-book ode to creative recycling -- and to loyal friends.

One Well: The Story of Water on Earth by Rochelle Strauss

Seen from space, our planet looks blue. This is because almost seven percent of Earth's surface is covered with water. Earth is the only planet with liquid water and therefore the only planet that can support life. All water is connected. Every raindrop, lake, underground river and glacier is part of a single global well. Water has the power to change everything -- a single splash can sprout a seed, quench a thirst, provide a habitat, generate energy and sustain life. How we treat the water in the well will affect every species on the planet, now and for years to come. *One Well* shows how every one of us has the power to conserve and protect our global well.

Paperbag Prince by Colin Thompson

The Paperbag Prince is an old man who lives in an derelict railway carriage at the edge of the town dump in the company of birds and animals that have come to live there. The local people and social workers think he is mad. But The Paperbag Prince wins out in the end, proving that Nature, left alone, will triumph over man's destructive abuses.

Drop Around the World by Barbara McKinney

A drop of rain is a drop of life, a drop of eternity. From steam to snow, from polluted to purified, from stratus cloud to subterranean crack, water links the world in a living flow. Barbara Shaw McKinney and illustrator Michael Maydak take us on an 'out of sight' journey from Maine to Mumbai, with just one raindrop as it touches plant, animal and human life all around the world. Traveling with Drop, readers will see the world, inside and out, from solid, liquid and vaporous viewpoints. The everlasting, ever-changing Drop earns our respect for water and its unique role on Earth. Once you've met Drop, you can journey into the heart of nature every time it rains.

Empty Lot by Dale Fife

Harry Hale owns a vacant lot that he hasn't visited for years. What good is an empty lot? He thinks, and he makes up his mind to sell it. But when Harry visits his lot to decide on a price, he's surprised to find that it's far from empty. In fact, his little patch of land is bursting with life.

Hey, Little Ant by Phillip Hoose, Hannah Hoose, and Debbie Tilley

Hey, little ant. So begins a conversation between a young child and the ant trembling in the shadow of his sneaker. This playful story brings up questions about ethics and peer pressure, encouraging the very youngest citizens to decide for themselves to squish . . . or not to squish?

Prince of Butterflies by Bruce Coville

One summer morning, a flock of butterflies alights on John Farrington's house and changes his life forever. Surrounding John in his yard, the monarchs ask for his help. They have lost their way. The green places are gone -- the meadows have become mini-malls; the forests are now parking lots. Can John lead them to another refuge? Passionate, moving, and inspiring, this glorious flight of fantasy from master storyteller Bruce Coville is a timely fable about the difficulties, and the rewards, of staying true to one's heart.

Polar Bear, Why is Your World Melting? By Robert E. Wells

In the Arctic, the summer ice is melting, making it hard for polar bears and their cubs to survive. Why is the world getting warmer? The heat of the sun is trapped by the greenhouse gases that surround Earth -- carbon dioxide, methane, nitrous oxide, and water vapor. If there is just the right amount of these trapped gases, the air is warm enough for plants, animals, and people to thrive. But now there is too much greenhouse gas, especially carbon dioxide. Polar bears, and all of us, are in trouble.

Winston of Churchill One Bear's Battle Against Global Warming by Jean Davies Okimoto

Churchill, Manitoba. It's the Polar Bear Capitol of the World, and the tourists are in for a big surprise ... Winston of Churchill, a fierce, brave bear teaches the other bears about why the ice is melting. Using the words of his famous namesake, Winston rallies the bears to convince humans to save the bears' arctic home. Ice is Nice! shout the bears, but on the way to the protest march, Winston learns an unexpected lesson and comes to realize he must change his ways, too.

Samuel's Most Important Message by Frank Glew

This is an excellent story for teaching the definition of habitat. No matter whether you are an ant, bear, wolf or human, all our physical needs are the same -- food, water, shelter, space, air, soil, and sunlight. It uses the turtle, which is the native symbol of our earth, to teach the importance of looking after the earth, not only for ourselves, but also for the sake of future generations. It shows how a very young turtle, Samuel, has the power to change his world. It is based on a true experience. The story line is fiction, but the animals and plants in the setting are real. It has a 5-star rating from the Elementary Teacher's Federation of Ontario.

Wolf Island by Celia Godkin

Set on an island in Northern Ontario, the *Wolf Island* story, based on an actual event, is a moving chronicle of what happens when the highest link in a food chain is removed. The resultant population growth, food shortage, and starvation affect every member of the chain. A family of wolves leave their island environment. Although, at first, their absence is unnoticed, nature's delicately balanced ecosystem comes undone over a period of months, and the mice, rabbits, squirrels, and even owls fight for survival. Finally, the accidental return of the wolf family to their home restores the island habitat to health.

Welcome, Brown Bird by Mary Lyn Ray

Poetic text and stunning paintings tell the story of a wood thrush that makes the long migration between New England and Central America. At each end of the journey is a boy who watches and waits, protecting the bird's nesting place until it returns. Neither boy knows that his love of the thrush's sweet song links him -- like a brother -- to another boy across the world, a boy who doesn't even speak the same language. Includes an author's note that details wood thrush migration and habitat protection.

Symphony of Whales by Steve Schuch

Glashka can . . . but with that mysterious power comes great responsibility. When she discovers thousands of whales trapped in a rapidly freezing inlet, she knows it is up to her to gather the people of her town to help them. Based on an actual event, this inspiring story follows Glashka and her people as they come to understand the importance of all life.

She's Wearing a Dead Bird on her Head by Kathryn Lasky

Harriet Hemenway and her cousin Minna Hall are very proper Boston ladies, but they find the latest nineteenth-century fashion in women's hats appalling. All over town, fashionable ladies are parading around with dead birds perched upon their heads. So Minna and Harriet gather together the most prominent people in the area to form a club to protect the birds called the Audubon Society. Eventually they garner enough nationwide attention to initiate the passage of important bird protection acts.

Beyond Monet - Chapter 7: Cooperative Learning

Graffiti... Grade One to Adult: A Cooperative Learning Tactic

Graffiti is a creative brainstorming process that involves collecting the wisdom of all or most of the students in the class.

Literature Circles - Critical Discussions about Global Issues

Method:

- You may wish to begin by introducing the concept of Graffiti; it helps make the process more meaningful for students.
- Place students into groups of three or four.
- Provide a large sheet of paper at each station for each group.
- Each piece of paper has a topic and/or question in the middle. (These can be same or different for each group)
- Students are given a reasonable amount of Wait Time to think.
- Students are allotted a specified amount of Record Time to write down their answers on the sheet.
- The group moves to another station and adds their information to the information already there. However, the students should NOT read the information that is already there. Duplication is irrelevant, and often simply indicates that the information is important.
- The process continues until all groups have visited all stations.
- When students return to their original stations, they have the collective wisdom of the class.

Considerations:

- Consider giving each group different coloured pens. When inappropriate comments happen, and they do, it is easier to trace.



From: <http://yrdsb.edu.on.ca/page.cfm?id=III000126>

Literature Circle Ballot:

Literature Circle Ballot

Name: _____

1.

2.

3.



Literature Circle Ballot

Name: _____

1.

2.

3.

Hill, B.C., Schlick Noe, K.L., & Johnson, N.J. (2001). Literature Circles Resource Guide. Norwood, MA: Christopher-Gordon Publishers, Inc. Literature Circles Resource Center <http://fac-staff.seattleu.edu/kschlnoe/LitCircles>

**Literature Circle Role:
DISCUSSION DIRECTOR**

The “Discussion Director” asks questions to increase comprehension.

Name _____

Book _____

1. Why do you think the author had _____
happen in the story?
2. How is _____ alike/different from _____
_____?
3. If you had been _____, how would you have _____
_____?
4. How did you feel about _____?
5. What do you think caused _____?
6. How would the story have been changed if _____
_____?
7. Predict: _____.

*Hill, B.C., Schlick Noe, K.L., & Johnson, N.J. (2001). Literature Circles Resource Guide.
Norwood, MA: Christopher-Gordon Publishers, Inc. Literature Circles Resource Center
<http://fac-staff.seattleu.edu/kschlnoe/LitCircles>*

Literature Circle Role:

VOCABULARY ENRICHER

The Vocabulary Enricher clarifies word meanings and pronunciations. In this role, the person writes how the word was used in the story and looks up each word in the dictionary.

This person would also find the correct definition of the word.

WORD	PAGE #	SENTENCE FROM BOOK	DEFINITION

6

Hill, B.C., Schlick Noe, K.L., & Johnson, N.J. (2001). Literature Circles Resource Guide. Norwood, MA: Christopher-Gordon Publishers, Inc. Literature Circles Resource Center

<http://fac-staff.seattleu.edu/kschlnoe/LitCircles>

Literature Circle Role:

LITERARY LUMINARY

The Literary Luminary locates four sections of text to share with the group and states the reasons for choosing the selections. Use a sticky note to mark your selections in the text.

Possible reasons for picking a passage to be shared aloud:

- good dialogue, surprising, tells about characters
- well-written, figurative language, funny
- confusing, sets a mood, thought-provoking

Name _____ Book _____

Passage #1 Name _____ Paragraph _____ Why did you pick this passage?
Passage #2 Name _____ Paragraph _____ Why did you pick this passage?
Passage #3 Name _____ Paragraph _____ Why did you pick this passage?
Passage #4 Name _____ Paragraph _____ Why did you pick this passage?

Hill, B.C., Schlick Noe, K.L., & Johnson, N.J. (2001). Literature Circles Resource Guide. Norwood, MA: Christopher-Gordon Publishers, Inc. Literature Circles Resource Center
<http://fac-staff.seattleu.edu/kschlnoe/LitCircles>

Literature Circle Role:

ARTFUL ARTIST

The Artful Artist uses some form of artwork to represent a significant scene or idea from the reading.



6

Hill, B.C., Schlick Noe, K.L., & Johnson, N.J. (2001). Literature Circles Resource Guide. Norwood, MA: Christopher-Gordon Publishers, Inc. Literature Circles Resource Center
<http://fac-staff.seattleu.edu/kschlnoe/LitCircles>

**Literature Circle Role:
CAPABLE CONNECTOR**

The Capable Connector finds connections between the reading material and something outside the text, such as a personal experience (text to self), a local or global issue (text to world), or a different work of literature (text to text).

Name _____

Title of Book _____

Some connections I found between this reading and other people, places, events, authors ...

1. _____

2. _____

3. _____

4. _____



Hill, B.C., Schlick Noe, K.L., & Johnson, N.J. (2001). Literature Circles Resource Guide. Norwood, MA: Christopher-Gordon Publishers, Inc. Literature Circles Resource Center
<http://fac-staff.seattleu.edu/kschlnoe/LitCircles>

Literature Circle Role:

LITERATURE CIRCLE SELF-ASSESSMENT

My Contribution to Group Discussion

Rate each entry as 1 - Needs Improving 2 - Satisfactory 3 - Very Good

Name _____ Date _____

My group was discussing _____

I shared my ideas and offered my suggestions.	1	2	3
I spoke clearly and slowly enough.	1	2	3
I answered others questions.	1	2	3
I remained on topic and helped the group stay focused.	1	2	3
I encouraged others to participate.	1	2	3
I disagreed without hurting others' feelings.	1	2	3
I summarized or repeated my ideas when necessary.	1	2	3
I gave reasons for opinions.	1	2	3
I listened courteously and effectively.	1	2	3
I tried to understand and extend the suggestions of others.	1	2	3

My most important contribution to the discussion was _____

My plan for improvement is _____

Hill, B.C., Schlick Noe, K.L., & Johnson, N.J. (2001). Literature Circles Resource Guide. Norwood, MA: Christopher-Gordon Publishers, Inc. Literature Circles Resource Center
<http://fac-staff.seattleu.edu/kschlnoe/LitCircles>

UNIT RESOURCES

BOOKS AND MAGAZINES

Alladin, I. (1989). *Teaching for global awareness*. The ATA Magazine, 69(4), pp6-11.

Canadian Geographic *Special Issue on the Global Citizen–November/December 2004*. - <http://canadiangeographic.ca/> for more information.

Evans, M. and Reynolds, C. (2006). *Educating for Global Citizenship in a Changing World: A Teacher's Resource Handbook*. Toronto: OISE/CIDA Project.

Daniels, Harvey. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. 2nd edition. Stenhouse Publishers.

ONLINE RESOURCES

ACT!(Active Citizens Today): Global Citizenship for Local Schools. A collection of lesson plans and support materials for teaching Global Citizenship which is linked to Grade 6 Ontario curriculum expectations. <http://tvdsb.on.ca/act/>

Butterfly/Papillion 208 - One Flap, Global Impact. At the heart of butterfly 208 is an art, writing and multimedia contest for young Canadians. The contest is sponsored by 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. http://bp208.ca/contest_themes_environment.php

CIDA (Canadian International Development Agency). Click on Teacher Zone and the Global Education Resource Centre for a large variety of great teaching materials. <http://acdi-cida.gc.ca/index-e.html>

Literature Circles - This site is courtesy of the Literature Circles Resource Center at Seattle University. It has an abundance of information and resources for both teachers and students. <http://litcircles.org/>



global
education

7

Sing Around the World

By Carol Peterson

Sing Around the World

By Carol Peterson

CURRICULUM FOCUS

ABSTRACT

Elementary students will learn about two global education concepts, worldmindedness and child-centredness (Pike, G., and Selby, D.) as they sing and experiment with folk songs from six continents.

As students will ask to sing these folk songs repeatedly, there is ample opportunity for the meaning of the music and lyrics to be felt deeply.

Moreover, children will naturally begin to ask questions about the people and the country of origin for each folk song.

It is these questions and the ensuing discussions and research that will lead to global understanding and social consciousness.

In my capacity as a volunteer teacher, I spent time with people who would be considered poor by North American standards. However, they were rich in ways that I want to share with my students.

I can think of no better way to take my students on a journey around the world than to bring folk songs into their classroom.

Children are drawn to songs that are sung in other languages; the melodies and rhythms speak to them in a manner that requires no translation.

When adults revisit favourite destinations they experience new things, so it is with children repeating a favourite folk song. It brings new understanding and pleasure each time.

Music is the ideal vehicle for delivering global understanding because children connect to it emotionally.

RATIONALE

I have had the wonderful opportunity of being a world traveler. I was introduced to the music of other cultures in trips to Greece (2003), Guyana (2005), Ghana (2006), and Mexico (2009).

“When the heart is engaged as actively as the mind, we have created the conditions for deep and lasting learning.”

*(Roots of Empathy;
Gordon, Mary 2005)*

CURRICULUM FOCUS

The curriculum focus for this resource is the *Ontario Music Curriculum, 2009*, for grades 1 to 4.

Elements of music to be taught are: beat, rhythm, tempo, dynamics, pitch, melody, harmony, form, texture, and tone colour.

THREE CORE MUSIC LEARNING EXPECTATIONS

- *Grade 1* - Students will describe ways in which the elements of music are used for different purposes in the music they perform, listen to, and create.
- *Grade 2* - Students will sing unison songs in tune and/or play simple melodies and accompaniments for music from a wide variety of cultures, styles, and historical periods.
- *Grade 3/4* - Students will apply the elements of music when singing, playing an instrument, moving, composing, and arranging music to create a specific effect.

Cross-Curricular connections are found in the *Ontario Science and Technology Curriculum, 2007 (Revised) Understanding Life Systems*. Specific expectations that can be taught using these lessons are:

- *Grade 1 (1.1)* - Students will identify personal action that they themselves can take to help maintain a healthy

environment for living things, including humans.

- *Grade 2 (1.2)* - Students will identify positive and negative impacts that different kinds of human activity have on animals and where they live.
- *Grade 3 (1.2)* - Students will assess the impact of human activities on plants.
- *Grade 4 (1.1)* - Students will analyze the impacts of human interactions with natural habitats and evaluate ways of minimizing the negative impacts.

Cross-Curricular connections can also be found in the *Ontario Language Curriculum, 2006*. Specific expectations that can be taught using these lessons are:

- *Reading, Grade 4 (1.5)* - Students will make inferences about texts using stated and implied ideas from the texts as evidence.
- *Reading, Grade 4 (1.6)* - Students will extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights; to other familiar texts, **and to the world around them.**
- *Reading, Grade 4 (1.8)* - Students will express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

RESEARCH INTO PRACTICE

***A Darker Shade of Green: The Importance of Ecological Thinking in Global Education and School Reform.* Selby, David. *Theory Into Practice*, Spring 2000, Vol.39 Issue 2 p88, 9p.**

Although in recent years the greening of schools has been significant, it has not been sufficient, according to David Selby. He describes composting, recycling, and school gardens as merely light green. Selby advocates for darker shades of green to ensure that schools are doing their part in radically changing human effects on the environment. Activities that can be described as darker shades of green are deep and transformative, not shallow and unaware of human dependence on planet Earth.

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Dark green thinking requires a shift from anthropocentric to biocentric thinking. Humans must recognize that they are connected to all parts of nature and that their needs are synonymous with the needs of the planet. A reverence for nature must be developed not only within science classes, but through “disciplinary convergence.” There are cultural, ideological, political, social, and spiritual aspects of the environment that should be taught across the curriculum.

***Examining Global Issues in the Elementary Classroom.* Angell, Anne V.; Avery, Patricia G., *Social Studies*, May/Jun92, Vol.83 Issue 3, p113, 5p.**

By creating the right context for learning, teachers can engage young children in worthwhile inquiries about global issues. Children have the cognitive ability and the natural curiosity to think about the world’s problems. Three instructional strategies for accomplishing this include: small group discussion, role play and simulations, and thematic resource folders.

The elementary years represent a critical opportunity to lay a foundation for students to develop more sophisticated thinking about global issues. Young students can become aware, in an age appropriate manner, that “global issues represent unanswered questions.”

***Practical Ways to Use Inquiry Approaches in the Classroom.* Gordon, Kathleen; *Primary and Middle Years Educator*, Aug. 2003, Vol.1, Issue 2, pp15-19.**

In the classroom, students are used to answering questions rather than asking questions. “Even very young students can be aware of and ask different types of questions.” Teacher modeling and student engagement with a topic are essential for stimulating the inquiry process.

In order to enhance classroom discussion, attention must be paid to three items: setting ground rules, knowing how to ask questions, and being aware of group dynamics. Several tables for reflection and evaluation are included to assist teachers

with incorporating an inquiry approach into their teaching practices. Respect, encouragement, listening, speaking in turn, and participation are key concepts. Ultimately, the success of the inquiry process lies in the teacher's patience and willingness to try something new each term.

IMPLICATIONS FOR STUDENT LEARNING

Throughout the year, I have engaged my students in many activities that have led to inquiry about global issues. My students have a raised social consciousness and a commitment to take action. In the fall, my students and many others at Brighton Public School participated in the Monarch Teacher Network-Canada (MTN-C) *Teaching and Learning with Monarch Butterflies*.

As students raised and released monarch butterflies, they learned to care for the monarchs' habitats, the special connection between Canadians, Americans and Mexicans, and the land that sustains us all.

Later in the year, four classes at my school joined the Monarch Teacher Network Quilt project in which students in Canada, the U.S., and Mexico create and exchange quilt squares that illustrate the life cycle of the monarch, its migration, and the conservation of its habitats in the three countries.

In October, I participated in an MTN-C sponsored Environmental Ethics Workshop that has influenced the way in which I am currently teaching Habitats. My students were leaders in instigating activities

for Earth Hour, Earth Week, and EcoSchool events. They generate considerably less garbage and won a school-wide contest for producing the least garbage during Earth Week. They have inspired other students, and their families, to participate in Earth Hour. Their concern for the environment is matched by their concern for less fortunate children. In February, my students and one parent raised \$300 in a bake sale for Sick Kids' Hospital in Toronto. This accomplishment is as a perfect example of "Think globally; act locally."

Beyond the classroom, making connections with the whole school and the local community has been important in implementing my inquiry into the use of folk songs to teach global issues. At the school's Remembrance Day assembly, my students sang *Make a Difference* by Denise Gagne, and often refer to that song during discussions of environmental or social concern.

I coordinated the school Christmas concert, in which primary students performed Denise Gagne's *Christmas is my Favourite Time of Year*. (Its themes include world peace, empathy, and selflessness.)

In February, the Grade 1 classes performed for the residents of Apple Fest Lodge. Their rendition of *Gitsagakomim*, a Blackfoot song meaning "we honour you" was a favourite. In May, intermediate students performed *Siyahamba* and *Sing, Sing* at Apple Fest. On MusicMonday in the spring, the entire school sang *Sing, Sing*, a Serena Ryder song that celebrates inclusiveness. In June, students from Grades 3 to 8 gathered for a drumming

Sing Around the World

circle with Ron Cross to experience the sense of community that results from making music together.

The drumming techniques that were used in this session are the same ones that I often use as accompaniment for folk songs.

Two Grade 4 classes used djembes and xylophones to accompany *Land of the Silver Birch* and *The Canoe Song* at the April Character Education assembly. Also in June, Canadian performer Michael Mitchell performed a series of folk songs for our students. I coordinated the learning of these songs with many grades and it is no surprise to me that the favourite was *Little Trees*. This song equates children with young trees: “Little trees need a chance to grow, it takes time and care, they’re a lot like us you know.”

Finally, my students embarked on a study of the world through singing and recording folk songs from six continents during the last month of school. Many opportunities to raise questions about global issues emerged. A recurring phrase with my students this year was, “We can make a difference.” Music is undoubtedly the right context in which to build global understanding in young children.

REFLECTIONS

This Global Education Writing project has shaped nearly all of my teaching over the last year. Everything from my involvement in the Monarch Teacher Network to the songs I chose for the

Michael Mitchell concert has been influenced by my belief that folk songs are an effective means of teaching global awareness. Although I have been highly motivated, it has been challenging to maintain the momentum of the project while teaching full-time.

I have had to learn how to use two new programs, Audacity and Finale. I recommend seeking access to technical assistance. For my part, I would have especially appreciated assistance during my attempts to upload the musical notation (Finale 2004) and recordings of my class singing the 10 folk songs (Audacity).

For this project, I found it invaluable to work with a Literacy Coach and consult with colleagues, including the French teacher at my school. As well, ETFO weekend meetings in Toronto were very helpful for gaining understanding of the scope and intent of the initiative. I appreciate the opportunity that I have had to work with ETFO members and OISE staff and students. What a worthwhile opportunity this has been.

Despite the challenges of balancing the requirements of the Global Education Writing Project with the demands of full-time teaching, this initiative has broadened my knowledge and perspective on the value of professional development.

I encourage all ETFO members to expand their horizons by seeking opportunities to get involved with ETFO at the provincial level.

CURRICULUM SAMPLES

LESSON 1: WORLD-MINDEDNESS

FOLK SONGS THAT TEACH STUDENTS TO CONSIDER THEIR IMPACT ON THE ENVIRONMENT

The songs listed below have beautiful music and stimulate inquiry about the needs of the planet.

- *Sakura* (Japan);
- *J'entends le Moulin* (France);
- *Kookaburra* (Australia);
- *Land of the Silver Birch/Canoe Song* (Canada, Aboriginal); and
- *Okkitokkiunga* (Canada, Inuit).

Note: You may use the musical notation (Finale 2004) and the audio recordings ([Audacity](#)) or refer to the Curriculum Support Materials. It is also possible to find folk songs on YouTube.

Teach each song by rote. Have students listen to each line of a song and repeat it, until the singing of the **melody** is accurate and together. Then, sing the whole song. When the singing becomes comfortable, add palms on thighs with the **beat** (patsches).

Next, try two right-hand fingers tapping on the left palm with each syllable to keep the **rhythm**. Try splitting the class so that some of the students are keeping the beat and the others are tapping the rhythm. Finally, add percussion instruments*, a few students at a time, until an enjoyable piece of music results. It is important to experiment with different **dynamics** (volume) and **tempi** (speeds). When students suggest playing for another class or for an assembly, you know you have been successful in teaching the musical part of this lesson. *I have seldom owned real rhythm instruments but I've had lots of success with homemade ones. The best, by far, are rolled up newspapers (taped tightly together) and **sono** tubes (.5 metre lengths with clear duct tape over one end). An African djembe (one will do) and a few xylophones (two to four) can be played by any student to add **texture** and **tone colour** to the sound. For performance, select strong singers (every class has a few) to lead the class in singing *Land of the Silver Birch* and *The Canoe Song* as partner songs (songs sung simultaneously) or as a round (**canon**). Consider asking a small group of students, who can stay on **pitch**, to repeat “Boom di di boom boom” throughout the singing and you'll have added an **ostinato**.

Sing Around the World

SUGGESTED TEACHER QUESTIONS TO STIMULATE INQUIRY ABOUT THE NEEDS OF THE PLANT FOR EACH SONG

Sakura

In Japan, the Sakura (cherry blossoms) are a celebrated harbinger of spring. Imagine a spring when the Sakura do not appear. What aspect of climate or human intervention may have caused this? What other effects on agriculture and the economy would also be evident?

Okkitokkiunga

What are the pros and cons of Canada's annual seal hunt? Is seal eating an example of how to implement the 100-Mile Diet? Why is *Inuit* a better name than *Eskimo* for Canada's northern inhabitants?

J'entends le Moulin

Would every family need their own mill wheel if flour disappeared from store shelves? In Ontario, windmills are being erected in various places to generate power. Should these turbines be built close to cities or should they be built farther away in natural areas like Algonquin Park? Are turbines a "green" way to generate electricity?

Kookaburra

Climate change has affected rainfall in Australia, and many regions are experiencing drought. How does this affect life for animals and vegetation? Is the kookaburra endangered?

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Land of the Silver Birch/ Canoe Song

If gasoline prices become too high for families to drive cars regularly, could they depend on waterways for travel? Are moose or beaver in danger of becoming threatened species? Is it safe to drink water directly from our lakes? Can we eat fish from lakes that have cottages or power lines nearby?

Ask students to use the 5W's or the Q-Matrix to generate their own questions about these songs. Develop lessons using these. Choose one significant way in which the class or school could conserve energy or minimize waste. For your goal, consider turning your school into an earth-saving learning environment through wise practices, rather than short-lived initiatives that have "green" or "eco" in their name.

LESSON 2: CHILD CENTREDNESS

FOLK SONGS THAT TEACH STUDENTS THE VALUE OF HONOURING ALL CHILDREN

The songs listed below celebrate the joys of play and soothing children.

- *A Ram Sam Sam (Morocco)*
- *Obwisana (Ghana)*
- *Iroquois Lullaby (Canada, Aboriginal)*
- *Lillie Gal (Guyana)*

Teach each song by rote as described in Lesson 1 and add a few more elements of fun, as follows:

A Ram Sam Sam

A ram (clap thighs) sam sam (clap hands together twice). Gooli gooli gooli gooli gooli - (spin hands over one another, palms facing chest several times). A raff (shake hands rapidly, palms out) - i (palms drop to thigh level). This is visually and melodically stimulating when sung as a round (canon). I have performed this song very successfully with Purepecha school children in Mexico, elementary age children in New Brunswick and Ontario, and in-service teachers in Guyana and Ghana. Note: YouTube has many interesting renditions of *A Ram Sam Sam*.

Obwisana

This is a Ghanaian “passing song”. Students sit in a circle, cross-legged. Each student passes a rhythm stick (or two) clockwise on every second beat. For a North American twist, try playing this as an elimination “hot potato” style game, with just one object, and you will see who has the fastest reflexes. Both games can be played with your own variations many times.

Iroquois Lullaby

Ho Ho Watanay, sung in Iroquois, French and English can be accompanied by a drum, made from a sono tube (cylindrical form for making concrete pillars) or a large coffee can. On each repetition of the song, the drum is passed to the next person. You will be able to pass the drum around the whole class before anybody tires of singing.

Lillie Gal

This is a wonderful BAG song to replace *Hot Cross Buns* when teaching the recorder. A few high and low D’s and some high C’s are needed too.

Sing Around the World

SUGGESTED TEACHER QUESTIONS TO STIMULATE INQUIRY INTO THE IMPORTANCE OF HONOURING CHILDREN FOR EACH SONG

A Ram Sam Sam

Apparently the words are nonsense syllables that have no particular meaning in any language. Why is it important for parents to spend time playing action songs with their children every day? “Americans spend an average of six hours a week shopping, and 40 minutes a week playing with their children.”

The Sacred Balance, Suzuki, D. 2002.

Obwisana

What are the pros and cons of cooperative games and competitive games? Although there are as many as 46 different languages spoken by children in Ghana, each child learns English when they attend school. In your view, does the child benefit from learning a second language? What are the challenges faced by new Canadian children when they attend school? Is it important to retain their first language? In Africa, music is not just a thing of beauty, but a mode of expression regarded as a vital part of community experience.” J. H. Kwabena Nketia, *African Songs and Rhythms for Children*, Amoakau, W.U. 1971

Ho Ho Watanay

Cradle songs are sung to babies throughout the world. In caring for children, and all of their needs, we are also caring for the Earth. To what extent do you agree with this statement? Are there ways in which adults have not shown care for children? What social problems exist today because people in positions of authority do not fund children’s programs adequately? “How can we turn our troubled world around, and work toward creating a nurturing world fit for all children?” *Child Honoring*, Cavoukian, Raffi. 2006.

Lillie Gal

What would make a girl, or boy, become brazen (boldly disrespectful)? Do children live what they learn? Should character education be taught in classrooms? Do schools have a “duty to inculcate basic standards of behaviour?” The Dalai Lama, *Child Honoring*, Cavoukian, Raffi. 2006.

CULMINATING TASK

Part 1

Ask students to fill in the blanks for these statements and justify their opinions using details from the song lyrics, as well as any research they have on each country, and their own ideas.

My Opinion

The best thing about being Canadian is _____

Follow with: The best thing about being Ghanaian is _____ (and so on) for each country in this unit.

And, finally: The best thing about being an “Earthian” is _____

Part 2

Choose one of the songs in this unit and write new words that fit the rhythms and the melody. It should have an Earth Care or Child Care-centered theme. Perform your composition a capella, or using a percussion instrument that you have found or made.

Here’s my composition, to the Kookaburra tune:

Caterpillar chews on a milkweed leaf

Eating all the milkweed she can see

Soon we’ll have to say good-bye

When she becomes a Monarch butterfly.

CURRICULUM SUPPORT MATERIALS

- Cass-Beggs, B. (1992). *Canadian Folk Songs for the Young*. Douglas and McIntyre, Toronto.
- Gagne, D. (1997 and 2003). *Musicplay Grades 1-6. Themes and Variations*. Red Deer, Alberta.
- Harrison, J., Harrison, M. (2000). *Canada is ... Music 3-4*. Gordon V. Thompson Music, Toronto, Canada.
- Harrison, J., Kerr, C., and Colby, D. (1995). *Canada is ... Music 5-6*. Gordon V. Thompson Music, Toronto, Canada.
- Walters, C. (1995). *Multicultural Music*. T.S. Denison and Company, Inc. Minneapolis, Minnesota.
- The Ontario Curriculum Grades 1-8 The Arts 2009*
- The Ontario Curriculum Grades 1-8 Language 2006*
- The Ontario Curriculum grades 1-8 Science and Technology 2007*

LYRICS FOR SONGS *Global Education Folk Songs (MP3 file - 3mb)*

1. *Sakura*

Sakura! Sakura!

Ya yo i no So ra wa,

Mi wa ta su ka ghi ri

Ka su mi ka? Ku mo ka?

Ni o i zo i zu ru.

I za ya! I za ya!

Mi ni yu ka n. (i = ee) (Japanese)

Sakura, Sakura,

Bloom so bright in April breeze,

Like a mist or floating cloud;

Fragrance fills the air around,

Shadows flit along the ground.

Come, oh come! Come, oh come!

See the cherry trees. (English) [Canada Is...Music 3-4]

2. *J'entends le Moulin*

J'entends le moulin, tique tique taque.
 J'entends le moulin, taque.
 Mon père a fait bâtir maison,
 J'entends le moulin, taque.
 L'a fait bâtir a trois pignons,
 Tique ta que tique taque,
 J'entends le moulin, tique tique taque,
 J'entends le moulin, taque. (French)

I hear the mill wheel ticker, ticker, tacker.
 I hear the mill wheel turning.
 My father builds himself a house.
 I hear the mill wheel turning.
 He has three carpenters to help.
 Ticker tacker, ticker tacker.
 I hear the mill wheel ticker, ticker, tacker.
 I hear the mill wheel turning. (English) [Canadian Folk Songs for the Young]

3. *Kookaburra*

Kookaburra sits on an old gum tree,
 Merry, merry King of the bush is he,
 Laugh, kookaburra laugh,
 Kookaburra gay your life must be. [Multicultural Music]

4. *Land of the Silver Birch*

Land of the silver birch, home of the beaver,
 Where still the mighty moose wanders at will,
 Blue lake and rocky shore, I will return once more,
 Boom diddy boom, boom, Boom diddy boom, boom,
 Boom diddy boom, boom, Boom, boom, boom.
 High on a rocky ledge I'll build my wigwam,
 Close by the water's edge, silent and still.
 Blue lake and rocky shore, I will return once more.

Sing Around the World

Boom diddy boom, boom, Boom diddy boom, boom,
Boom diddy boom, boom, Boom, boom, boom. [Canada is... 5-6]

5. *Canoe Song*

My paddle's keen and bright, flashing with silver,
Follow the wild goose flight, Dip, dip and swing.
Dip, dip and swing her back, Flashing with silver,
Follow the wild goose flight, Dip, dip, and swing. [Musicplay 5]

6. *Okki-tokki-unga*

Okki tokki unga, Okki tokki unga,
Hey missa day, Missa doh, Missa day. (sing first two lines twice)
Essa coa mishi wani, Essa coa mishi wani,
Okki tokki unga, Okki tokki unga,
Hey missa day, Missa doh, Missa day. [Musicplay 2]

7. *A Ram Sam Sam*

A ram sam sam, A ram sam sam,
Gooli, gooli, gooli, gooli gooli ram sam sam. (sing first two lines twice)
A rafi a rafi,
Gooli gooli gooli gooli gooli ram sam. (sing last two lines twice) [Musicplay 6]

7

8. *Obwisana*

Obwisana sanana Obwisanasana. (sing twice) [Musicplay 4]

9. *Iroquois Lullaby*

Ho ho watanay, Ho ho watanay,
Ho ho watanay Kiyokena, Kiyokena - (Iroquois)

Sleep, sleep little one, Sleep, sleep little one,
Sleep, sleep little one, Oh, go to sleep, Oh, go to sleep. (English)

Do, do, mon petit, Do, do, mon petit,
Do, do, mon petit, Et bonne nuit, Et bonne nuit. (French) [Canadian Folk Songs for the Young]

10. *Lillie Gal*

Lillie gal, lillie gal, lillie gal, lillie gal, Wha mek yuh brazen so? (sing twice)

Ah come out a fourteen, gone into fifteen, dah mek ah brazen so.

Ah come out a fourteen, gone into fifteen, dah mek ah brazen so. [One Hundred Folk Songs of Guyana]

UNIT RESOURCES

STUDENT RESOURCES

- Benjamin, F. (1995). *Skip Across the Ocean*. Nursery Rhymes from around the World. Orchard Books. New York.
- O'Brien, E. (2005). *Usborne Introduction to Music*. Scholastic Inc. New York.
- Schimmel, S. (1994). *Dear Children of the Earth*. Northword Press. Minnetonka, Minnesota.
- Thornhill, J. (2007). *This is My Planet: The Kids' Guide to Global Warming*. Maple Tree Press. Toronto.

TEACHER RESOURCES

- Birkenshaw-Fleming, L. (1996). *An Orff Mosaic from Canada*. Schott. New York.
- Campbell, P.S., Williamson, S., and Perron, P. (1996). *Traditional Songs of Singing Cultures*. Alfred Publishing. Van Nuys, California, .
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CD RESOURCES

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Michael Mitchell . *Canada is for Kids*

Raffi, 2008. Raffi. *Songs of our World*. Toronto, Ontario, Troubadour Music, Inc.

Charno, R. 2002. *Mother Earth Lullaby*. Ellipsis Arts, Glen Cove, New York.

Titon, J.T., *Worlds of Music 1992*. New York Macmillan Inc.

ONLINE RESOURCES

<http://davidsuzuki.org/kids>

<http://raffinews.com>

<http://weallneedalittlemusic.ca>

<http://monarchcanada.org>



global education

8

Speak Up! Teaching Students to Advocate on Behalf of Themselves and Others

By Carrie Schoemer

Speak Up! Teaching Students to Advocate on Behalf of Themselves and Others

By Carrie Schoemer

CURRICULUM FOCUS

FOCUS

To develop a framework to teach activism skills to students. To address a global understanding of preferred futures, change, and civic action. This study is aimed at students in the intermediate grades (7 and 8), with a focus on the Language curriculum. Other subjects may be introduced depending on the nature of student interests. For instance, if the focus for student action is an environmental issue, then student learning would also address expectations in Geography and Science.

ABSTRACT

I have observed that many students exhibit feelings of frustration when studying the complexities of world issues. They wonder what they could possibly do to help tackle problems that are so big. It is my belief that students need to be explicitly taught the skills to begin to advocate for what they believe in, and that these advocacy skills can be developed to help students approach world issues as agents of change.

Following the principles of direct teaching and the gradual release of responsibility, students learn and practice effective action to prepare them to take action on their own. Overall, it is my objective to help students feel empowered to bring about global change.

Students acquire knowledge of historical and current civic actions. This learning fosters resourcefulness to discover how best to engage in civic action today. They learn to evaluate issues from multiple perspectives. In so doing, students learn how to present their own interest, and how to develop compassion for others involved in a particular situation. Students work on a shared action as a large group, led by the teacher. This project teaches framework and helps develop analytical skills, as well as purposeful oral and written communication.

Finally, students are ready to take action on self-identified issues of local or global importance. Specifically, they demonstrate an ability to speak confidently about issues they personally feel are important, and they develop a better understanding of the impact of language, words, and gestures.

RESEARCH INTO PRACTICE

For this inquiry, I followed several steps. First, I consulted literature relating to student engagement in civic action, and drew conclusions from the research. I collected data from students at several points during the inquiry through written reflections and teacher-student conferences. After the inquiry, I reflected on how my experiences and the data I collected related to the research, and what I learned from the process.

LITERATURE

I have conducted a thorough investigation of research on the topic of student civic engagement and effective teaching strategies, but I will focus on key articles and findings.

STUDENT CIVIC ENGAGEMENT

Long, Kenneth. *No Good Wars: Teaching the History of Modern American Wars as a Means of Resisting Current Ones.* *College Teaching*; Spring 2008, Vol. 56 Issue 2, p67-73, 7p.

This text provides the core understanding for my research. In his study, Long writes about a university course he designed on the history of modern American wars. The course was meant to criticize and oppose American involvement in Iraq and Afghanistan. Despite students displaying more anti-war attitudes after taking the course, students

did not become more inclined to participate in activism of any sort relating to the wars. Long reflects that “dissatisfaction does not necessarily translate into activism or resistance” (72).

He concludes that activism must be directly and explicitly taught, and that teachers must go beyond simply teaching about world problems or historical examples of activism. His work demonstrated the need to teach activism as a distinct skill set.

If university level students were shown not to be equipped to act on global issues they learn about in class, then certainly middle school students would also require direct teaching of these skills.

Rault, Pam V. *Political Engagement on Campus: Helping Students Become Motivated Citizens.* *Campus Activities Programming*; Sep. 2008, Vol. 41 Issue 3, p52-54, 4p.

This text focuses on four components that contribute to college-level student engagement in political activities. This article helped shape my understanding of how to develop a framework that would be effective in the classroom to increase intermediate level student engagement. The first component is resources, which include communication and organization skills.

The second component is psychological engagement, or a person’s belief in their ability to bring about change.

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The third component, recruitment, describes the need for students to see other people (family, peers, or teachers) involved in political activities.

Fourth, issue engagement shows that people are more likely to become engaged in civic action when they personally care about the issue at stake.

Quaye, Stephen John. *Hope and Learning: The Outcomes of Contemporary Student Activism. About Campus; May/June 2007. p2-9, 7p.*

This article describes the positive benefits of college-level student activism. According to Quaye, students develop “critical hope” which is a realistic understanding of the possibility of affecting real societal change.

He writes, “When students become active, their critical hope often leads to three learning outcomes that are valued in higher education: appreciation of differences, cultivation of students’ voices, and connection to global society” (3).

This article inspired me to teach activism skills to students since the potential outcomes of their learning are so positive.

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TEACHING STRATEGIES

Ontario Ministry of Education. *A Guide to Effective Literacy Instruction, Grades 4 to 6. A Multi-volume Resource from the Ministry of Ontario. Volume Five: Reading. Queen’s Printer for Ontario, 2008.*

This text contains reasoning for the gradual release of responsibility through four key instructional

approaches: teacher modeling, shared instruction, guided practice, and independent work. This framework can be applied beyond literacy instruction to effective teaching of activism skills.

DATA

I noticed greater student engagement by the end of the process. Initially during the phase of “modeled action”, I told students stories of historical and current examples of social activism. At this stage, students did not seem to be connecting these stories to their own lives.

They were absorbing the information as they would any other lesson. While they were interested and inspired by stories of change agents, they did not appear to imagine that they could act in similar ways. During the phase of “shared action”, students’ confidence in their ability to affect change varied. Student reflections indicated that they wanted our goals to be realistic so that we could be successful.

They realized the value of particular skills, such as persuading other people to see issues from an intended perspective (“getting people to agree with you”).

They recognized this requires planning with persuasive strategies in mind. They also learned that while research is often difficult, it is essential to find trustworthy, thorough information. Students felt that many of their peers were apathetic to global issues and needed to be inspired and motivated.

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Almost all students felt that being involved in civic action was rewarding, even if they were unable to bring about measurable change directly. By the time we reached the third phase of “independent action”, students’ belief in their potential to bring about change had increased noticeably.

This is likely due to student successes during the “shared action” phase. During conferences, students reported that they thought it was important to try to make changes in society.

Some students said they were glad to now possess the “basics” for taking action on other issues in the future. They felt the framework for action showed them how to organize their ideas and make their message convincing to others.

Still, other students remained doubtful about the outcome of their action, and felt that people wouldn’t listen to them because they are “just kids”.

Also, many students reported challenges in knowing how to get in touch with people in the government, and how to distinguish which level of government they needed to address.

Students also learned that they can potentially have more impact by working in a group instead of alone.

REFLECTION

My experience in the classroom confirmed that students do not automatically take action when they are concerned about an issue; they need to

be shown that “speaking up” is an option and that change is possible.

Once students are motivated to take action, they need to be taught the corresponding skills. My curriculum sample puts the focus on teaching students to conduct research, analyze multiple perspectives, organize ideas, and develop effective written and oral communication skills.

Research into teaching strategies reinforced the need to use modeled teaching and guided practice before students embark on independent work. My classroom experience confirmed to me the value of this approach.

I divided my project into four phases: modeled action, shared action, guided action, and independent action. Time constraints forced me to eliminate the guided action phase.

In fact, this stage is important in consolidating students’ skills before they begin to work alone on self-selected issues. Students in the intermediate grades require much guided practice before they are ready to work independently, and next time I would be certain to include this phase.

Overall, the inquiry was a very positive experience. Students enjoyed working on a “real life” learning project, one that was fluid and guided by their interests.

They liked that the unit was not simply planned in advance and delivered to them; instead, they had a say in the direction their learning would take. At first, some students were afraid to write a letter to the government or to a school official, worrying

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that they would “get in trouble.” Later, they came to feel that they had a right to tell the government and other adults what they believed. Students began to think strategically about taking action, and how their message would be received depending on how it was delivered.

When engaging students in civic action, it may be a challenge to identify their interests. Some students had difficulty selecting an issue they felt was

important, and most required direct guidance and conferencing.

Some students who worked in pairs with other students felt more confident about their actions. Also, students required guidance when determining how to contact the appropriate government or corporate representatives.

CURRICULUM SAMPLES

The following expectations are taken from the Language curriculum (2006), Grade 8.

I have highlighted several key expectations that are addressed in this study; however, many other expectations are also covered.

Oral Communication

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading

- Identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes.
- Identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives.

Writing

- Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources.
- Establish a distinctive voice in their writing appropriate to the subject and audience.

Media Literacy

- Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts.

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PHASE 1: MODELED ACTION

During this phase of the unit, students read about and discuss people who have taken civic actions taken in the past, and those who are taking actions today. Names of these people are recorded on an anchor chart in the classroom, titled “Agents of Social Change.” Some people and situations we examined were:

- The Winnipeg General Strike
- The Famous Five (Emily Murphy, Henrietta Muir Edwards, Louise McKinney, Irene Parlby, and Nellie McClung)
- Gandhi
- Martin Luther King, Jr.
- Iqbal Masih
- Craig Keilburger
- Ryan Hreljac
- Bilal Rajan

I varied the delivery of information. Sometimes I read aloud a story, sometimes we watched a video, and sometimes students read a short interview or text. In order to learn about the Winnipeg general strike and the Famous Five, students undertook a multi-phase research project (see Section D: Curriculum Sample Support Materials). They applied research skills to find appropriate primary and secondary sources about the historical topics. Students took notes and recorded sources they accessed. Working in small groups, they created dramatic skits as a way to share their information.

During this phase of the unit, students assess *how* people brought about change in their societies. They gain common understanding of how action from concerned citizens is required.

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Students answer questions orally and in journals. Discussion questions may include:

- What problem was this person or group trying to solve?
- What strategies did they use to address this problem?
- How did they spread the word to others?
- What obstacles did they face?
- How effective was their action? What still needs to be done about this issue?

PHASE 2: SHARED ACTION

During this phase of the unit, the teacher leads the class through a civic action that is taken as a group.

The teacher can select any issue that will likely interest the students. The purpose is to demonstrate how to take an action, from start to finish. In this way, students develop the skills necessary to progress to independent action in phase three.

Deliberately leaving a topic open-ended encourages more participation and decision-making from students. Some possible issues may include:

- Composting in schools
- Nuclear weapons
- Deforestation
- Problems facing new immigrants to our school community
- School cafeteria food improvement
- Water conservation

I selected the issue of water conservation. I introduced the concept of the ACTION acronym by giving students a handout of the ACTION template and creating an anchor chart for the classroom. I will describe this phase of the unit through the letters of the ACTION template.

A: Ask a Question (Why does this happen in the world?)

1. Activate prior knowledge.
 - Students learn that before you can make a change in society, you need to identify the problem you see. By asking a question first instead of making a statement, we allow ourselves to approach problems with an open mind.
 - Students refer to the anchor chart “Agents of Social Change” and discuss what questions these people may have asked about the societies they faced.
2. Identify an issue.
 - For this action, our question was, “How can we conserve water?”
 - Students are informed that beyond this initial question stage, the project is open-ended and depends on their ideas and input.

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C: Collect Information (Conduct research into your topic.)

1. Provide on-going sources of information.
 - This stage of the project is guided. The teacher leads students through a variety of sources, including textbooks, news articles, videos and websites, related to the topic.
 - As new issues emerge, more sources are identified to address them. For our particular issue, students became interested in calculating our “water footprint” and comparing water use in different activities. As they researched to determine where water conservation would have the greatest impact, students discovered that 30 percent of Canadian fresh water use goes to meat production. (The production of one beef patty uses 2,331 litres of water.) Students were intrigued by this discovery, and wanted to investigate it further.
2. Review research skills.
 - Teacher reviews key research skills with students, including identifying key words, accessing sources, recording information, and consolidating new knowledge.
 - Teacher models note-taking for students. The class keeps a common set of notes related to the topic.

T: Tighten your Focus (Explain the change you would like to see.)

1. Narrow down your topic.
 - When it was time to select a specific action to take, students were interested in persuading people to reduce their meat consumption as a method of conserving water. We decided as a group to raise awareness about this issue. We coined a phrase for our campaign: “Save water. Eat less meat.”

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I: Initiate Change (What action are you planning to take? When and how will you take action?)

1. Brainstorm ideas.
 - Brainstorming methods such as anonymous notes, group discussions, and think-pair-share are used to solicit ideas from the class.
 - Students have so many of ideas for how to campaign for change, it may be more efficient to divide the class into small groups.
2. Develop Strategies.
 - At this stage, I used direct teaching of common persuasive strategies (see Section D:

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Curriculum Sample Support Materials). After practice with identifying and making use of persuasive strategies, we considered the information we had about water conservation. As a group, we classified our key facts into the categories on the persuasive strategies chart, which made our messages more effective.

O: Open Discussion (How many people will know about your action? How can you get your message to the right people?)

- Students want to convey their message to as many people as possible. For our issue, the students' ideas centered on a “meat-free day” at school which would reach over 500 people. They advertised with posters, announcements, a skit, and a Facebook group (over 150 people joined). They also wrote a formal letter to the cafeteria staff, inviting them to serve a meat-free menu that day. They used the persuasive messages they had created to tailor their appeal to each intended audience.
- Students learn the importance of reaching not only their peers, but also decision-makers in positions of power. After some discussion, we thought of approaching the Canada Food Guide, asking for a reduction in the recommended amount of meat in Canadians' diets. This idea developed into writing a formal letter to Health Canada. Students gathered 150 signatures for a petition on the topic.
- I modeled a persuasive speech on the topic of reducing meat consumption to conserve water so that students could see an example of this strategy at work.

N: Next Steps (After you complete your action, consider what to do next. How will you follow up?)

1. Reflect.
 - In journals and in discussions, students reflect on the effectiveness of their action.
2. Celebrate.
 - We received a personalized letter from Health Canada about our appeal, which was an exciting moment for the class.
 - Our principal, other teachers, and many students gave positive feedback to my class for their efforts.

PHASE 3: INDEPENDENT ACTION

Students select an issue they feel is important and work independently to take a civic action related to their issue.

1. Brainstorm possible ideas.
 - Teacher leads students in a class brainstorm of possible issues that may be of interest to them.
2. Teacher conference.
 - Before students tackle the first step of the ACTION template, they confer with the teacher to develop their ideas.
 - I found this a challenging part of the exercise. Some topics students chose included: closing Guantanamo Bay, stopping the seal hunt, starting school one hour later, improving bus service, and banning smoking.
3. Complete the ACTION stages.
 - Guide students by establishing a timeline for them and continue with regular teacher conferencing.
 - Students thought of many creative approaches to their actions, including letters and petitions to government officials, posters, vows of silence, blogs, and Facebook groups. I also asked students to give a persuasive speech on their ACTION issue, which made our required unit on speech arts more meaningful to the class.

CURRICULUM SUPPORT MATERIALS

HISTORICAL SOCIAL CHANGE

I gave the following instructions to students during the modeled action phase to help them organize their thoughts about Canadian historical civic action.

People in Canada have been taking action on issues they feel are important throughout history. We will investigate the stories of workers and women who worked to make changes in their societies. We can relate the challenges these people faced, and the ways in which they tackled their problems, to our lives today.

HISTORICAL SOCIAL CHANGE

Task	Workers	Women
1. Read selections from the textbook.	Pages 252, 254-257, 259 Flashback Canada	Pages 265-267, 269-273, 276 Flashback Canada
2. Fill out the notes organizer.	(based on textbook reading)	(based on textbook reading)
3. Visit a related website.	http://thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=J1ARTJ0008649	http://archives.cbc.ca/politics/elections/topics/1450/
4. Add to notes organizer.	(based on related website)	(based on related website)
5. Audio or video resources	Listen to a radio clip: http://archives.cbc.ca/economy_business/labour_unions/clips/4239/ (also read the “Did You Know” tab)	Historica minute about Emily Murphy: http://historica.ca/minutes/minute.do?id=10205 Historica minute about Nellie McClung: http://historica.ca/minutes/minute.do;jsessionid=6ECFF82E6BDCA3CB4164E960BAAE87AD.tomcat1?id=10643
6. Add to notes organizer.	(based on audio/video)	(based on audio/video)
7. Read about related current issues.	Wal-Mart union Toronto Star news articles	“Women in the House” Toronto Star news article
8. Complete a Venn diagram.	Compare labour issues around the time of the Winnipeg General Strike to issues discussed in the article.	Compare women’s political rights during the suffrage movement to issues discussed in the article.
9. Prepare a presentation	Working in small groups, present information to the class.	Working in small groups, present information to the class

NOTES ORGANIZER: HISTORICAL SOCIAL CHANGE

	“Dot-Jot” notes	Source (Where did you learn this information?)
<p>Problem in society</p> <p>(What “action” question did they ask about their society?)</p>		
<p>Methods and strategies</p> <p>(How did they make change happen?)</p>		
<p>Obstacles</p> <p>(What made it difficult for changes to happen?)</p>		
<p>Outcomes</p> <p>(What was successful? What still needed to be done?)</p>		

ACTION TEMPLATE

I used this handout during shared and independent actions. The guiding questions help students plan their action.

ACTION TEMPLATE

A	Ask a Question “Why does this happen in the world?”	
C	Collect Information Conduct research into your topic. Record key points here.	
T	Tighten your Focus Explain the change you would like to see.	
I	Initiate Change What action are you planning to take? When and how will you take action?	
O	Open Discussion How many people will know about your action? How can you get your message to the right people?	
N	Next Steps After you complete your action, consider what to do next. How will you follow up?	

PERSUASIVE STRATEGIES

I used this handout at three points during the inquiry. We analyzed the use of persuasive strategies in advertisements and other persuasive texts. Also, we used it to plan the persuasive strategies we would use in our own actions, both shared and independent.

PERSUASIVE STRATEGIES

Definition	Example
Claim – your main point	
Big Names – experts and important people that support your side of the argument	
Logos – using logic, numbers, facts, and data to support your argument	
Pathos – appealing to your audience’s emotions	
Ethos – making yourself seem trustworthy and believable	
Kairos - building a sense of urgency for your cause	
Research – using studies and information to make your argument seem more convincing; you can use words, graphs, tables, illustrations	

UNIT RESOURCES

STUDENT RESOURCES

- Keilburger, Craig and Marc. *Take Action! A Guide to Active Citizenship*. (available at metowe.com)
- Keilburger, Craig and Marc. *Take More Action: How to Change the World*. (available at metowe.com)
- Lloyd Kyi, Tanya. *Canadian Girls Who Rocked the World*. Whitecap Books Ltd., 2009.
- Lloyd Kyi, Tanya. *Canadian Boys Who Rocked the World*. Whitecap Books Ltd., 2007.
- Rajan, Bilal. *Making Change: Tips from an Underage Overachiever*. Orca Book Publishers, 2008.

TEACHER RESOURCES

- Activist Magazine*. This website could provide teachers with background information relating to current political issues in Canada and worldwide. The organization actively campaigns for peace, ecology and human rights. <http://activistmagazine.com>.
- Link to Learning*. This lesson highlights the responsibilities of the three levels of government in Canada. It is useful for students to know who is responsible for policies within the government. <http://linktolearning.com/government/responsibilities.htm>.
- Read Write Think*. This lesson, entitled “Can You Convince Me? Developing Persuasive Writing” contains many excellent resources on teaching persuasive strategies to students. http://readwritethink.org/lessons/lesson_view.asp?id=56.

ONLINE RESOURCES

- Amnesty International*. Amnesty International provides resources for how youth can organize and speak out against human rights violations around the world. <http://amnesty.ca/youth>
- Metowe.com*. This website includes information about the Free the Children charity and their work in empowering young people to make change. <http://metowe.com>
- Youth Action Network*. This Toronto-based organization promotes and coordinates youth efforts to make changes in the world. <http://youthactionnetwork.org>



global education

9

Acting for Change: Using Drama Strategies to Affect Student Desire to Act on Local and Global Issues

By Antonino Giambrone

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By Antonino Giambrone

CURRICULUM FOCUS

ABSTRACT

The materials of this inquiry emphasize a cross-curricular approach to global education and various areas of the Grade 7 curriculum which are, or may be, addressed. The curriculum subject areas most aligned with the support materials herein include Grade 7 Geography: Patterns in Physical Geography, and, because of the use of drama as the main medium through which lessons are conducted, Fine Arts (Drama).

Language expectations are integrated (Reading, Writing, and Oral and Visual Communication), as well as certain Science and Technology curriculum expectations (Understanding Life Systems). This project reflects classroom, school-wide, and community-based ideas that attempt to make an appreciable difference to students' understanding of global themes and issues. In the broader context of the unit, students learn how food is grown around the world, and analyze various views on food and hunger. They explore the connections between what we eat and local and global issues involving the environment, peace, human rights, health, and social justice. Students also develop a vision of

a preferred future, and have the opportunity to engage in various actions to advance this vision. Drama can be an extremely transformative medium for exploring local and global issues, and the main goal for this inquiry is to illustrate how it can be used to foster student interest and engagement in positive social action. The first lesson explores the issue of biotechnologies as a possible solution to world hunger (global). The second lesson explores local hunger situations and possible reasons for them.

THREE CORE LEARNING EXPECTATIONS

Students will ...

1. engage in deep analysis of local and global issues, in this case issues of food and hunger;
2. use drama strategies as a medium through which to explore, analyze, and reflect on the issues; and
3. explore future social actions they may engage in on the issues that arise in the inquiry..

RESEARCH INTO PRACTICE

The implementation of the project involves the exploration of issues around food production, food security, and hunger.

It begins with developing an understanding of topic areas, particularly around food production (i.e. agriculture) in various parts of the world.

The main thrust of the project, however, is a deep analysis of the issues surrounding food production, food security, and hunger through drama.

Students take on positions of stakeholders, as well as individuals deeply affected by hunger. Based on their experiences and analyses, students explore possible actions on the issues.

LITERATURE REVIEW

Fien, John, ed. (1993) *Environmental Education: A Pathway to Sustainability*. Deacon University and Griffith University: Geelong & Gough, Annette Greenall (1990) *Red and green: two case studies in learning through eco-political action*. In *Curriculum Perspectives*, 19 (2), 60-65

Different authors have explored the distinctions between education *about*, *for*, and *with* a particular issue.

The framework for the implementation of this inquiry is based primarily on these distinctions. John Fien (1993) and Annette Greenall Gough

(1990) provide a general summary of the distinctions, using environmental education as context.

According to Fien, teaching *about* the environment “emphasizes the teaching of facts, concepts, and generalizations about environmental patterns, processes, and problems” (p41). In the context of global education, this takes the form of teaching content knowledge on a specific topic or issue.

While teaching about an issue is necessary, there are strong arguments for moving beyond teaching content knowledge. For example, only limited attention may be paid to the social context of issues, and/or to opportunities for students to experience and express emotional or personal interaction with the issue.

Educating *for* a certain issue, as another approach, involves promoting an “informed and active concern” for it (Fien, p43), where students are provided with opportunities to develop skills, knowledge, and attitudes to participate actively in the issue.

Gough argues that education about and for the environment is not enough. She maintains that education *with* the environment brings learning to a transformative level. For Gough, educating with the environment involves fostering students’ identification between the environment and the self. In the context of global education, this understanding can be similarly applied to students’

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sense of identification with those who are directly impacted by a local or global issue.

Pike, Graham & Selby, David. (1999). *In the Global Classroom 1*. Toronto: Pippin Publishing

The underlying approach to my inquiry is based on Pike and Selby's four-dimensional model of global education specifically spatial, temporal, issues, and inner dimensions.

- The spatial dimension addresses ideas of interdependence and interconnectedness on many levels: ecological, economic, social, and political.
- The temporal dimension involves the notion that the past, present, and future are embedded within one another, and brings in concepts of probable, possible, and preferred futures.
- The issues dimension addresses the necessity for the awareness of issues, the connection of local and global issues, and the need for a consideration of multiple perspectives.
- The inner dimension involves the connections between the inner self of individuals and the outer world, reflecting the inner changes that occur simultaneously with outer action.

Gallagher, Kathleen. (2003). *Emergent conceptions in theatre pedagogy and production*. In Gallagher, Kathleen and Booth, David, Eds. *How Theatre Educates, Convergences and Counterpoints*, University of Toronto Press.

Kathleen Gallagher's work in drama education is also significant to my inquiry. In particular, I am interested in Gallagher's notion of moving beyond 'empathy'. While she acknowledges that the construct of empathy is central in drama education, she questions how empathy becomes pedagogically structured and what kind of empathy is elicited in response. Passive empathy that is promoted as a bridge between differences is not sufficient, she argues. Instead, what is needed is theatre that invites us to "take up points of intersection *and* confrontation, so that our dramatic explorations do not simply calcify cultural and ethnic boundaries" (p11).

Thus, students should not just try to become the other, or feel what the other is feeling, but instead simultaneously explore and confront their own and each others' identities.

PUTTING RESEARCH INTO PRACTICE

In implementing my inquiry, teaching *about* the topic mostly took the form of exploring various types of agriculture and how they are practiced in different parts of the world.

Students had an opportunity to analyze the positive and negative aspects of each type of agriculture, particularly with respect to impacts on the environment and humans.

The knowledge about food production provided the basis for teaching *with* the issue of food production

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and its impact. This took the form of dramatic exploration.

Drama provides an effective strategy with which to foster identification with others – by having students ‘become’ what they are studying and make connections by feeling and thinking as someone or something other than themselves.

The implementations of the drama activities described below allowed students to engage deeply with their knowledge, foster their understanding and, significantly, help them identify with others.

Within this focus on identification with others however, empathy was only one of the goals. Students were also asked to think about their social identities in relation to the people they were “playing”.

Notions of power were deeply explored in our debriefing, both within the roles they were taking on and through thinking about students’ own personal power when confronted with the situations presented.

Teaching *for* the issue was embedded within all of the activities, and manifested itself most in the exploration of, and engagement in, action on the issues. The expectation was that students’ engagement with the issues through dramatic exploration would foster a desire to act for positive change – in this case to address hunger issues locally and globally.

In their reflections and whole-class debriefing sessions, students expressed some deep passion for addressing the issues, and later engaged in them

wholeheartedly.

Throughout the implementation of the inquiry, the various dimensions of Pike and Selby’s model were being addressed. In particular, however, the issues and inner dimensions were highlighted. Students, for example, expressed feeling a deeper connection to the issues after having addressed the connections across them.

Based on in class observations, reflections, and whole class debriefing, students seemed to have undergone some inner change that manifested itself in their desire to take action.

CHALLENGES ENCOUNTERED IN IMPLEMENTATION

One of the limitations involved in implementing the two sample lessons below is finding time to debrief the dramatic activity embedded within them. Both activities are rather complex, requiring more than one class, and are also only formative tasks within a larger unit. Thus, time is a significant factor in their implementation.

A further challenge involves developing a classroom environment that allows students to feel safe enough to “become” someone else, and safe enough to communicate perspectives that might be different from others in the class.

Students would benefit from previous exposure to drama approaches and some basic knowledge in role-playing.

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The sharing of perspectives and the exploration of personal social identities in relation to others, particularly on an issue such as hunger, can evoke some serious emotional responses. Some of the students in the class, for example, may have personal experience with the issue being explored (such as hunger) or be connected with someone who has.

It is therefore, important to allow students opportunities to share their personal feelings and debrief the issues that arise.

Most importantly, it is imperative that approaches to global education infuse the notion of hope through action – teaching students that we are all social actors that can and do have a role in effecting change on local and global issues.

CURRICULUM SAMPLES

LESSON 1

Target Grade: 7

Title: In-Role Deliberation: Is Biotechnology a Solution to World Hunger?

LESSON DESCRIPTION/OVERALL PURPOSE

This lesson explores various perspectives on the use of biotechnology in relation to food production. Using an in-role deliberation strategy (see Deliberation Process Handout), students take on the role of a stakeholder and address whether or not biotechnology could be the solution to world hunger.

As preparation for the deliberation, students research their perspective and write a position statement analyzing the costs and benefits for humans, the environment, and overall food production.

Time Needed - 120 minutes

CURRICULUM EXPECTATIONS

This activities covers expectations in grade 7 Geography (Patterns in Physical Geography), Fine Arts (Drama), Language (Reading & Writing), as well as Science and Technology (Understanding Life Systems).

NECESSARY BACKGROUND KNOWLEDGE

Students should be able to identify the characteristics of various types of agriculture, and how different factors, including location and climate, influence agriculture. Also, students should be familiar with the term “food security”, and have discussed what they think may be causes of hunger on a global scale.

LESSON STRATEGIES

Introduction

Think Pair Share

- Write down the term Biotechnology in the centre of a flip chart, chalkboard, or Smart Board. Ask students to:

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- write down what they know about biotechnologies;
- share their lists with a partner (or in groups of four) and discuss what they wrote down;
- share what they agree to be the most pertinent contributions from what they each wrote with the class.
- Write down student responses, as they are shared, on the flip chart, chalkboard, or SmartBoard.
- If the terms “genetic engineering” or “genetically modified” organisms do not come up, include them on the list and discuss their definitions.
- Provide students with a definition of biotechnology (see below), allowing for discussion, clarification, and critique.

Biotechnology is a term used to describe the genetic engineering of plants and animals. It involves the changing of hereditary features that are passed on from parent to offspring in an attempt to improve the characteristics of the species. Genes are taken from one species and inserted into another with the goal of producing a new type with more desirable characteristics, such as developing plants and animals that are more resistant to diseases or can provide more food from the same amount of land. (Adapted from *Physical Geography* Grade 7, second edition, Nelson, p183)

Whole Class Discussion

- Ask students:
 - What are your initial opinions on biotechnologies? Are they a good thing for the planet? Are they dangerous for the planet?

Whole Class Brainstorm

- Ask students to brainstorm possible costs and benefits of biotechnologies based on what they know so far. Record responses on a T-Chart like the one below:

Biotechnology	
Costs	Benefits

- Keep the completed chart to refer to again in the debriefing at the end of the overall lesson.
- Ask students to try to connect the issue of biotechnology to issues of food security and hunger.

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Think Pair Share

Ask students to:

- Individually brainstorm the various stakeholders (individuals or groups who have a vested interest or stake in an issue) that might be involved in a discussion of whether or not biotechnology could be a solution to world hunger.
- Share their list with a group of four to create a collaborative list of stakeholders.
- Share their collaborative list of stakeholders with the class.
- Create a whole class list of stakeholders. This list will be used to determine roles for student deliberations. It should include:
 - independent farmer, corporate farm worker, corporate farm owner, biotechnology company, environmentalist, consumer, scientist, government official (minority world/ developed country), government official (majority world/ developing country). More may be added to the list at the discretion of students and the teacher.

Pre-Deliberation Activity – Position Statement Development

- Create a set of stakeholder roles on cards or strips of paper so that students can choose one randomly from a hat or container. Try to ensure that there are at least three of the same roles so that students may work collaboratively in preparing their position statements. Alternatively, have students choose their role.
- Provide students with the Position Statement Template. Students are to prepare a position statement from the perspective of the role they have chosen on the question: Is biotechnology the solution to world hunger?
- Ask students to research information using various sources to prepare the position statement based on the template provided. Students should know that, in-role, they will be asked questions and expected to discuss their perspective beyond their written position statement.
- Students may work with others who share the same role, but they should develop their own position statements.
- When position statements are complete, students may share their work and rehearse reading the statement with other students who share their same role to get feedback on the effectiveness of their content and communication.
- Once everyone has had a chance to rehearse with their groups, the deliberation groups should be organized (See variation for other option). Each group should include at least one role from the

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list of stakeholders agreed upon by the teachers and students, and each student should receive a *Deliberation Notes Sheet*.

The Deliberation

- The Deliberation Process below could be posted in the classroom, and each student could also receive a copy of The Deliberation Process handout.
- Discuss the following process with the students, emphasizing the characteristics of deliberation rather than debate found on the handout, and focusing on active listening skills. The teacher may choose to first model a deliberation with some students. Also, aspects of speaking in role should be emphasized, including facial expression, intonation, and body language.

Students begin the deliberation process in their groups as the teacher circulates. The teacher may wish to assign one of the students in each group as the chair of the deliberation. The chair's role would be to make sure the process of deliberation is followed.

Part 1

1. One person presents their position statement.
2. Others listen actively, and take notes on the Deliberation Notes Sheet during presentation and write down questions.
3. Once the presentation is finished, listeners can ask the presenter a total of three questions for clarification. The presenter is to respond in role.
4. The next person presents their position statement, and the process is repeated.

Part 2

1. Go around the circle once more. Each presenter comments on one of the others' positions with respect to their own, with the goal of reaching a common understanding.
2. The person whose position is commented upon may respond.
3. The next person comments on one of the others' positions. Repeat the process until everyone has had a chance to comment and respond.
4. This process can be repeated until a common understanding is achieved, or until time is up.

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Post-Deliberation - Whole Class

- In their deliberation groups, individuals are asked to share in role how they think their deliberation went. At least two students from each group should be asked to share - one who has a role with more power, and one who might not have much power based on their role.
- Ask students to “leave their role” after all groups have had representatives sharing.
- Review and summarize the perspectives that each of the roles took. Ask students who did not play that role to share the perspective based on their notes (e.g. The independent farmer could share the biotechnology company’s perspective).
- Revisit the Cost-Benefit Biotechnology T-Chart that was created by the class before the deliberation. Ask the students:
 - Is there anything we think should change from cost to benefit, or benefit to cost?
 - Are there any costs or benefits that we should add? Take away completely?

FINAL REFLECTION

Ask students to prepare a written reflection (out of role) on the questions:

- Is biotechnology a solution to world hunger?
- Are there actions we should take against biotechnologies?

Possible actions expressing concern over biotechnologies: support independent and organic farmers; write letters to supermarkets to demand that genetically modified foods are labeled; write letters to corporations outlining the impacts of their actions on farmers and the environment; support local organic gardening initiatives.

ASSESSMENT OPTIONS

Students may be assessed on the preparation of their position statement (ability to research, etc.), their actual written position statement, the effectiveness of the delivery of their position statement, and other aspects of their participation in role in the deliberation process based on observation.

The final reflection can also be assessed. A *Biotechnology Deliberation Assessment Tool* is provided in Unit Resources.

VARIATION

One position statement can be developed by a small role group (e.g. 4 students) all with the same role. Instead, many deliberations occurring concurrently, one representative from each of the various role

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groups may begin the process in front of the whole class, as if on stage. The other members of the role group remain in the audience, but could replace their performing group member at any point to take on the position and continue the deliberation process.

This offers the teacher an opportunity to more closely monitor the issues that arise during the deliberation, but may not afford all of the students an opportunity to develop and perform individual position statements in role.

LESSON 2

Title: Hot Seat: An Analysis of Local Hunger Based on Individual People’s Stories

LESSON DESCRIPTION/OVERALL PURPOSE

Students explore possible causes for hunger locally (in the Toronto area) through the analysis of the stories of individual people who experience hunger and access local food banks. The students tell someone’s story in role, and engage in a “hot-seat” drama strategy where they are asked questions by the audience, and are expected to answer in role. Students are asked to think about possible solutions and actions they can take to address local hunger, and to make connections to global hunger.

TIME NEEDED - 90 MINUTES

CURRICULUM EXPECTATIONS

This lesson covers expectations in grade 7: Fine Arts (Drama), Language (Reading), and Geography (Patterns in Physical Geography).

LESSON STRATEGIES

- Ask pairs of students to consider why people might go hungry in their own city.
- Ask students to share what they discussed in pairs in the form of a whole class brainstorm. Record student responses.
- Ask students to think about whether or not they have experienced hunger, or if they think they know anyone who has ever experienced hunger, (depending on the class, the teacher may invite students to share, but it may be too sensitive an issue to make immediately personal).
- Ask students whether they think hunger is a problem in the Toronto area, and why. What evidence might they have for their opinion?

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- Show and discuss Who’s Hungry – Key Statistics from the Daily Bread Food Bank website. Analyze the statistics as a class, asking students to make connections between the statistics and the reasons for hunger they brainstormed. Probe to see if they think they missed any.
- Divide students into four groups. Provide each group with one of the Local Hunger Stories handouts. Each student in a group should receive a copy of the same story. Save one story for use by the teacher only.
- Inform students that these are actual stories of people who experience, or have experienced, hunger in the Greater Toronto Area and who depend on food banks to access food. Ask students to read their story carefully to themselves. Ask them to consider the following questions:
 - Can you connect at all to the story?
 - What are you feeling as you read and why?
 - What factors do you think contributed to this person’s situation?
 - Do you know anyone who has experienced similar things?
 - Can you imagine yourself in this situation?
 - What would you do?
 - What would you want?
 - What would you say to this person if you met them?
- When everyone has finished reading and had time to think about the questions individually, ask students to discuss the questions in their group.

TEACHER IN ROLE – HOT SEAT

- Read or tell a hunger story in role, using a prop of some kind to indicate that you are speaking as the character in the story. Be sure to convey emotions through facial expression, intonation and body language.
- Tell the students that you are willing to answer questions, and answer them in-role as they are asked.
- Whenever you wish to indicate that you have left your role, remove the prop.

STUDENTS IN ROLE – HOT SEAT - SMALL GROUP

- Tell students that they are now going to work on “becoming” the person in the story they received. Students can rehearse reading/telling their story in role, and think about possible questions they might be asked.

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- Reorganize the groupings into new groups of four, with each member of the group representing a different story.
- Have students repeat the process modeled by the teacher – one student reads/tells their story, and answers questions from the three audience members in their group, and so on.

STUDENTS IN ROLE – HOT SEAT – WHOLE CLASS

- After everyone has had an opportunity to perform, invite volunteers to take the “hot-seat” in front of the whole class.
- Ask students to individually write a response to the question, “What does each story illustrate about why hunger happens in Toronto?” Use the Hunger in Toronto handout as a template if necessary.
- Ask students to share their responses in order to have a whole class response to the question for each story.
- Review the initial brainstorm of causes of hunger in Toronto, and add new causes according to student responses and with reference to individual stories.

WHOLE CLASS BRAINSTORM

Ask students:

- What are the connections to global hunger issues?
- What do you think can be done about these issues?
- What can you do? As individuals? As a school? As a community?

POSSIBLE ACTIONS

Start a 10- to 25-hour hunger strike to show solidarity and raise awareness and funds to address local hunger; have a community hunger banquet to simulate how inequitably resources are distributed globally, and the impact locally; hold a food and clothing drive; write government representatives asking them to directly address the causes of hunger in the community.

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ASSESSMENT OPTIONS

Students may be assessed on their ability to read/tell a story in role and to thoughtfully answer questions in role. Student summaries of reasons for local hunger and their connections to global food security and hunger issues can also be assessed. An Assessment Tool is provided in Unit Resources.

CURRICULUM SUPPORT MATERIALS

LESSON 1: SUPPORT MATERIALS

Position Statement Template

The role you have been assigned: _____

Using the following template, prepare a position statement using the following template. Answer the following question from the point-of-view of your stakeholder:

Is biotechnology a solution to world hunger?

Be sure to include evidence and/or justification for any point you make. Use class discussions, articles, books, or internet research (be sure to include references). You will be deliberating on the issue, in role, and you should be prepared to discuss further after listening to the position statements of other stakeholders.

<p>Introductory Paragraph</p> <ul style="list-style-type: none"> • Generally and briefly describe the issue. • Make a position statement. (What is your position on the issue?) 	
<p>Summary of arguments against your position.</p>	
Main Point #1	- Supporting evidence
Main Point #2	- Supporting evidence or arguments
Main Point #3	- Supporting evidence
<p>Conclusion</p> <ul style="list-style-type: none"> • Make a summary statement • Restate your position statement 	

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DELIBERATION NOTES SHEET

NAME: _____ YOUR ROLE: _____

Stakeholders	Notes	Questions
1		
2		
3		
4		
5		
6		
General notes:		

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THE DELIBERATION PROCESS HANDOUT

The Deliberation

Students should prepare a position statement based on the perspective they feel a particular stakeholder would have.

Part 1

1. One person presents their position statement.
2. Others listen actively, and take notes on the presentation – including writing down questions.
3. Once the presentation finished, the listeners can ask the presenter a total of three questions for clarification. The presenter is to respond in role.
4. The next person presents their position statement, and the process is repeated.

Part 2

1. Go around the circle once more. Each presenter comments on one of the others' positions with respect to their own, with the goal of reaching a common understanding.
2. The person whose position is commented upon may respond.
3. The next person comments on one of the others' positions. Repeat the process until everyone has had a chance to comment and respond.
4. This process can be repeated until a common understanding is achieved, or until time is up.

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Please utilize the characteristics of a deliberation style rather than a debate style below.

Debate	Deliberation
Assumes that there is a right answer, and you have it.	Assumes that many people have pieces of an answer, and that together they can craft a new solution.
Combative: participants attempt to prove the other side wrong.	Collaborative: participants work together toward a common understanding.
About winning.	About exploring common ground.
Listens to find flaws and make counter-arguments.	Listens to understand, find meaning and agreement.
Critiques other side's position. Defends assumptions as truth.	Reveals assumptions for re-evaluation. Re-examines all positions.
Defends one's own views against those of others.	Admits that the thinking of others can improve one's own.
Searches for flaws and weaknesses in other positions.	Searches for strengths and value in others' positions.
Seeks a conclusion or vote that ratifies your position.	Discovers new options, not seeking closure.

Source: The Public Conversations Project, National Study Circles Resources, The Common Enterprise and Mark Gerzon, Mediators Foundation

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BIOTECHNOLOGY DELIBERATION ASSESSMENT TOOL

NAME: _____

Deliberation				
Knowledge and understanding of content	<ul style="list-style-type: none"> Demonstrates limited knowledge and understanding of content. 	<ul style="list-style-type: none"> Demonstrates some knowledge and understanding of content. 	<ul style="list-style-type: none"> Demonstrates considerable knowledge and understanding of content. 	<ul style="list-style-type: none"> Demonstrates thorough knowledge and understanding of content.
Use of processing skills (e.g., analyzing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a limited degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with some degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a considerable degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a high degree of effectiveness.
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral form	<ul style="list-style-type: none"> Expresses and organizes ideas and information with a limited degree of effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with some effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with a considerable degree of effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with a high degree of effectiveness.
Position Statement				
Knowledge and understanding of content	<ul style="list-style-type: none"> Demonstrates limited knowledge and understanding of content. 	<ul style="list-style-type: none"> Demonstrates some knowledge and understanding of content. 	<ul style="list-style-type: none"> Demonstrates considerable knowledge and understanding of content. 	<ul style="list-style-type: none"> Demonstrates thorough knowledge and understanding of content.
Use of processing skills (e.g., analyzing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a limited degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with some degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a considerable degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a high degree of effectiveness.
Expression and organization of ideas and information (e.g., clear expression, logical organization) in written forms	<ul style="list-style-type: none"> Expresses and organizes ideas and information with a limited degree of effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with some effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with a considerable degree of effectiveness. 	<ul style="list-style-type: none"> Expresses and organizes ideas and information with a high degree of effectiveness.
Reflection				
Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process)	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a limited degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with some degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a considerable degree of effectiveness. 	<ul style="list-style-type: none"> Uses critical/creative thinking processes with a high degree of effectiveness.

Teacher comments:

Student comments:

LESSON 2: SUPPORT MATERIALS

WHO'S HUNGRY – KEY STATISTICS

Daily Bread Food Bank's key statistics drawn from a survey of over 1,800 food bank clients from across the GTA http://dailybread.ca/get_informed/upload/WH-08-STATS2.pdf

Local Hunger Stories Handouts

(Source: Who's Hungry 2008 Profile of Hunger in the GTA, Daily Bread Food Bank)

Thomas

When I wake up in the mornings, I can't sit down and have breakfast. I can't afford enough food. As you get older, though, after not eating breakfast for so long, your stomach has a hard time taking it in, because you're so used to not having it. Not having food makes me feel embarrassed sometimes. For example, my sister comes by and asks for coffee or juice. I'll lie and say "I don't have them in here because I don't like to drink them" rather than say "I can't afford it," because I'm embarrassed that I'm poor.

I'm a single person on disability for the last eight years. During that time, all I've received are two raises of about \$20 each. Housing takes half of that, so I am only left with \$10 extra per month. I'm deaf in one ear, and I'm illiterate. When I was a kid, I used to have a stuttering problem.

At the time when I was in school, the teachers didn't help me because there wasn't enough of them to deal with kids like me. I'm dyslexic; I see my "d's" and "b's" backward. So, when there were problems with my learning and speech, the teachers sat me in the corner from kindergarten to grade six. So I was never really taught nothing. In grade 6, they finally noticed my problem and got me a speech therapist. By this time, though, I was able to speak pretty good. When I saw the speech therapist, she was surprised I was able to speak as well as I could, considering all that had happened in school.

She asked me how I was able to do this. I told her that the kids used to make fun of me because of my stuttering problem. Instead of beating them up and getting nowhere, I would ask them the name of the word they used to tease me, and how to pronounce it. Then they started to like me, because they got to know me, and they realized I was not as stupid as they thought I was.

I wish the government would come and listen to these stories, so they too, could understand what's going on.

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Mary

I have fibromyalgia. This gives me pain within the muscles, as well as fatigue, with varying degrees of severity. I was working as a caseworker on contract with the government, which I had done for 10 years. I would often work at night from home on my computer. While I would type, however, I would need to put ice packs on my arms because they felt like they were on fire.

Eventually, I couldn't take the pain and had to stop. I went to many doctors, but none could give me any answers. All they could offer was short term pain relief, and pain killers. I had hit a wall, and became depressed. I found some things that would help – including an amino acid called al tryptophan. But when they suddenly became prescription drugs, I could no longer afford them. I have no income supports, just a rental property my mother left me. However, after you pay land taxes, insurance and utilities, there is not much left. I'm not on Ontario Disability Support Program (ODSP), so all my prescriptions are out of pocket. So my choice is, "Do I pay for prescriptions, or do I pay for food?"

When I first ran out of money for food, I didn't know where to turn. Food banks aren't advertised – word of mouth is how I found out – I don't know how others do. Doctors couldn't tell me where to go. It seems that if you're not part of an underground, you don't know where the services are.

Here I am, a former caseworker, working with people on ODSP and OW, and they knew a lot more than I did on how to access resources. When I first decided to go to a food bank, I had no expectations about what the experience would be like. So I figured, now's the time to go if I'm going to go at all. When I first went, I actually recognized someone from my building. This made it easier. Most people who use food banks are in a similar situation, but don't want to be there.

Once, I saw a neighbour there. I made eye contact with her, but she made it obvious she didn't want to be there or be seen. Previously, this woman would often disclose other very personal things to me, but not that she was a food bank client. It shows how deep the shame can be. I never thought I would become disabled. I still don't think of myself that way – that would be giving up. I still intend on going back to work, but it's hard to say as I can't predict or plan anything due to this illness.

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Gayle

I used to work for the City of New York as a stock handler. It was a good paying job, and we were unionized. One day, I was working underneath a shelf, and a 35- pound box tipped over and fell about 15 feet and landed on me. It crushed my wrist. They couldn't keep a space open for me at work after I got hurt. I had family in Ontario, so I came up here. As a Status Indian, it was not a problem. Here I also found a micro orthopedic surgeon. I have had 16 or 17 surgeries in the last 20 years. I don't think I have anything in my wrist left to fuse! After each surgery, there would be a one-and-a-half-year recovery period. I didn't plan on staying here, but surgeries, as well as other health issues, have required it. I am currently on Ontario Disability Support Program (ODSP). When money became tight, a friend had informed us about the food bank. The food bank is great, as it covered the basics of what we needed. The food is often starchy, but when you're low on cash, it helps out enormously.

I am concerned, though, that things are going to get worse and we'll see more people using food banks. The economic situation isn't looking good, and food prices are rising. People need to organize, and demand that basic needs get met. Ontario is not getting its fair share back from the federal government. I think political action is very important. I sense a lack of political participation here in Canada. People are more apathetic, but they don't realize how easily they can lose things if they don't fight for them. I did political work in 1972 when I lived in New York City. At that time, the welfare administration wanted to take away money from recipients who were getting student grants. But we fought, and made sure that didn't happen. It took two years but they stopped the policy from being implemented. I think it helped that right after the Vietnam War more people were ready and willing to participate politically. Even today there are a lot more people organizing and protesting in the States than many would think, but you don't hear about them. I still enjoy political work, and would like to be involved more. But my lack of mobility prevents it.

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Charles

I haven't bought food in a month. In order to eat, I depend on drop-in centres and the food bank. I get \$560 a month from Ontario Works (OW). Four-hundred fifty dollars goes to rent for a room in a rooming house. That leaves me with less than \$100, which is pretty much gone in less than 24 hours. That money goes toward a string of small debts I owe people, and toiletries and laundry. Then, I wait for another month. There is not enough money left over for anything. The cost of food is rising. Even the foods that poor people can afford have been rising like 30 percent. Without drop-ins and Daily Bread, I don't know how I would eat. Having these supports enables you to get better quality food than you would if you were eating, say, macaroni and cheese all the time. What is also important, though, is that when you go to a drop-in, it breaks the isolation. When you don't have money, there are a lot of things that you cannot do, and going there gives me social contact that otherwise I would not have had. It is very important to break that isolation. Being poor and feeling isolated is very, very depressing. It doesn't do a lot for your motivation. There are basic ridiculous choices you have to make all the time. You can't meet expectations by OW, let alone by society. You can't manage psychologically, as your mental health is compromised. You can't do it financially, because you can't afford to wash your clothes even if you have managed to afford to buy some. And you can't manage socially as you're cut off – you can't network, you can't even afford a phone.

Phones aren't only for socializing. You also need a phone to get a job. While job search is easy with a computer, they need to be able to call you. If I go to a phone store, they want a \$200 deposit. It just cannot be done. If you have less than perfect credit, they make you pay the deposit. Getting a cell phone, even a used one, is also difficult. The cost to startup is about \$50, and maintaining it is very expensive. I basically use my cell phone as an answering machine. If I need to make phone calls, I go to this community centre where they have free phones, but it is only available for two hours a day. If they leave a message, you have to go back there during those hours to check. Because of this, it took me two months to make an appointment with my OW worker.

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Lucy

The week before my cheque comes, I start thinking and making choices in my head and budgeting. I always pay my rent first, that's a must, which then leaves me \$168 for the rest of the month. Then I think, "Okay, what sales are on? Do I need detergent, cleaning supplies, shampoo?"

If I add water to the conditioner, it lasts a lot longer. Still, if I buy dish detergent, shampoo and laundry detergent, then I'm going to be short, so I don't eat meat that month. This month, however, was a good month, I ate meat twice. I have lots of skills. I've worked as an esthetician, worked in retail, and as a bus driver, to name a few jobs. Then I had a serious automobile accident. After that, I stopped driving, and things went downhill from there. I developed agoraphobia and I stayed inside my house for eight years.

I went on the "system", and got on Ontario Disabilities Services Program (ODSP). I am getting better, and I volunteer regularly at the food bank. I would like to go back to school and do things to help my education and build on my skills, but I'm told that under ODSP I don't fall under the category to go back to school.

If an opportunity comes and there's a possibility that I might get a chance to earn money, I have to be careful because I would have to report everything, and then pay ODSP back retroactively. Sometimes it feels like ODSP would rather you stay crippled. I'm also trying to get physically healthier. I've got a liver condition. Doctors say I need more iron, and to eat more salads and vegetables. I found out from advocacy at Daily Bread Food Bank that I could apply for a special diet from ODSP. So I applied but I got turned down three times. My worker told me if I wanted to appeal I had to go down to Bay Street and that means big buildings and fear. It's intimidating to go into big offices especially when people use thirty letter words I don't understand.

Acting for Change: Using Drama Strategies to Affect Student Desire to Act on Local and Global Issues

HUNGER IN TORONTO REFLECTION TEMPLATE

Name: _____

Respond to the following question for each person in the table:

What does each story illustrate about why hunger happens in Toronto?

Thomas	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Mary	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Gayle	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Charles	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Lucy	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Acting for Change: Using Drama Strategies to Affect Student Desire to Act on Local and Global Issues

LOCAL HUNGER ASSESSMENT TOOL

Local Hunger – Conveying People’s Stories

Name: _____

Presentation	<ul style="list-style-type: none"> • Performance is developed in a limited way, with little or no use of applicable intonation, facial expression, and body language. 	<ul style="list-style-type: none"> • Performance is somewhat developed, with some use of applicable intonation, facial expression, and body language. 	<ul style="list-style-type: none"> • Performance is complete, with use of applicable intonation, facial expression, and body language. 	<ul style="list-style-type: none"> • Performance is well-developed, with varied use of intonation, facial expression, and body language.
Ability to respond in role	<ul style="list-style-type: none"> • Rarely gives complete explanations. 	<ul style="list-style-type: none"> • Sometimes gives complete explanations. 	<ul style="list-style-type: none"> • Usually gives complete explanations. 	<ul style="list-style-type: none"> • Consistently gives complete explanations.
Ability to formulate effective questions	<ul style="list-style-type: none"> • Uses critical/creative thinking processes with a limited degree of effectiveness. 	<ul style="list-style-type: none"> • Uses critical/creative thinking processes with some effectiveness. 	<ul style="list-style-type: none"> • Uses critical/creative thinking processes with a considerable degree of effectiveness. 	<ul style="list-style-type: none"> • Uses critical/creative thinking processes with a high degree of effectiveness.
Written response	<ul style="list-style-type: none"> • Applies knowledge with limited effectiveness. 	<ul style="list-style-type: none"> • Applies knowledge with some effectiveness. 	<ul style="list-style-type: none"> • Applies knowledge with a considerable degree of effectiveness. 	<ul style="list-style-type: none"> • Applies knowledge with a high degree of effectiveness.

Teacher comments:

Student comments:

UNIT RESOURCES

STUDENT RESOURCES

- Hawthorne, Libby. (1994). *Rethinking Globalization: Teaching for Justice in an Unjust World*. Rethinking Schools Press. Milwaukee.
- Hawthorne, Libby. (1994). *Way Home*. Crown.
- Hughes, Monica. (1993). *A Handful of Seeds*. Simon & Schuster.
- Shiva, Vandana. (2003). *Stealing Nature's Harvest*. Found in Bigelow, Bill and Peterson, Bob, Eds.

TEACHER RESOURCES

- Boal, Augusto. (2002). *Games for Actors and Non-Actors*.
- Bigelow, Bill and Peterson, Bob. Eds. (2003). *Rethinking Globalization: Teaching for Justice in an Unjust World*.
- Daily Bread Food Bank. *Who's Hungry 2008 Profile of Hunger in the GTA*.
- Educational Activism: Resources for Change 2009*, an OISE/OSSTF/UNICEF Partnership
- Oxfam Canada. (2001). *The Business of Food*.

ONLINE RESOURCES

- Hungry City*. A website for students and educators, full of ideas for getting involved in addressing issues of hunger and poverty on a local context. <http://hungrycity.ca/students/index.cfm>
- Oxfam Canada*. A plethora of educator resources on food are available from Oxfam Canada via this site, as well as opportunities for student/youth action. <http://oxfam.ca/>
- World Food Program*. The World Food Program is the most widely recognized emergency food aid agency. Its site provides up-to-date global statistics on a real-time basis. <http://wfp.org/>



global education

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Additional Resources

By [Erica] Miyuki Moizumi

Additional Resources

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RESOURCES

STUDENT RESOURCES

- Cullis-Suzuki, Severn, et al. (2007). *Notes from Canada's Young Activists: A Generation Stands Up for Change*. Greystone Books.
- Ellis, Deborah. (2005). *Our Stories, Our Songs: African Stories Talk About AIDS*. Fitzhenry & Whiteside.
- Ellis, Deborah. (2006). *I Am a Taxi*. Groundwood Books.
- Ellis, Deborah. (2007). *Sacred Leaf*. Groundwood Books.
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- Ellis, Deborah. (2008). *Off to War: Voices of Soldiers' Children*. Groundwood Books.
- Kamara, Mariatu with McClelland, Susan. (2008). *A Bite of the Mango*. Annick Press.
- Kogawa, Joy. (1986). *Naomi's Road*. Oxford University Press.
- Loyie, Larry and Brissenden, Constance. (2003). *As Long as the Rivers Flow*. Theytus Books.
- Popov, Nikolai. (1998). *Why?* Night Sky Books.
- Reynold, Peter. (2004). *Ish*. Candlewick.
- Reynolds, Peter. (2004). *So Few of Me*. Candlewick.
- Stratton, Allan (2004). *Chandra's Secret*. Annick Press.
- Taylor, Clark. (1992). *The House that Crack Built*. Chronicle Books.

TEACHER RESOURCES

- Canadian Teachers' Federation. (2007). *Engaging in Our Communities as Global Citizens: A Citizenship Education Initiative Centred on the Values of the Environment, Democracy, Peace and Solidarity*.
- Citizenship and Immigration Canada. (2003). *Planting the Seed*. Available from

http://classroomconnections.ca/en/pdf/lib/resources/plantingseeds_en.pdf.

Citizenship and Immigration Canada. (2005). *Sharing the Harvest*. Available from http://classroomconnections.ca/en/pdf/lib/resources/sharingharvest_en.pdf.

Classroom Connections. (2002). *Cultivating Peace in the 21st Century*. Available from <http://cultivatingpeace.ca/pdfs/CPCCengPDF.pdf>

Classroom Connections. (2004). *Cultivating Peace: Taking Action*.

Evans, Mark and Reynolds, Cecilia. (OISE/UT 2004). *Educating for Global Citizenship in a Changing World*. Available from http://cide.oise.utoronto.ca/projects/globalcitizenship_project.php.

Oxfam Canada. (2008). *Educational Resources*. Available from <http://oxfam.ca/news-and-publications/educational-resources/educational-resources/>.

Oxfam UK. (2006). *Educating for Global Citizenship: A Guide for Schools*. Oxfam Development Education Programme. Available from http://oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf.

Pike, Graham and Selby, David. (1988). *Global Teacher, Global Learner*. Hodden and Stoughton.

UNICEF Canada. (2009). *Global Classroom: Move Your World*. Available from <http://globalclassroom.unicef.ca/>.

BOOKS

Egeland, Jan. (2008). *A Billion Lives: An Eyewitness Report from the Frontlines of Humanity*. Simon & Schuster.

Beah, Ishmael. (2007). *A Long Way Gone: Memoirs of a Boy Soldier*. Farrar, Straus and Giroux.

Orbinski, James. (2008). *An Imperfect Offering: Humanitarian Action in the Twenty-First Century*. Doubleday Canada.

Rusesabagina, Paul. (2006). *An Ordinary Man: An Autobiography*. Penguin Books.

Campbell, Greg. (2004). *Blood Diamonds: Tracing the Deadly Path of the World's Most Precious Stones*. Basic Books.

Schlosser, Eric. (2005). *Fast Food Nation*. Harper Perennial.

Menzel, Peter. (2007). *Hungry Planet: What the World Eats*. Random House Inc.

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Lewis, Stephen. (2005). *Race Against Time*. House of Anansi Press.

Zoellner, Tom. (2006). *The Heartless Stone: A Journey Through the World of Diamonds, Deceit, and*

Additional Resources

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Smith, Alisa, and MacKinnon, J.B. (2007). *The 100-Mile Diet: A Year of Local Eating*. Vintage Canada.

Flannery, Tim. (2006). *The Weather Makers: How Man is Changing the Climate and What it Means for Life on Earth*. Atlantic Monthly Press.

Mortenson, Greg, and Relin, David. (2006). *Three Cups of Tea: One Man's Mission to Promote Peace One School at a Time*. Penguin Books.

Jal, Emmanuel. (2009). *War Child: A Child Soldier's Story*. St. Martin's Press.

ONLINE RESOURCES

Amnesty International Canada - <http://amnesty.ca/>

CBC Digital Archives - <http://archives.cbc.ca/>

CIDA - <http://acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/FRA-319151440-QKQ>

Green Teacher - <http://greenteacher.com/>

Oxfam Canada - <http://oxfam.ca/>

Oxfam UK - <http://oxfam.org.uk/>

The Story of Stuff - <http://storyofstuff.org/>

Transforming War Toys into Art - <http://wartoystopeaceart.com/>

United Nations Cyber school bus - <http://un.org/Pubs/CyberSchoolBus/index.shtml>

Worldwatch Institute - <http://worldwatch.org>

VIDEOS

Baraka – Directed by Ron Fricke (MPI Media, 2008)

Black Gold – Directed by Marc Francis and Nick Francis (Speak It Films, 2007)

Flow – Directed by Irena Salina (Oscilloscope, 2008)

Manufactured Landscape – Directed by Jennifer Baichwal (Zeitgeist Films, 2006)

Paper Clips – Directed by Elliot Berlin and Joe Fab (Miramax Films, 2004)

Scared Sacred – Directed by Velcrow Ripper (Mongrel Media, 2007)

Shake Hands with the Devil Documentary – Directed by Peter Raymond (NFB, 2004)

Triage: Dr. James Orbinski's Humanitarian Dilemma – Directed by Patrick Reed (NFB, 2007)

War Dance – Directed by Sean Fine and Andrea Nix Fine (Velocity / Thinkfilm, 2008)



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