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## Table of Contents

Introduction	
Educating for Global Citizenship in a Changing World: Perspectives and Classroom Practices	1
Mark Evans and Cecilia Reynolds	
• Professional Learning Orientation: A Circle of Learners	
• What Is Citizenship? What Is Citizenship Education?	
• Classroom Practices	
• Impact of Global Developments	
• The Research Base for This Resource	
• How this Resource Is Organized	
Chapter 1	14
Exploring the Dimensions of Global Citizenship	
Jill Goodreau, Dick Holland, and David Montemurro	
• Connecting to the Global	
• Taking a Global Perspective (What's in Your Coffee?)	
• Images of a Global citizen: Building a Definition	
	30
	40
	70

Chapter 5	91
Connecting Moral Issues of Global Importance to Students' Lives	
Katherine Bellomo, Stephan Latour, Nancy Steele, and Margaret Wells	
• Deconstructing "Race"	
• World History of Racism in Minutes	
• Facing History and Ourselves	
 Chapter 6	 115
Building Collaborative Partnerships for Enquiry and Engagement in Global Citizenship	
Rosemary Evans, Reg Hawes, Rebecca Levere, Lesley Monette, and Nadine Mouftah	
• Organizing a Symposium	
• Civic Action Inquiry Project	
• Global Citizenship Lab: Testing the Limits	
 Chapter 7	 138
Getting Involved as a Global Citizen: Taking Action for a Change	
Michael Charles, Kevin Julyan, and Dana Wallace	
• Human Rights: Myth or Reality?	
• Human Rights Violations: A Multi-Media Presentation	
• Taking Action Against Child Labour: Developing a School-Wide Initiative	
 Chapter 8	 158
Infusing Perspectives of Global Citizenship Through School-Wide Activities	
Pat De Caria, Wayne Garthson, John Lettieri, Brian O'Sullivan, and Vince Sicilia	
• The Global Co-op Program and the Global Education School Certificate	
• Global Speaker/Global Career Days	
• School/Community/Global Partnerships	
 Chapter 9	 170
Assessing Student Learning and Global Citizenship	
Laurie Kuchirka and Frank Taylor	
(with Michael Farley, Donna McKinnon, and Helen Raso)	
• Thinking about Assessment and Global Citizenship	
• Assessing for Student Success	
• Assessment Tools and Their Use	
• Performance (Authentic) Tasks	
• Rating Scales and Rubrics	
• Reflection	
• Tests and Portfolios	
 Chapter 10	 195
Web Resources for the Classroom	
Sandeep Sangera	

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This resource is designed to provide teachers, parents and other educational stakeholders with a range of ideas and practices for teaching and learning about citizenship within today's global context. The ideas and practices were developed and piloted by practicing teachers and educators in their own school settings.

Educating for Global Citizenship in a Changing World shares the results of an investigation into the teaching of global citizenship and is part of the Canadian International Development Agency (CIDA) in the global classroom initiative.<sup>1</sup>

The aim of the investigation was, first, to explore current perspectives and practices of citizenship education around the world and, second, to suggest some strategies for how the "best of these" could be integrated into secondary curricula in Canadian schools.

All provinces and territories in Canada have made some form of citizenship education a part of their core curriculum for elementary



## Guiding Principles Underpinning Our “Circles of Learning”

Canadian individuals and organizations play in responding to issues of global importance, were introduced as the project evolved.

Because personal and collaborative action and responsibility are central to this project, we agreed to develop a teacher's resource as an outcome of our learning. Attention to the application dimension focused our discussions on the connection between research and practice.

The first phase focused primarily on surveying important literature, clarifying intentions, and designing exploratory classroom strategies. Following this phase, the focus shifted to chapter sub-groups developing strategies, designing and implementing classroom applications, and finally, reflecting about the range of challenges associated with educating for global citizenship.

Over 40 teachers and faculty instructors were involved in the design and development of the learning materials. These materials were piloted in 13 schools with over 1500 students. The culminating product, a teacher's resource handbook, provides a range of ideas and practices for teaching and learning about citizenship within today's global context. It is intended that this resource will be helpful for all of those who want to 'critically' consider ways in which they might infuse dimensions of global citizenship into the curricula of their classes and school-wide programs.

## What is Citizenship? What is Citizenship Education?

In the research on citizenship and citizenship education, attention has been directed to development of conceptual frameworks that raise new and expanded understandings of what it means to be a citizen. In Canada, ASears (1996), for example, constructed a framework for analyzing citizenship and citizenship education based on a continuum from elitist to activist. His Conceptions of Citizenship model compares themes of sovereignty, government, and citizen expectations while his Conceptions of Citizenship Education model compares knowledge, values, and skills, again from these two perspectives.

In Sears' framework, citizens are "expected and enabled, to participate in the affairs of the state," and the extent of this participation is guided by understandings of citizenship that range from elitist to activist. The "good citizen" in the elitist conception is one who is "knowledgeable about mainstream versions of national history as well as the technical details of how public institutions function...the highest duty of citizenship in this view is to become as informed as possible about public issues and, based on this information, to vote for appropriate representatives at election time" (1996, p.7). The activist conception assumes significant participation by all citizens. The good citizen in this conception is one who participates "actively in community and national affairs. They have a deep commitment to democratic values including equal participation of all citizens in discourse where all voices can be heard and power is relatively equally distributed" (1996, p. 8).



Several other frameworks for analyzing citizenship and citizenship education have emerged both within and outside of Canada. Osborne's (1999) "12 C" model and Strong-Boag's (1996) "pluralist" orientation provide helpful tools for analyzing conceptions of citizenship and citizenship education. Outside of Canada, Avery's (1997) "participatory" model, Heater's (1990) citizenship cube, Ichilov's (1998) "multidimensional" model, and McLaughlin's (1992) "minimal/maximal" model are instructive.

Across these various conceptions of citizenship, there are four common elements:

1. A sense of membership or identity with some wider community, from the local to the global.
2. A set of rights and freedoms, such as freedom of thought or the right to vote.
3. A corresponding set of duties or responsibilities, such as an obligation to respect the rights of others or a duty to obey the law.
4. A set of virtues and capacities that enable a citizen to effectively engage in and reflect upon questions and concerns of civic interest.

These four elements are addressed largely through the social studies curriculum although they have been characterized and approached in different ways at different times, revealing both the contested nature of citizenship and citizenship education and the changing contexts in which it has been implemented.

Connections Cultivating a Culture of Peace in the 21st Century provide a rich array of performance-based classroom ideas and activities.

Current instructional initiatives like Case Critical Challenges Across the Curriculum Series and the Library of Parliament's Teachers Institute on Parliamentary Democracy also provide helpful ideas for designing and analyzing effective instruction, with the underlying intent to encourage young Canadians to become informed and involved citizens. Evans and Saxe's (1996) Handbook on Teaching Social Issues and Cobb's (2001) Tribes: A New Way of Learning Together and the instructional work of organizations like the Citizenship Foundation (UK) are a few of the many sources emerging in other parts of the world that offer useful instructional guidance.

Case analysis, public issue research projects, model town councils, peace building programs, community participation activities, public information exhibits, online international linkages, and youth forums are some of classroom and school wide practices being developed to assist young people learn about the principles and practices of citizenship. A cursory examination (Evans and Hunday, 2000) reveals the emergence of a range of sophisticated learning strategies.

Across the rich diversity of new learning strategies for citizenship education, six key dimensions are emphasized:

1. Deepened conceptual understanding
2. Public issues investigation (from the local to the global)
3. Capacity building (e.g., skills of inquiry, research, communication; skills which are central to the disciplines; skills used by practitioners)
4. Personal and interpersonal understanding (e.g., personal reflection and decision-making; co-operation and collaboration; respect for diversity and multiple perspectives; local and global mindedness)
5. Provision for community involvement and political participation (new knowledge shared with the community; community service; working with community members; participation in the political process)
6. Authenticity (e.g., the practitioners' environment; sense of purpose and reality; opportunities for insights into the work-place)

## Impact of Global Developments

Recently, international forces of change have prompted hard questions mandsk haab.7(m)t thTJ -15.38

“We live in an increasingly interdependent world where the actions of ordinary citizens are likely to have an impact on others’ lives across the globe. In turn, our lives, our jobs, the food we eat and the development of communities are being influenced by global developments. It is important that young people are informed about the world in which they live and are provided with the skills enable them to be active citizens and to understand how they can shape their own future and make a difference. Education for living together in an interdependent world is not an optional extra, but an essential foundation”.

Discussions of global citizenship are a critical element of a young person's education. Roland Case (1997, p. 76) maintains, “the aim in developing a global perspective is to expand and enrich students’ perspectives, so that their views of the world are not ethnocentric, stereotypical or otherwise limited to a narrow or distorted point of view. If we neglect to nurture a global perspective, students are likely to continue viewing the world narrowly through the lenses of their own interests, location and culture”. Graham Pike and David Selby (2000, p. 12) add, “World-mindedness is no longer a luxury but a necessity for survival in the new millennium. Encountering diverse viewpoints and perspectives engenders, too, a deeper understanding of self”.

Forces of change that surround us include:

- x Growing awareness of the interconnectedness of our everyday lives with others throughout the world has prompted discussion about the tensions and contradictions that accompany diverse allegiances to one’s community, culture, nation, and now, a global context (Huntington 1996).
- x Attention to Canada’s growing cultural diversity has prompted discussion about the challenges of fostering a sense of citizenship that encourages social cohesion and is respectful of social difference (Kymlicka, 1995).
- x Recognition of the need to re-examine historical understandings concerning First Nations peoples in Canada and to develop deeper understandings of Indigenous knowledge within Aboriginal, Inuit and Métis cultures (Reynolds & Griffith 2002).
- x Rapid shifts in information technology and “our immediate access to a wealth of on-line news sources, government documents...” etc. (Alexander & Pal, 1998) have prompted discussion about uneven access and its implications for civic participation.
- x Expansion and deepening of a global economy and the increasing power of multinationals and transnational conglomerates have prompted concerns about an emerging democratic deficit and the sustainability of democratic citizenship as we currently understand it.

- x Proliferation of civil society organizations intent on building and sustaining democratic communities, distinct from the operation of formal governmental processes, has prompted discussion about new forms of civic engagement and

- x Full-mindedness (anticipate complexity, recognize stereotypes, suspend judgment when warranted)
- x Fair-mindedness (empathize with others, overcome bias)

### Approaching Problems Globally

Cogan and Kubow's four year, nine-country study (1997) forecasts eight key characteristics that will be required of citizens for the 21st century, and provides guidelines for educational policy-makers based on these characteristics:

1. Ability to look at and approach problems as a member of a global society.
2. Ability to work with others in a cooperative way and to take responsibility for one's roles (and) duties within society.
3. Ability to understand, accept, appreciate, and tolerate cultural differences.
4. Capacity to think in a critical and systemic way.
5. Willingness to resolve conflict in a non-violent manner.
6. Willingness to change one's (way of life) and habits (of consumption) to protect the environment.
7. Ability to be sensitive towards and to defend human rights.
8. Willingness to participate in politics locally, nationally, and internationally.

### Thinking Holistically

Merry Merryfield (1997) suggests that educating for citizenship within the global context should embrace a holistic approach that asks students and teachers to better understand themselves and their relationship to the global community. Classroom practices, according to Merryfield, must attend to "teaching and learning globally oriented content in ways that support diversity and social justice in an interconnected world" (p. 12). Instructional practices should address holistically:

- x Self-knowledge (identity, heritage, privilege).
- x Cross-cultural experience and skills (listening, cooperation, conflict management).
- x Perspective consciousness (multiple perspectives on a range of local and global issues).
- x Values analysis (an analysis of values)

x Holistic approach

## Being World-Minded and Child-Centred

Pike and Selby (2000, p. 11) emphasize that thinking globally involves two strands. The first strand is world-mindedness “a commitment to the principle of one world,” in which the interests of individual nations must be viewed in light of the overall needs of the planet. Education, they reason, “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 issues and trends”. The second strand is child-centeredness, the idea that children learn best when encouraged to explore and discover for themselves and when assessed as individuals with a unique set of beliefs, experiences, and talents”.

Pike and Selby suggest that citizenship may be understood at a variety of levels and within a variety of contexts, recognizing “the plural and parallel nature of contemporary citizenship.” At all levels, and in all contexts, certain elements of citizenship need to be continually considered. These include:

- x Identity
- x Nationality
- x Loyalty and allegiance
- x Civic virtue
- x Status
- x Commonalities and differences
- x Culture
- x Perceptions and perspectives
- x Stereotypes
- x Conflicting loyalties and allegiances
- x Social action

In terms of classroom practices, Pike and Selby (2000, p. 23) maintain that “a broad-based and varied program of learning opportunities is necessary, both for meeting the needs of all students and for helping each become a more effective learner in non-preferred styles. It follows that no single style of teaching should enjoy hegemony in the global classroom”.

Pike and Selby do indicate, however, that emphasis on student involvement, whole-person development, and activity-based learning is more congruent with pedagogical orientations at the transformation end of the teaching-learning spectrum. They also stress the critical importance of classroom climate and need to infuse such values as respect for rights and freedoms, environmental consciousness, nonviolence, and social responsibility into day-to-day classroom real

## How This Resource Is Organized

Each chapter provides discrete learning strategies. Chapter themes in the resource include:

- x Educating for global citizenship in a changing world: Perspectives and practices
- x Exploring the dimensions of global citizenship
- x Creating an inclusive classroom climate with a global perspective
- x Examining social justice and our human rights
- x Investigating issues of global importance
- x Connecting moral issues to global concerns
- x Building collaborative partnerships for enquiry and engagement in global citizenship
- x Getting involved as a global citizen
- x Infusing perspectives of global citizenship through school-wide activities
- x Assessing student learning and global citizenship
- x Resource Info-guide

These strategies reflect varying perspectives and practices of the authors. Each chapter provides:

- x A rationale for the particular thematic focus and instructional approach
- x Reflections about the learning strategy application in the classroom
- x A description of sample learning strategies, with attention to
  - ÿ Learning expectations
  - ÿ Steps at a glance
  - ÿ Resources
  - ÿ Suggestions for assessment

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Sears, A.M. (1996). Something different for everyone: Conceptions

By Jill Goodreau, Dick Holland, and David Montemurro

It is important to lay the foundations for a solid understanding of global citizenship in the early lessons of a unit or semester. This involves equipping students with the knowledge, skills, and attitudes that will help them move forward in their global citizenship studies and begin applying what they have learned in other parts of their education. By helping students understand that they are global citizens (whether they know it or not), by showing them the different dimensions of global citizenship, and by teaching them ways to see with a global perspective, classrooms can lay the proper foundations for solid global citizenship education.

Young people need to see that part of the rationale for global citizenship education is that we are all global citizens just by the very fact of being alive in this century. Through migration, trade, culture, telecommunication, and even disease, we are connected to many parts of the earth and its inhabitants. More than being citizens connected to other citizens, however, we are citizens of the globe, affected like others in distant lands by media monopolies, weather and pollution patterns, and governing or power structures such as transnational corporations that influence the lives of millions of people. The first activity, Strategy 1, introduces some ways that students can begin to understand the new realities.

A global citizenship curriculum must also help students discover the many dimensions of global citizenship, the goal of Strategy 2. The reality of seeing citizenship on a global level involves grasping the many shades of meaning within the concept of global citizenship. Not even the traditional left-right/conservative-radical spectrums are sufficient to explain the range of ideas within education for global citizenship. Some see the global citizen as having a wide range of knowledge on international affairs; others add that it entails a series of skills such as becoming media-savvy, developing critical thinking and adopting perspective thinking. Some push for us to move beyond our own Canadian context and include voices from the South, while others assert that we must even move beyond an anthropocentric attitude and see issues in light of all living beings and of the biosphere itself. The rationale for global citizenship can be seen as important for trade and prosperity, for challenging power structures and the status quo or for bringing about peace and world survival.

A key to building on these understandings and embarking on a deeper study of global citizenship is the ability to take a global perspective and Strategy 3 is designed to help students begin this practice. Key writers in this area have suggested that the ability to take a global perspective can mean everything from having an ethic of caring and a futures orientation to possessing a range of skills such as seeing issues from multiple

A thread through these three activities is that global citizens, including Canadian youth „can be empowered actors on the world stage, not just objects to be buffeted by the waves of change. These activities attempt to lay the groundwork for this conception of citizenship.

## Strategy 1: Connecting to the Global Reflections on the Strategy Employed

This initial strategy is one that we know must serve an introductory function in bringing concepts of global citizenship to the classroom and to teachers, possibly for the first time. The challenge in writing it was to make it energizing and inviting, but still include an in-depth and valid exposure to what might also serve as a larger introduction to the field of global citizenship and to the myriad strategies and ideas in this volume.

Strategy 1 was tried in the field in three different classes in inner city high schools serving largely working-class immigrant communities. A third of the students were identified as requiring special education supports. In short, we were working with a diverse demographic, many of whom do not envision themselves as influential agents of the political process. The intent was to use this strategy as an introductory activity to engage students in the very notion of citizenship, that is, to see that there is no monolithic definition, but rather a range of viable options to embrace and so to open a space for envisioning themselves as agents of change.

We heard many positive comments about our activities: •Effective!Ž •Interactive!Ž •I wish we could do more of this stuff!Ž Students enjoyed making a list of their daily activities and relating these activities back to their partners. They found the visual elements engaging and fun. Students had to take responsibility for presenting their partner's activities and presentations led to meaningful discussion regarding the ways in which they are connected to the world. Good examples were brought up and they learned from each other. Debriefing questions created debate and could possibly be assigned as homework responses and/ or adapted to a four corners activity.

In talking to teachers trying the activities, we concluded that the strategy was a success and that it certainly initiated the achievement of the expectations which were later reinforced in subsequent strategies and class work. There were some hurdles and some things we might try differently. Students found it challenging to make the conceptual links between daily activities and their global connections (e.g., just how is an alarm clock connected to the world?). They could often make a generic comment on resources, but tended to be repetitive and/or remain on the surface in their analysis. One of the teachers found it difficult to complete and debrief the whole activity in one 75-minute period. This activity provides an introduction to global citizenship and themes, including shared responsibility, action for change, social justice, interdependence, etc., and it may be helpful to include an advanced organizer to guide the unit. Another idea may be to mount a world map on the wall, and with different coloured thread link the global connections in the categories of labour, environment, politics, etc.

### Learning Expectations

- x Analyze connections between different parts of Canada, and between Canada and other countries (e.g., migration patterns, cultural activities, foreign ownership, trade).
- x Encourage an understanding of global interdependence and Canada's responsibilities as a member of the global village.
- x Demonstrate an understanding of citizenship within a global context.
- x Demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

### You Will Need

- x Flip chart paper
- x Marker
- x Tape

### Steps at a Glance

#### Step 1: •A Day in My LifeŽ

(Student Journal)

Students are asked to keep a journal of all their activities for a day. Have them title the journal entry •A Day in My Life.Ž Their list should include everything from brushing their teeth to using the Internet to chatting with friends to eating at a local fast food restaurant. This journal will be used the next day for Step 2.

#### Step 2: Connections with the Global World

(Class activity: 25 minutes)

- x

- ÿ Do you think we play a role in global issues or are we simply students who do not affect global processes?
- ÿ Is it our responsibility is to take action or are we part of the global system without choice?

Step 3: Village •Mind MapŽ  
(Class activity: 15 minutes)

- x Have students write the word •villageŽ in the centre of a piece of paper. Have students close their eyes and picture a village. Around the word •villageŽ they will write down some words or draw pictures that come to their head when they think of a village.
- x On the board give each student an opportunity to share one thing they wrote.

Step 4: Our Global Village  
(Class activity: 15 minutes)

- x Ask the class: Do you think we live in a global village? Why or why not?
- x Create a class note on why we live in a global village. Ask for input from the class. Note will include ideas of: communications, trade, common culture, environment, travel, etc.
- x Debriefing questions:
  - ÿ If we live in a global village should we care about the people in our village?
  - ÿ Should a goal be to ensure that our global village is healthy for ourselves, our children, and everyone else in the world?
- x For homework have students respond to the following in paragraph form: What are some things we can do in our own life to make sure that we are keeping our village safe and healthy for everyone? Be sure to include at least four concrete things.

Suggestions for Assessment

- x Check homework for detail and demonstrated effort.
- x Mark will be 0, 3, or 5.
- x For partner activities give students excellent, satisfactory or needs improvement.
- x Base mark on their ability to listen to their partner and to think critically about the connections to the global world.

Strategy 2: Taking a Global Perspective (What's in Your Coffee?)  
Reflections on the Strategy Applied

This was an exciting strategy to construct,,it seemed that there were so many different

directions that could be taken by a class after the introductory Strategy 1. The biggest challenge was to locate authentic resources with voices from the South that were at the same time age and reading level appropriate. Yet for us this was key. Too often global citizenship work is done without the authentic voices of the •majority world.Ž

This strategy was applied in the field in four different classes in inner city high schools serving largely working-class immigrant communities. Many students are identified as requiring special education supports,„a diverse population who often do not see themselves as •political.Ž In these instances the strategy was used as a unit culminating activity AND as a research stage working toward the course culminating activity. The intent was to engage students in the very notion of citizenship,„that is, to see that there is no monolithic definition, but rather a range of viable options to embrace and so to open a space for envisioning themselves as agents of change.

The teachers and students gave excellent feedback on this strategy. They commented upon how •it got down to real lifeŽ and •finally [give us] a chance to use the Internet for something worthwhile.Ž Yet the research requirements were fairly complex, with a range of expectations, and therefore different teachers had different views. The achievement of certain expectations seemed to be more reliant on individual student contributions to whole-class learning and so contingent upon the quality of their performances. All in all, the activity provided an excellent opportunity to attain all expectations stated.

The challenges seemed the same ones voiced by the writers. Concerns were raised around the consistent and reliable access to computers and the recommended web links. Students with literacy and/or ESL needs found it challenging to locate appropriate resources. A number of students required one-one-one assistance navigating and browsing for desired information. This was balanced, however, by the fact that the authentic use of the Internet in this case provided access to information that would be very difficult to find in alternate formats and could be compensated for by having printed versions of the material, if necessary.

#### Learning Expectations

- x Introduce the concept of global perspective and ways in which a global perspective might be enhanced.
  
- x Raise awareness of a range of issues of international significance (e.g., health and nutrition, food, human rights, environmental quality) and identify information from different types of sources that would be helpful in encouraging a global perspective.
  
- x Investigate and analyze a contemporary global issue (e.g., coffee) and consider different perspectives and types of participation and involvement as a global citizen.

#### You Will Need

- x Sufficient copies of handouts

- x Internet access

### Steps at a Glance

#### Step 1: Guess the Country

This step introduces the concept of perspective by using sets of clues to determine which country is being talked about.

- x Students receive a set of 7 clues and are asked to determine what country is being discussed.
- x Half the class will have Country A and the other half Country B. They are both talking about India but list A discusses clues that reflect aspects linked to Western nations and list B reflects aspects linked to non-Western states.

## Step 2: Information about Issues

This step provides a transition to using perspective to examine a particular issue by providing students with a number of examples of the different sources of information for global issues.

- x Give a blank copy of the •Information about IssuesŽ chart to each pair of students
- x Have the students work in pairs to fill column one and then share ideas as a class on an overhead copy. Repeat for column two.
- x Have pairs then fill in as many examples for the third column as possible and discuss as a whole class. A sample chart is reproduced below the blank chart.

Information About Issues  
(Blank Chart)

Global Issue	Examples In Our Lives	Sources Of Information



## Information about Issues (Sample Chart)

Global Issue	Example in Our Lives	Sources of Information
Food	Bananas Coffee	€ workers and labour unions € scientists in developing countries € stories of families in those countries € newspapers and media in that country or from the South € Internet sites based in the South € economists who study globalization € a range of alternate sources from our own Canadian media
environment	acid rain oil spills	
fossil fuels	Gasoline heating fuel	
Health	HIV/AIDS plague viruses West Nile virus	
Sweatshop clothing	Jeans Sneakers	
media control	Hollywood movies television shows newspapers and news networks magazines	
GMO	Canola	

### Step 3: Investigating Coffee

In this exercise six small groups of students use source material to investigate a different aspect of coffee production and consumption as a global issue.

- x The teacher's introduction sets the context for the investigation by looking at one of the global issues involved in coffee production and consumption and at one of the ways that that issue intersects in our lives. The chart 'Information About the Issues' explains the research approach. Group members can take on roles to share the work
- x In small groups students brainstorm possible answers to help fill in the blanks in the chart below. Include more than one example if possible, especially for the third column.
- x A fair method should be used by each group to choose their spokesperson. The panel discussion could include videotaping, or involve a wider audience than just the class.



## Sharing

- x After the research, each group will choose one person to be part of a panel discussion moderated by the teacher. Each student will report on their central question and a whole class discussion will follow.

## Strategy 3: Images of a Global Citizen (Building a Definition)

### Reflections on the Strategy Applied

Very careful thinking went into the creation of this complex strategy. There was a risk, on the one hand, that it would be too complicated to execute, the two axis scheme could be hard to communicate and the terms of reference could be ambiguous. On the other hand, we thought that the visual beginning to the strategy (appealing to different learning styles) would help students understand the material. The complexity of the strategy also served to help students understand the interaction of task and process that is a central part of global citizenship education.

This strategy was tried in two very different contexts. One was the diverse working-class school mentioned above in our description of Learning Strategies 1 and 2. In this context, it was used as a unit review activity to revisit the notion of global citizenship in its various forms. It was also tried during a province-wide conference presentation in which this document was presented as a work-in-progress. Feedback was invited after having the participants experience sections of the strategy. The intent was to construct classroom activities that engaged students in the very notion of citizenship, that is, to see that there is no monolithic definition, but rather a range of viable options to embrace and so to open a space for students to envision themselves as agents of change.

Students enjoyed this strategy very much, commenting that •the images really make it easier to get the pointŽ and •I think that double axis idea is great.Ž Workshop participants also reacted favourably. •This would definitely work in my classŽ one teacher said and another commented that it was •both interactive and personally empowering for the learner.Ž Teachers felt that the students had met the core expectations, particularly with regards to developing a range of definitions of •global citizenshipŽ and how various types of action are to be valued in their own right. One class expressed confusion over the intended ideas behind the images and the contrasts with their own created definitions. Significant discussion was required to clarify the terms used on the axes, but the point was emphasized that it was the process of the deciding that was the generative aspect of the activity, not placing the strips in the •rightŽ spot, emphasizing that it is the discussion about the definition of •positiveŽ and •negative,Ž •ineffectiveŽ and •effectiveŽ that is the goal of the exercise.

Thinking of the strategy in isolation from other parts of the curriculum is certainly very different from using it as part of a larger unit of study. Teachers felt that all three strategies would a great •jumping off• point for other classroom work. Strategy 3 could also be extended to be more in-depth. After the •Images of Global CitizenshipŽ exercise,

a research activity might be assigned to learn about examples of the range of citizen



### Action Slips of Global Citizenship

Voting in an election	Buying goods made outside of North America	•smart shoppingŽ ... e.g. Buying fair trade coffee
Participating in a public protest	Donating to an international relief agency	Write a letter to a politician, newspaper or international agency
Visit a country outside of North America	Create a social justice, peace or environmental club in school	Volunteer in a local community agency e.g. Foodbank
Plan to study global development at post-secondary level	Join a political party	Attend a conference, film or lecture about world indigenous issues.
Get your family to recycle and/or compost more completely	Join the military cadets	Engage in non-violent civil disobedience e.g. A •sit-inŽ
Sponsor a child in another country	Submit poetry to the local/school newspaper that challenges consumer habits	Try to produce no •trashŽ for a whole day. Get friends to join you.
Get a subscription to a magazine that focuses on global events. Share it with your family.	Aim to be kind and just to every single person you encounter.	Find a quiet space in wilderness and listen to nature.

#### Steps at a Glance

The intent of this strategy is to expose students to different definitions of global citizenship and the actions global citizens take. As they work through the exercises, students will realize that global citizenship means different things to different people. With this knowledge they will reflect back on the first activity in Learning Strategy 1 (•A Day in My LifeŽ), reworking one aspect of their life based on their new understanding of global citizenship. They will record their efforts at personal change in an Action Report.

#### Step 1: Building a Definition

x

Ÿ What aspect of a global citizen is communicated in each image? How do these images compare/contrast with their own images/terms?

- x Still within the existing pairs, create a working definition of global citizenship. Post the various definitions around the room. Discuss patterns. Could the class arrive at one all-encompassing definition of global citizenship? The Oxfam definition of the Global Citizen is helpful here ([www.oxfam.org.uk/coolplanet/teachers/globciti/globciti.htm](http://www.oxfam.org.uk/coolplanet/teachers/globciti/globciti.htm))

#### Step 2: The Axis of Global Citizenship

- x Provide pairs of students with 15-20 action slips of global citizenship (one item per action slip) placed within an envelope (see hand-out •Action Slips of Global CitizenshipŽ to get ideas).
- x Students are to place each slip on an axis contrasting positive/negative impacts and more/less effective actions for creating a more just world. Example:

- x Debriefing
  - Ÿ Did all groups agree on the placement of the statements?
  - Ÿ Is there one definition of global citizenship and the actions global citizens can take?
  - Ÿ What is meant by the term •effectiveŽ?
  - Ÿ Which statements and actions did you agree with most/least? Explain.
  - Ÿ Have any of you taken part in any of these actions? Do you feel you made a difference?

#### Assessment (The Action Report)

- x Students go back to the first activity in Strategy 1 and select one aspect in their life that they would like to take action on. They individually need to determine which definition of global citizenship they agree with most and what type of actions they feel are the most effective to bring about a more just world.
- x Having selected the area/issue they wish to address, each student will complete an Action Report that:
  - a) Defines what being an active global citizen means to them.
  - b) Explains why they selected this particular issue to address. What compels them to react?
  - c) Creates a •Continuum of ActionŽ with a minimum range of five distinct actions (use experience from Step 2) to address their specific issue (from more passive to more radical).
  - d) Selects one action from the created continuum and performs it (e.g. Learn more about the issue). Summarize the experience of taking a step forward to change.
- x Debrief
 

Invite students to share their experiences and/or anonymously select examples from the submitted Action Reports. Discuss the value of seeing small actions as part of a larger process, underscoring the notion that active global citizenship is a dynamic process of reflection and action.

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W e a v i

By Penny Ballagh and Karen Sheppard  
(Field Collaborators: Dave Brinton, John Kirk, Carolyn Brow, and Deborah Yuen)

In this chapter we provide a rationale and three strategies for classroom teachers to create a learning environment that builds inclusiveness and community as requisite skill sets for global citizenship education. Helping students to develop the abilities and attitudes necessary for empathetic participation in an interdependent world is a core foundation in this context (Moore, 1992).

the goals of this professional development opportunity was to enhance teachers' repertoire of teaching-learning strategies so they could more actively engage their diverse sets of learners. The teacher candidates completed one of their practicum experiences with Tribes-trained associate teachers, and several of the teaching partners used the strategies featured in this chapter with great success. Several reported a significant enhancement of class tone, based on an increased willingness of students to listen to and respect for the stories of their peers.

The strategies that were selected are co-operative ones that foster a positive learning environment. While they can be used independently, they are most effective when used together, involving students in the learning process.

Groups are created to provide a supportive environment for students to learn from each other. These groups are based on the needs of the students and are designed to help them achieve their learning goals.

personalized their understanding of the agreements, as Figure 3.1 illustrates. An adaptation suggested by one teacher was to spread the sharing of names over three periods (approximately

### Step 5

- x As an extension, students could explore the origins of the names of other family members and add these to the class map. A further idea would be to research the history of surnames and add these to the map.

### Step 6

- x Ask the following suggested post-activity reflection questions. This •processingŽ is a critical piece of the learning experience, since we know that for most students, this is the stage in which new learning is realized and retained.
  - Ÿ What similarities did you notice about how people•s names were selected?
  - Ÿ How did you feel when you learned how your name was selected for you?
  - Ÿ What similarities did you notice about the meanings of people•s names?
  - Ÿ How did you feel when you learned the meaning of your name?
  - Ÿ Why is it important to know how you got your name?
  - Ÿ What did this activity do for our class?



comfortable sharing with the class. Again, it is recommended that you as the teacher first model this, to set a positive tone while providing a concrete example. If you so choose,









### Figure 3.3: Every's and Only's

#### Notes

1. Adapted from: Gibbs (2000, p. 276) and Pike & Selby (1991, p. 140).
2. Adapted from: Bennett, Rolheiser-Bennett, & Stevahn (1991, p. 67) & Pike & Selby (1991, p. 131).

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By Terezia Zoric, David Ast, Heather Lang, Maria Vamvalis,  
Maria Weber, and Moira Wong

When we seek to infuse global citizenship into our teaching we invariably encounter rich opportunities to explore issues of social (in)justice in both local and global contexts. Indeed, when students are provided with the tools to analyze the social impacts of globalization, including, for example, the intensification of economic interconnectedness, the increased migration of peoples, and the revolution in the use of information technology, they often discover that both the human relationships upon which these changes are dependent and the patterns they reinforce are highly unequal (Klein, 2000). Yet many teachers remain hesitant to teach students how to challenge inequities because they lack either knowledge or confidence about what to do next once such problematic conclusions are articulated.

When asked to identify barriers they face integrating equity and human rights issues into their daily curriculum, teachers frequently cite a lack of confidence and support (Bell, et al, 1997; Evans, 2003:36). They fear they will be criticized by school and school board authorities for lacking balance if they encourage students to acknowledge that significant degrees of social, economic, and political inequality actually do exist both in their own communities and internationally. For a variety of reasons, beginning and newer teachers, in particular, often identify uncertainty about how to defend as responsible the posing of controversial issues from social justice perspectives. For example, adding to an already well-documented body of research on the fear and resistance of many teachers to equity education, Wane (2003) notes that student teachers often perceive anti-racist approaches as risky, as something volatile, to be avoided all together. In our experience as equity-minded educators, an important strategy for surmounting these barriers is the thoughtful combination of human rights-focused teaching with an explicit emphasis on the

Since human rights have not been enforced •equallyŽ or •justlyŽ around the world,

of memories in the acculturation process of new Canadian<sup>1</sup> exploring the themes of the novel supported the human rights enquiry because the book helps students to understand the global reality that very young people often are drawn into conflict. Students learn that young people [in this case in the middle East] experience daily threats to their basic needs, shelter, security, freedom to associate, esteem, and the right to make decisions for themselves and their loved ones. In short, the book asks students to empathize with children who are victims of war.

Fairly basic and somewhat predictable technical challenges arose for both teachers during the implementation of this strategy. In the larger school, for example, it was difficult to schedule a computer lab for the class to use at a convenient time. And at the smaller school, one of the web sites selected for study was unavailable when the students were attempting to visit it. However, there were also some other significant and unanticipated technical difficulties, such as the following:

protection that they experience in regard to their rights. I knew that the lessons were successful when their geography teacher told me about an encounter she shared in her class with these same students while they were watching a film about political protest. She informed me that the students were making clear connections between what they were seeing on film and their understanding of human rights. They were able to name human rights violations with precision and clarity following these lessons.

In the larger school, the success of the activities spurred a number of further development activities/extensions that also served to enrich broader school life. For example, students were asked to study the posters that the UDHR (illustrated version) posted in order to understand the relationship between the metaphorical/ symbolic graphic illustration with the human right being depicted. Students were instructed to evaluate the graphics provided on the UN web site with only one criterion, „how comprehensible are the symbols/ metaphors to an international community of web users? Students then chose one right from the UDHR to illustrate themselves with graphic representations that they thought would be universally recognized. Their finished posters were displayed in a prominent spot for the school community.

While the field applications of the strategy were successful overall, it's not yet clear whether the sequencing of the activities is ideal. In particular, although the strategy includes a •Taking the Human Rights Temperature of Our SchoolŽ activity, students seem to need more support than is offered to draw parallels and see relationships. The students' ability to transfer the Universal Declaration of Human Rights and the UN Convention of Children's Rights and make links with their own immediate school environment would likely benefit from reworking and re-emphasis. Perhaps it would be better to rearrange activity phases to start with the immediate community.

Both teachers were very thoughtful about what might make this strategy work even better and offered some theoretical and practical cautions/suggestions for others who would choose to use this or a similar strategy:

1. [Next time], I would try to really set the context for discussing and exploring human rights in a powerful way. Perhaps this could be achieved by showing a film that explores situations where human rights are not being protected, or by focusing more on their lived experience and sense of personal empowerment and connecting this to the issue of rights. I like how the activity at the end (•Taking the Human Rights Temperature of Your SchoolŽ) explored this dimension; perhaps a modified version of this could be used at the beginning to help set the context more clearly for students.
2. Students comprehend and internalize more of the objective concepts if they are actively asked to create a product that shows their understanding. Their UDHR posters, the graphic charts they generated after completing the Taking the Human Rights Temperature of Your School survey, the provided organizers for recording





- United Nations Special Session on Children Home Page: A World Fit For us
- <http://www.bbc.co.uk/worldservice/people/features/childrenrights/worldnewsround/index.shtml>
- A World For Children
- Children Report on Children
- <http://www.un.org/Pubs/CyberSchoolBus/cur.html>
- United Nations Cyber School Bus: Curriculum
- <http://www0.un.org/cyberschoolbus/humanrights/index.asp>
- Human Rights in Action: Interactive Version of the UNDHR
- <http://cbc.ca/news/indepth/targetterrorism/people/>
- Around the World: How Life Has Changed
- <http://www0.un.org/cyberschoolbus/humanrights/resources/plain.asp>
- Plain language version of the UDHR
- <http://www0.un.org/cyberschoolbus/humanrights/resources/child.asp>
- Declaration of the Rights of the Child
- <http://www0.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>
- Plain Language Declaration of the Rights of the Child

### Steps at a Glance

#### Part A: What Makes Up Human Rights?

##### Step 1

- x Model a chart for students regarding what they think Canada's attitudes are on human rights.
- x Guide students with basic 5W questions.

##### Step 2

- x Begin and record a discussion on the relationship between quality of life and human rights.

##### Step 3

- x Explain the term "human rights" by using the Information Sheet, reproduced below.

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### Human Rights (Information Sheet)

#### Q. What are human rights?

- A. Human rights are the rights a person has simply because he or she is a human being.
- x All persons hold human rights equally, universally, and forever.
  - x Human rights are inalienable: you cannot lose those rights any more than you can stop being human.
  - x Human rights are indivisible: you cannot be denied a right because it is "less important" or "non-essential".

- x Human rights are interdependent: all human rights are part of a complementary framework. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even obtain the necessities of life.

Another definition for human rights is those basic standards without which people cannot live in dignity. To violate someone's human rights is to treat that person as though she or he were not a human being. To advocate human rights is to demand that the human dignity of all people be respected.

In claiming these human rights, everyone also accepts the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied.

#### Human Rights as Inspiration and Empowerment

Human rights are both inspirational and practical. Human rights principles hold up the vision of a free, just, and peaceful world, and set minimum standards for how individuals and institutions everywhere should treat people. Human rights also empower people with a framework for action when those minimum standards are not met, for people still have human rights even if the laws or those in power do not recognize or protect them.

We experience our human rights everyday in Canada when we worship according to our beliefs, or choose not to worship at all; when we debate and criticize government policies; when we join a trade union; when we travel to other parts of the country or overseas. Although we usually take these actions for granted, people both here and in other countries do not enjoy all these liberties equally. Human rights violations occur everyday in this country when a parent abuses a child, when a family is homeless, when a person steals from another.

#### Universal Declaration of Human Rights

Rights for all members of the human family were first articulated in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world's

applied this customary law equally. Socialist and communist countries of Eastern Europe, Latin America, and Asia have emphasized social welfare rights, such as education, jobs, and health care, but have often limited the political rights of their citizens.

In many countries of North America and Western Europe, governments have focused on political and civil rights and have advocated strongly against regimes or governments in other countries that torture, deny religious freedom, or persecute minorities. On the other hand, human rights issues such as unequal access to health care or legal assistance, homelessness, environmental pollution, child poverty, racism, barriers to workplaces, lack of affordable housing, hunger (food banks), and social and economic concerns that affect groups in our society such as some of Canada's First Nations remain ineffectively addressed problems. At times, it must seem that some governments care more for the state of human rights in other countries than their own.

What Are Human Rights?  
(Activity Sheet)

Make up questions using the information provided in class.

Ask a partner for his or her answers.

x What \_\_\_\_\_?

Part B: What Do Children Want and Need in Their Lives?

Step 1:

- x In the computer lab, distribute •What Do Children Want and Need in Their Lives?• (Activity Sheet).
- x Instruct students to go to [www.unicef.org/voy/learning/whole/wh1a.html](http://www.unicef.org/voy/learning/whole/wh1a.html) and complete the activity •The Whole Picture: What's Missing?Ž
- x After they complete this chart, ask if they can see any aspects of human rights they forgot to include in their definition of human rights (Part A). What is missing? Invite them to add these aspects to their organizer •What Are Human Rights.Ž

What Do Children Want and Need in their Lives?  
(Activity Sheet)

To complete the organizer below, you will need to go to the web site •The Whole Picture: What's Missing?Ž [www.unicef.org/voy/learning/whole/wh1a.html](http://www.unicef.org/voy/learning/whole/wh1a.html)

In what country was this photo taken?	What are the children doing? Write a short description.	•What Is Missing?Ž- What aspect of human rights seems to be missing in these children's lives?	
		General Human Right	Specific Example
1. Thailand		Health care	Vaccinations- shots against sickness
2.		Education	
3. Chad			
4.	A young _____ with a baby smiles because _____ _____		
5.		Health care Nutrition	
6. Bosnia	A little girl stands beside a soldier's rifle.		

### Step 2

- x Ask them to verify the definition that they have completed for human rights (Part A) for any element that they overlooked. These may include vaccinations, landmine education, access to energy, nutrition, peace, gender equity.

### Step 3

- x Guide students to focus on the issues presented in the pictures of the web site as specific examples of human rights that all people should have: health, safety, education, etc.

## Part C: What Rights Should Children Have?

### Step 1

- x Group students into nine groups to correspond to the number of pages of cartoons listed at the web site. Direct students to web site: <http://www.unicef.org/crcartoons> and have students click on •Cartoons List,Ž a button in the left margin.

### Step 2

- x Focus student groups on the question: What rights should children have?

### Step 3

- x Instruct the groups to compile and record the children’s rights illustrated while they view the site, noting in particular the relevance of the illustrations/animation images to their understanding of the Children’s Rights article, their own experiences, and to the lives of children from other local, national, and international communities.

## Part D: What Kind of World Is Fit for Us?

### Step 1

- x Direct students to the website or distribute copies of •A World Fit for UsŽ (from the web site) <http://www.unicef.org/specialsession/documentation/childrens-statement.htm>

### Step 2:

- x Instruct students to complete •My Community NeedsŽ (Activity Sheet), reproduced on the following page.

## My Community Needs (Activity Sheet)

Work in groups and record your answers to the following questions:

1. What human rights issues/ problems do the children in your country of origin face?
  
  
  
  
  
  
  
  
  
  
2. What human rights issues/ problems do the children in your community in Canada face?
  
  
  
  
  
  
  
  
  
  
3. What do you and your peers need for all human/ children's rights to be satisfactorily met?
  
  
  
  
  
  
  
  
  
  
4. What does your community need to immediately solve local human/ children's rights issues for you and your peers?

### Step 3

- x Refer students to the following web sites:  
[www.unicef.org/voy/misc/chforum.html](http://www.unicef.org/voy/misc/chforum.html)  
[www.unicef.org/voy/en/meeting/gir/girhome.html](http://www.unicef.org/voy/en/meeting/gir/girhome.html)  
[www.unicef.org/idpuzzle/index.html](http://www.unicef.org/idpuzzle/index.html)



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Taking the Human Rights Temperature of Your School  
(Activity Sheet)

1. Is your current school environment periodically assessed with the help of staff, students, parents, and community members?

Are people knowledgeable about equity (fair treatment) and human rights issues?

Does the curriculum recognize and affirm the life experience of all students, regardless of gender, place of origin, religion, ethnicity and race, cultural and linguistic background, social and economic status, sexual orientation, age and ability/disability?

Is there graffiti in your school that puts people down, e.g., that is sexist, racist, religiously discriminatory?

2. Is information on human rights readily available?

3. Is your school culture welcoming and supportive of diversity?



•This material helped me bring to light some of the discrepancies in Canada's policies and gave the students an opportunity to express concerns, often relating to their own experiences.Ž Furthermore, the focus on teaching citizenship skills, such as writing a letter to a government official, is important in preparing students for life as responsible and active citizens.

Overall, there were a number of related challenges faced in the design and implementation of the strategy, most notably the issue of the accessibility of the language in the International Convention and Protocol on Refugees. Some students needed extra support in understanding the articles, but these difficulties proved to be surmountable with teacher explanation. The largest challenge came as a result of the intended jigsaw in the activity during the analysis of the points system, the immigrant placement proposal, and the "safe third country" agreement. Due to the conceptual nature of the material, some students struggled with the readings and questions, and were not able to cope without the significant support of their teacher. [The teachers] also faced the challenge of ensuring that students had access to a range of perspectives in the resources

Overall, the strategy supported students quite well in meeting the learning expectations for the grade 9 Canadian Geography course. (Both the compulsory Ontario Ministry of Education policy document and the suggested Course Profile include an analysis of Canada's immigration policies.) The learning expectations from the Guiding Dimensions Framework were also met through the strategy. Teachers commented: the strategy •provided students [with] the opportunity to think critically and form important attitudes and perspectives on Canada's immigration and refugee policy.Ž •It was particularly effective in addressing the issue of bias,,most importantly it encouraged students to detect bias themselves.Ž •The strategy dealt with the learning expectations very well, and then some.Ž •I would highly recommend using this lesson,,it is really amazing to see grade nine students become policy analysts when given the appropriate resources.Ž

The strategy was redesigned as a result of the feedback given during implementation. Initially, this strategy was designed to include a co-operative jigsaw activity during the analysis of the points system, the immigrant placement proposal, and the •safe third countryŽ agreement. However, as stated above, it was found that this proved to be quite difficult for some students. As such, the jigsaw activity was broken down into three separate sections that incorporated necessary checks for understanding at each step of the process. Further background information and explanation on the Canadian Charter of Rights and Freedoms and the International Convention and Protocol on Refugees would also help to ensure student understanding. As well, a structured outline for writing the letter to the Minister proved to be useful for the final part of the strategy and was therefore incorporated in the final draft.

While implementation of the strategy is reported to be fairly straightforward and highly rewarding at this point, three suggestions for improvement have been offered:









## Part C: Immigrant Placement

### Step 1:

- x Distribute articles with varying perspectives towards the immigrant placement (e.g., The Globe and Mail article "Ministers back immigrant placement" [See Support Resources]).

### Step 2

- x Working in groups of four, students read newspaper articles and analyze them using the 5 Ws + H (Who, What, Where, Why, When, and How).



Part D: The Refugee Experience  
Step 1

xStudents use this article pertaining to the Equality Rights guaranteed to Canadians under the Charter to compare and contrast both the skilled worker and business immigrant point system.

#### Step 2

xWorking in groups of four, students consider the skilled worker and business immigrant point system in the context of Article 15, Part 1 of the Charter.

#### Step 3

xDistribute Article 6, Parts 1 and 2 of the Canadian Charter of Rights and Freedoms (see Support Resources).

xStudents use this article pertaining to the Mobility Rights guaranteed to Canadians under the Charter to analyze the immigrant placement proposal.

#### Step 4

xWorking in groups of four, students consider the immigrant placement proposal in the context of Article 6, Parts 1 and 2 of the Charter.

#### Step 5

xDistribute copies of Articles 3, 31, 32, and 33 from the International Convention and Protocol on Refugees (see Support Resources).

xReview vocabulary with students.

xStudents use these articles to consider the •safe third countryŽ agreement in the context of these articles.

#### Step 6:

xTeacher-led four corners activity based on the question, •To what extent does Canada's new immigration and refugee policy align with Canada's human rights commitments both here at home and internationally?Ž

xStudents move into four corners based on whether they strongly agree, agree, strongly disagree, or disagree.

xDebriefing takes place in which students consider the challenges of governing societies in which diverse perspectives co-exist.

### Part F: Applying What They Have Learned

#### Step 1

xStudents apply what they have learned in an imagined letter their MP or to the Minister of Immigration and Citizenship assignment.



## Support Resources

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### Bill C-11 and the Immigration and Refugee Protection Act (IRPA) (Black Line Master 1)

In December 2001, the Government of Canada changed its immigration and refugee policy when it passed Bill C-11 in the House of Commons. The government argued this change was necessary because of three specific reasons:

1. The former policy was outdated.
2. The increased security concerns post-September 11, 2001.
3. The need to promote immigration for families and skilled workers.

The new Immigration and Refugee Protection Act (IRPA) became law on June 28, 2002. This legislation replaced the former 25-year-old Immigration Act.

According to the Government of Canada, "it recognizes the many contributions that immigrants and refugees make to Canada; encourages workers with flexible skills to choose Canada; and helps families reunite more quickly." The government also claims that the IRPA will be "tough on those who pose a threat to Canadian security while continuing Canada's tradition of providing a safe haven to people who need protection."

Among other things, the IRPA states that it is to be construed and applied in a manner that:

1. Ensures that decisions taken under this Act are consistent with the Canadian Charter of Rights and Freedoms, including its principles of equality and freedom from discrimination and of the equality of English and French as the official languages of Canada;
2. Complies with international human rights instruments to which Canada is signatory, such as the International Convention and Protocol on Refugees

(Excerpted from Bill C-11, Statutes of Canada 2001, Chapter 27. First Session, Thirty-seventh Parliament, 49-50 Elizabeth II, 2001.)

Source: [http://www.parl.gc.ca/37/1/parlbus/chambus/house/bills/government/C-11/C-11\\_3/C-11\\_cover-E.html](http://www.parl.gc.ca/37/1/parlbus/chambus/house/bills/government/C-11/C-11_3/C-11_cover-E.html)

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Writing a Letter  
(Black Line Master 2)

**Task**

You are to write an imaginary letter to your MP or the Minister of Citizenship and Immigration for Canada stating your perspective on Canada's Immigration and Refugee Protection Act (IRPA) in relation to its stated objectives, as well as the Canadian Charter of Rights and Freedoms and the International Convention and Protocol on Refugees.

The purpose of this assignment is to exercise democratic rights as a citizen in order to offer your opinion (point of view) regarding this important issue.

**Criteria**

Specifically, the assignment will allow you to reflect upon the learning throughout the activity and in particular require you to reflect upon the key questions facing immigration and refugee policy in Canada today in relation to the stated objectives of this policy and Canada's human rights commitments.

- x Does the new points system for Business Immigrants and Skilled Workers in the IRPA live up to the stated objectives of the IRPA with respect to immigration and the Canadian Charter of Rights and Freedoms
- x Does Citizenship and Immigration Canada's new policy of requiring new skilled worker immigrants to settle outside of Canada's three major cities live up to the stated objectives of the IRPA with respect to immigration and the Canadian Charter of Rights and Freedoms
- x Does Canada's new policy on refugees live up to the stated objectives enshrined within the IRPA with respect to refugees and Canada's international d Protocol on R0 TD ( )Tj /F8 1 Tf 20.79 0 1D 0.0062 Tc 0 Tw 30.94j -27.055 -1.15 TD 0

Leng8(riteria)TTf .1 36.66.24 41.4 -1.14 re f BT 12 04.66.2260 1 18.5601 Tm 0 Tc ( )Tj /

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## Tips for Writing an Effective Letter (Black Line Master 3)

Letter writing can effectively influence politicians to act; they know that if one person takes the time to write a letter, probably at least 100 other people hold the same opinion. The most effective letters are written in your own words. Experience has shown, however, that some techniques tend to be influential in conveying your point of view. Here are a few tips:

1. Address your letter to your MP or Minister of Citizenship and Immigration.
2. Be respectful. Politicians are more likely to listen to your point if it is not accompanied by abuse.
3. Tell them something about yourself. A simple phrase such as "I am a Grade 9 student in Toronto studying Canada's immigration and refugee policy" creates a mental image which brings you and your point alive and off the paper.
4. Be concise. Write on only one issue at a time, and clearly state your point early on in the letter. Try to keep the letter to one page.
5. Request that a particular action be taken. A request as to what the Canadian government should do about immigration and refugee policy has much more authority and is a better guide to action than a statement that does not ask the government to act.
6. Aim for the public interest. Explain why you think your request will benefit the Canadian public as a whole, not simply you and your friends or family.
7. Get the facts right. You do not have to have all the facts (much less recite them all), but the ones you put in your letter must be correct. Do not let the fact that you are not an expert prevent you from voicing your opinion, however.
8. Relax and express yourself naturally. Remember that this is you expressing what's on your mind.
9. Ask for a reply. The best closing sentence is: "I look forward to receiving your response."
10. Sign your letter. Include your name, address, and phone number.

The common theme here seems to be that the more effort that went into producing the letter, the more respect it will be accorded by the recipient.

Now get writing! Remember, after all those pointers, the biggest single impact from a letter is that you have taken the time to send it. The fact that one citizen has put pen (or printer) to paper on a given issue creates a great impression!

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Outline for Writing a Letter to your MP or the Minister of Citizenship  
and Immigration  
(Black Line Master 4)

Complete the following outline in the space provided.

1. Introductory Paragraph: Tell the MP or Minister something about yourself and why you are writing your letter.

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2. Introduce your support and/or concern: In this paragraph you should introduce each one of the points you will be making in the letter. In other words, the issues of the points system, the immigrant placement proposal, and the refugee policies with respect to human rights.

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3. The Points System Let the Minister know how you feel about the point system that assesses business immigrants and skilled workers.

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4. The immigrant placement proposal: In this paragraph you should state your opinion about this proposal.

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5. Canada's policy on refugees Does the "safe third country" agreement live up to the objectives stated within the IRPA and Canada's international human rights obligations under the International conventional and Protocol on Refugees?

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6. Concluding paragraph: Thank the MP or Minister for reading your letter. Summarize your support and/or concerns. Ensure that you let the person know you are expecting a response.

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## Notes

<sup>1</sup> More specifically, an adolescent male from Lebanon, Karim, newly reunited with his parents in Montreal, must process his memories of war and personal loss in order to start the acculturation process in his new school, city, and country.

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- ÿ Tasks in which a variety of abilities are required:
- ÿ Tasks involving review of previously encountered ideas or material:
- ÿ Tasks in which students reflect on their efforts and results in a lesson.

Other important conditions shared by many co-operative approaches include:

- x Frequent use of heterogeneous groups so that different interests, backgrounds, expertise, and perceptions can be combined to tackle social issues.
- x Teaching and practice of group behaviours so that students are prepared to work together.
- x Reflecting on the process and product of the group activity so that students learn

Strategy 1: Using Academic Controversy to Investigate Does the world

did not pose a problem because the students are used to being put into groups and working with a wide variety of people.

In the class before beginning the Academic Controversy, the assignment was reviewed which gave students an opportunity to discuss it in their groups. After a brief discussion to clarify instructions, we proceeded to do a "practice" run using a simple controversy: "Be it resolved that all vehicles should be red." The student was instructed to have all the necessary materials out, assignment sheet, paper, pen, etc. They completed the practice run very successfully. At the end of the practice, we reflected on the process as well as the content. We discussed what the academic controversy structure accomplishes and how it is helpful to really evaluate an issue. A couple of students expressed discomfort. We then talked about change and how it affects us ... sometimes it takes a little time to feel comfortable when doing something new.

The actual day of the Academic Controversy ran very smoothly. The students knew what to do and did it. Students commented at the end of the class that it was "neat," a "good way of looking at things." The students did complete a team assessment sheet and a two-line reflection indicating what they felt they did well, and what they needed to improve. This information needs to be compiled for further analysis.

How well did we attain our desired expectations? We did cover this topic/issue at the beginning of the course. We had some senior students do a 30-hour famine presentation (the students donated money) and we examined the issue of the soon-to-be-extinct Spirit Bear in northern BC. Simon Jackson, a remarkable 21 year old came and spoke to the



- x PRO presents first; the CON side demonstrates attentive listening by taking notes. NO ONE SHOULD BE INTERRUPTING.
  
- x Reverse. CON side presents; PRO side demonstrates attentive listening by taking notes. NO ONE SHOULD BE INTERRUPTING.

Step 5: Plan the Rebuttal

- x Students are given time to withdraw from the group in pairs and discuss what they consider flaws in the other group's presentation. In order to do this effectively, students must have actively listened to what the other group presented.

Step 6: Present the Rebuttal

- x In this step, B's begin, then A's. The teacher will identify which student begins. e Students will have approximately 60 to 90 seconds.

Step 7: Flip and Repeat Steps 3 to 6

- x Students stand up and change seats to begin the process debating the other side of the issue. Example: student who begins the Academic controversy as A1 - PRO becomes B1 ... CON.

Step 8: End with a Round Robin Discussion

- x At this point in the Academic Controversy, students share with their group where they stand on the issue. The steps are diagrammed below:

Steps 1...6

Diagram: Barrie Bennett and Carol Rolheiser (2001) Beyond Monet: The Artful Science of Instructional Integration (Toronto: Bookstation, p. 312)

# Evaluation: Rubric for Assessing Academic Controversy

Unit III ... Demonstration ... Academic Controversy

Grade 10 Civics CHV20

Name: \_\_\_\_\_

CRITERIA	Level 4	Level 3	Level 2	Level 1
<u>THINKING/</u> <u>INQUIRY</u>  Research	Draws 3-4 sources, both text and Internet; takes comprehensive notes and synthesizes them into coherent themes and arguments	Draws 2-3 sources, both text and Internet; takes substantial notes and relates them to position.	Draws from 2-3 sources; takes adequate notes and relates them to position.	Draws from only one source; takes sparse and sketchy notes.
KNOWLEDGE  Advocating Own Position	Demonstrates wide range of knowledge, clear understanding; presents 6 or more points, each with two or more pieces of supporting evidence.	Demonstrates solid understanding of subject matter; presents 5 or more points, each with at least one piece of supporting evidence.	Demonstrates basic familiarity with subject matter, presents 3-4 points, each with at least one piece of supporting evidence.	Demonstrates little of no grasp of subject matter; presents 1-2 arguments with little or no supporting evidence.
APPLICATION  Advocating Other Position  COMMUNICATION  Assertive Speaking Skills	Fully, forcefully, and completely presents the points and arguments made by the other side; captures emotional tone and underlying needs as well as facts.  States ideas and opinions clearly, firmly and respectfully; refrains from blaming, accusing, and put downs; shares the floor.	Presents most of the points and arguments made by the other side; captures emotional tone and underlying needs as well as facts.  States ideas and opinions clearly, firmly and respectfully; mostly	Presents at least half of the points and arguments made by the other side; shows some understanding of the emotional tone and underlying needs.	Recalls and presents little or nothing of substance or tone of the other side's presentation.



## Strategy 2: Using Complex Instruction to Investigate "The Politics of Food"

### Reflections on the Strategy Applied

Complex Instruction (Cohen, 1994) suggests that co-operation is inhibited by status differences among group members. Status, expectations of competency based on real or imagined academic ability, social popularity, sex, ethnicity, or fluency in the language of instruction, may establish a pecking order within a group. As a result, those who have higher status may dominate group discussion and not value the contributions of low status group members. The resulting unequal effort to the group goal may result in unequal learning opportunities to achieve.

In this era of performance-based assessment, working with students who differ in background, motivation, facility in the language of instruction, levels of thinking, social skills, and the like can make inquiry difficult to do.

Status differences among students need to be treated for non-academic reasons as well. Allport's

5. The wrap-up after the activity gives feedback on the multiple abilities that were demonstrated by students, with low-status members often doing the demonstrating. Teachers are instructed to give immediate, specific, and public feedback during and after group activities to low status members. When high status members view the teacher's feedback, they may adapt the teacher's perceptions of their group mates' abilities, allow them to participate more fully in the work resulting in more equitable learning results.

In our project, a history teacher collaborating with a teacher librarian used a combination of co-operative approaches to prepare the diverse range of students in her senior Canadian and World Issues geography class. Students worked together on a culminating performance task dealing with issues around world hunger as part of a Resource Management unit: The task for this unit was the creation of an infomercial dealing with the politics of world hunger. The preparation and the teaching of the knowledge, skills, and habits of mind leading to the infomercial tasks took classes over a 12-day period.

Some of the challenges that we faced in the design of the strategy:

- x We spent a lot of time grouping the students according to their strengths and weaknesses in terms of Multiple Intelligences, as we were trying to develop the groups by way of a balance.
  
- x We spent a lot of time and energy figuring out age-appropriate team-building activities; finding timelines of each class as the stages of the project progressed; and finding adequate space for co-operative learning, teambuilding, and video production.

Some of the challenges that we faced in the implementation of the strategy:

- x Having the right technology (i.e., video cameras, tapes, editing machines, etc.), having enough technology so that more than one group could work on their videos at a time, having technology that actually worked, having the expertise to teach the students how to use it and fix things when they were not working, having the opportunity to sign out equipment that was shared throughout the school.
  
- x We needed large areas, as well as separate areas for the students to work
  
- x Getting the students to buy into public praise, either listening to it, reacting/responding to it and giving it to other students.

Meeting the learning expectations:

- x We felt the strategy that we used definitely allowed us to enable students to meet the learning expectations of the assignment (•The Politics of FoodŽ), before we started we looked at the Ministry expectations for this unit and integrated them into the unit, most of the students successfully met these learning expectations

Changes if we were to use the strategy again:

- x We would want the students to already be practicing/participating in public praise.
- x We would want the students to be aware of their own strengths and weaknesses, and be able to identify them.
- x We would want the students to have already participated in team-building and Multiple Intelligence activities.
- x Learning log/progress log,,students would fill this in after each class so that we could track their progress, and so they could always have a realistic idea in terms of timelines and a daily reminder of due dates.
- x Try to develop a backup plan in case the technology failed us.

Cautions/suggestions:

- x Make sure that your students are sensitive to public praise environments, this is something that needs to be fostered and explained on an ongoing basis.
- x That the infomercial didn't necessarily need to be completed on video (the students could always act it out in front of the class).

Key Learning Expectations

- x Analyze the causes and effects of economic disparities around the world.
- x Analyze selected global trends and evaluate their effects on people and environments at the local, national, and global level.
- x Research, evaluate, and report the effectiveness of methods used by different organizations, governments, and industries to find short, and long-term solutions to geographic problems and issues at the local, national, and global level.

Steps at a Glance

The following steps highlight the many subtasks leading to the major asses0oxn Tw 0.0leaTw w0.00

- x Forming the students according to MI strengths and weaknesses and sharing their strategy in creating the groups.

Step 2: Easing into Complex Instruction and the •Multiple Abilities TreatmentŽ

- x A number of •class buildersŽ and •team-buildersŽ based on the co-operative structures of Kagan (1992) and the Tribes approach of Gibbs (2000).
- x Ensuring that the team builders were connected to the content, for example, the class constructed a mind-map of the •Myths of HungerŽ on the third day of this unit.
- x Public praise for all the mind maps created, for the explanations provided by students, for information gathered by students, and for the sharing of information, specifically focusing on the contributions of the low-status students.
- x Assessment in the form of a reflection, students were to write a one-page response on 8 of the 12 myths of hunger
- x

- x Students divided up research responsibilities in order to complete parts of their proposal. Time in the school library was put aside for this.
- x Instruction on Script Writing
- x Dress rehearsal occurred on Day 10 in which students practiced their scripts and began filming their infomercials. On Day 12 groups presented their infomercials to class. Students were assigned individually, by teachers, to peer evaluate 2 infomercials (see Peer Evaluation).
- x Students handed in their answers to •Politics of Food - Unit Summary.Ž Their two-page Personal Action Response was due the following period. Public praise had been prepared for each student in advance. This included a positive comment highlighting the student’s contribution to their group during the unit, as well as a positive comment highlighting the student’s contribution to their group’s infomercial (final product). This praise was written on chart paper and displayed while the teachers read it out loud.

## Complementary Resources and Strategies

It seems clear to us that the following supports can apply to both strategies. Additional support materials produced for the project are available from the authors.

### Developing Media Literacy

A media study is one way of teaching students how to interpret current events. Here are two approaches.

#### 1. Target Day: Using Newspapers on the Internet

The culminating task in this unit focuses on current events. The following activity will help to prepare students for the challenge of this task.

Target Day is a skills-based current events lesson using the Internet. Students need access to computers and should know how to search for specific information on the Web. The online version of this lesson plan can be completed in one period (seventy-five minutes), including the research.

#### Procedure

- x Set a Target Day. This could be a day picked at random or a day centred on a specific event, such as an election.
- x Organize the class into equal-sized groups of three or four students.

- x Have students participate in a random draw to select online versions of one of the following newspapers. (Teachers may be familiar with other online newspapers that they may wish to add to this list.):
  - ÿ Vancouver Sun
  - ÿ Calgary Sun
  - ÿ Leader-Post (Regina)
  - ÿ Winnipeg Free Press
  - ÿ Toronto Star
  - ÿ Gazette (Montreal)
  - ÿ Chronicle-Herald (Halifax)
  - ÿ Telegram (St. John's)
  
- x Working together as a class, have students create a list of categories to serve as a basis for comparing the newspapers. Categories should include similarities, differences, and biases; students may want to include other categories as well. Ask students to predict the degree of comparison they expect to find among the newspapers across the country, using a scale of 1 (totally different) to 10 (identical). Ask students to justify their predictions.
  
- x Have students locate the home page of their online newspapers. After skimming the page, have them answer the following questions:
  - ÿ What are the main stories featured on the home page?
  - ÿ How many stories are local? provincial? national? international?
  - ÿ How many stories are about politics?
  
- x Ask students to record their answers to the above questions either on chart paper or on the chalkboard so that the class can compare and contrast newspapers using the categories students created. Students should use the 1 to 10 scale to judge the degree of comparison. When they have evaluated all of the newspapers, have them compare the results to their original predictions and note whether their predictions were accurate or inaccurate. Invite students to try to explain any differences.

#### Extensions/Follow-up

Teachers may want to extend this task by having students explore their online newspapers to find specific political stories. When groups using different newspapers find common stories, ask them to extend their comparisons by answering the following questions:

- €Which facts does each newspaper use to express its point of view?
- €Do the papers use the same or different facts?
- €What might explain any differences?

#### A Non-Internet Version

If students do not have ready access to computers, teachers could have them write letters to the newspapers listed above requesting a copy of their paper for a specific date. This could take time since students must wait for all of the papers to arrive before they can

begin their task. Alternatively, in some communities, students may be able to obtain a variety of newspapers through a local store or newsagent.

## 2. Preparing a Clipping Thesis

Putting together a •clipping thesisŽ will also help students prepare for the culminating task. (Alternatively, this activity could be incorporated into the performance task, with the final results to be displayed or submitted for evaluation.)

### Procedure

- x Ask students, either individually, in small groups, or as a class, to select one current issue in Canada that they would like to investigate further.
  
- x Have them collect newspaper clippings and record information about a topic that they find in Unit Six or Unit Seven of the textbook. The clippings can be formally presented in a portfolio or used as source citations in an essay. Allow students three to four weeks to complete this part of the activity.
  
- x Have students write an essay analyzing the issue they have chosen. Their analysis should include the following:
  - x €

# Civics Portfolio: Civics in Everyday Life

Civics Portfolio ... Civics in Everyday Life Culminating Activity Date \_\_\_\_\_

As part of this term's work, you are responsible for gathering and organizing a portfolio of news stories from this term (February 3... May 8, 2003) that connect the themes and ideas units in your civics course. This work will account for 30% of the final mark in the course

You also will be responsible for analyzing and responding to the issues discussed in these articles.

Your teacher will give you the due date for this assignment as well as the evaluation rubric later this month. Your civics portfolio will include the following:

- (a) A title page with the assignment title, your name, your teacher's name and the date due.
- (b) A table of contents to articles, summaries, and responses with page numbers.
- (c) At least three complete articles related to each unit for a total of nine articles. Each article should be neatly clipped and mounted to a page.

Instructions:

Articles must be from at least two different news sources. Each must be at least 20 column inches in length and be identified by date and source. (Toronto Star April 21, 2003.)

Students will complete a Civics Portfolio Article Analysis Sheet for each article.

1. In the first box, students will record and define important and unfamiliar vocabulary.
2. In the second box, students will summarize the article in point form. A summary must answer the following general questions:

Who is involved in this news story?

What is the main point/message of this article?

What has/is/going to happen?

Where did this take place?

When did this story take place?

3. In the third box, students will identify two significant points of view and the student's point of view on the topic.
4. In the fourth box, students will explain how the main idea or point of view of the article is related to the unit of study with quotes and vocabulary used in the article. (50 words minimum)

- (d) A written section of responses, with quotes and vocabulary from the article (75 words minimum) to each of the following questions:

1. Which article provoked the greatest emotional response from you? What response and why?
2. Which other article was the best written? Explain why, using at least three reasons.
3. Which other article left you with unanswered questions? What were they (at least five)?
4. Which other article left you with questions specifically for the author? What questions would you ask him/her (at least five)?
5. Which other article would you recommend for use in the Civics course? Explain why, using at least three reasons.

The following rules will apply about sources

1. You may use three downloads or printouts from approved news web site or e-library database.
2. You may not use photocopies.
3. All articles must be from the dates indicated above from at least two different news sources.
4. Assignments should be mounted neatly in an 8 1/2 x 11 binder or 8 1/2 x 11 scrapbook.



Civics Portfolio ... Civics in Everyday Life continued . . .

Studentship in ~~is~~ Assignment: (How to do well on this assignment):

1. Start early and gather a variety of possible ~~articles~~ articles. You will be asked to collect three articles for



in your lessons. After any learning experience, students should have opportunities to reflect on their learning by considering "What went well?" " How can we improve?"

## What are Some Criteria for a Sound Argument?

Can students, either in a written or oral report:

- x Present a final position on the issue?
- x Support that position with an argument based on evidence, recognizing that evidence is information which is relevant, accurate, and important?
- x Consider ideas from both original positions?
- x Offer sound reasons for supporting some arguments and rejecting others?
- x Conclude with a restatement of the final position?

## Identifying the Nature of Public Issues

Although conflict is natural, resolving conflicts is essential. Because contemporary and historical issues seldom have a single correct answer, it is important to have some tools to help you identify sources of disagreement and decide on the best course of action to resolve them.

Some questions are **definitional**, that is, there is disagreement about the meaning of key words and phrases. Examples:

- x What is a global issue?
- x What is national sovereignty?

Some questions are **factual**, that is, there is disagreement about the facts, descriptions, or explanations of an issue. Examples:

- x What is the effect of global warming on the plane?
- x What is the United Nation's record on resolving international conflict?

Some questions are **ethical**, that is, they involve making judgments about what is right or wrong. Examples:

- x Should countries who violate previously signed international agreements be punished?
- x Should countries wage war without United Nations approval?

## Strategies for Maintaining Productive Dialogue

There are strategies you can use to maintain a productive dialogue about these issues:

- x When discussing definitional issues, make stipulations at the outset. Agree to working definitions using authoritative sources to ensure that clear and open discussions ensue.
- x When discussing factual issues, appeal to common knowledge or relate to a personal experience.

- x When discussing value issues, use analogies to compare conflicting values and discuss how these might be weighed using value-loaded language while avoiding personal attacks. Make predictions about what might happen if a particular action is taken.

## Testing Decision-Making Principles

Once decisions are made, they need to be tested to see if they represent the best course of action.

### New Cases Test

- x Apply the principles you have accepted to analogous or logically relevant situations. For example, if you disagree with the Kyoto Protocols would you still change your view if
  - x A clearer link to climate change were established?
  - x The United States signed on?
  - x You had better assurances that Canada's economy would not be damaged?
  - x We had had another summer of hotter than average temperatures and record levels of air pollution?

### Role Exchange Test

Put yourself in the place of those people affected by the application of the principle. For example, would the principle of Canada not supporting current U.S. policy on Iraq still apply if

- x You had relatives serving in the U.S. or Iraqi military?
- x You had lost relatives in the 9/11 attack?
- x You were a Kurdish civilian in Bagdad?

### Universal Consequences Test

Consider the consequences if everyone was affected by the application of the principles. For example, would the principle of Canada supporting current United Nations' policy on Iraq still apply if

- x Every other country supported the U.S. action

### Subsumption Test

Try to show that the principle is consistent with another general value principle. For example, is the principle of Canada not supporting the creation of a World Court consistent with the government's responsibility to protect Canadian citizens and Canada's

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For co-operative learning in general, contact the Great Lakes Association For Co-operation In Education. (GLACIE). GLACIE has published newsletters and held conference since 1986:

[www. glacie.ca](http://www.glacie.ca)

For an international network which presents an extensive array to resources:

<http://www.iasce.net>

By Katherine Bellomo, Stephan Latour, Nancy Steele and Margaret Wells

The teaching strategies outlined in this chapter are based on the premise that simply giving students information about important social issues is inadequate. Students, when considering international development and co-operation issues or Canada's responsibilities as a member of the global village, need to feel that these issues are connected to their lives and they also need to understand how ethical decisions that they make have an impact on larger international realities.

The educational literature in the fields of global education, social justice education, and moral education provide direction for effectively connecting moral issues of global importance to students' lives and their sense of global citizenship. In describing the consensus on components of global education in Canada, Graham Pike refers to the sense of the need to engage both heart and mind. Global educators recognize the importance of focusing on the development of students' attitudes and values in addition to their acquisition of skills and knowledge. As Pike states, global educators:

seek to encourage caring attitudes towards other people and other species; concern for the plight of the disadvantaged, for the poor and the oppressed; and they emphasize the need to challenge and expand insular views of the world. (Pike, 2000).

Similar pedagogical approaches can be seen in the field of social justice education. The authors of *Teaching for Diversity and Social Justice* outline five principles of social justice education. The authors are: 1. and Soial Ju0.75 and Margaret W0.75

these approaches to provide a context for her own ethnographic study of how what she refers to



problematic nature of this activity. In the end we have left the original directions in the resource with a caution that teachers need to have established a respectful classroom environment and need to be sure that no student will feel isolated. if this activity is undertaken.

The students' engagement with this material was clear from their insightful responses to the questions we posed. When we asked what "racial" groups they could identify in Canada today, they named a number of different groups but also challenged their own and their peers' responses. For example "Asians" was named as a "racial" group and then later "Chinese"; one student asked whether this meant that "Koreans" should be named as a separate group? Similarly one student named "Jews" as a racial group and several students protested that they were a religious/cultural group. When this was discussed further there was an acknowledgement that historically Jews had been seen as a racial group. This prompted another student to add "Muslims" to the list of "racial" groups? As the list of groups expanded, several students commented on the problematic nature of the list since there were no obvious criteria for deciding who would be considered a "racial" group. This reinforced our opening discussion with the students about the purpose of the strategy as an exploration of the fact that while racial categorization was not scientifically valid, it remained socially powerful. One student who is Jewish from Morocco said that if we had formed "racial" groups she would have placed herself in the "African-Canadian" group because Morocco is in Africa. The complexity and ambiguity of racial classification seemed very clear to the students. The teacher told us that in the days after

legitimate scientific category in such disciplines as biology and anthropology, it continues to have significant social power and impact on our lives.

### Step 3

- x Ask students to list the •racial groupsŽ that are commonly talked about in Canada today. Ask students to break up according to the •racial groupsŽ to which they feel they belong or in which they are seen as belonging by other people. Each group should answer the questions on Activity Sheet 1. If the teacher and students feel uncomfortable with breaking up into racial groups, the teacher can ask students to answer the questions individually or in random groups. Debrief with the whole class. If there are •racial groupsŽ named by the class at the beginning of this step who are not represented in the class, consider what might be answers to the questions on Activity Sheet 1 from the perspective of members of this group. This activity requires that a respectful and inclusive classroom environment has already been established; the teacher should be cautious about undertaking this activity if it is likely to isolate any student.

Your Racial Group  
(Activity Sheet 1)

and to complete each sentence based on the class discussion. Additional questions that can be discussed with the whole class are:

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### Step 5

- x Using a jigsaw strategy, engage students in an inquiry into the history of the scientific understanding of the term •race.Ž Divide the class into home groups with six students (one for each worksheet) in each group. In home groups, students share any information that they already have about when the concept of •raceŽ was first developed. Each member of the home groups joins one of the six expert groups with a reading about the history of the concept of •race.Ž (See Activity Sheets 2...7). In expert groups, students should read and discuss the worksheet and prepare to teach this material to their home group. Students reform into home groups and teach each other the material that they had. Using all of this information, each home group should create a timeline for the history of the scientific understanding of the term •race.Ž In debriefing the timelines, discuss the continued impact of the concepts of •raceŽ from earlier scientific work.

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### Earlier Categories of •RaceŽ Linnaeus (Activity Sheet 2)

Swedish naturalist Carolus Linnaeus, in his work *Systema Naturae* of 1758, divided *Homo sapiens* into four basic varieties:

- x Americanus (people indigenous to the Americas)
- x Europaeus (Europeans)
- x Asiaticus (Asians)
- x Afer (Africans)

Linnaeus used the concept of the four humors to describe these racial groups. This concept, popular in ancient and medieval Europe, suggested that a person's temperament was the result of a balance of the four fluids, blood, phlegm, yellow bile, and black bile. Depending on which of the four substances dominated, a person could be sanguine (blood dominates), sluggish (phlegm dominates), choleric/prone to anger (yellow bile dominates), or melancholic/sad (black bile dominates). Linnaeus described his four racial groups as follows:

- x Indigenous Americans, red, choleric and upright. These people are ruled by habit.
- x Europeans, white, sanguine, muscular. These people are ruled by custom.
- x Asians, pale yellow, melancholy, stiff. These people are ruled by belief.
- x Africans, black, phlegmatic, relaxed. These people are ruled by caprice.

Despite the negative descriptions of some people in these groups, Linnaeus did not view his categories as hierarchically organized.

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### Earlier Categories of •RaceŽ Blumenbach (Activity Sheet 3)

Johann Friedrich Blumenbach, a German naturalist who wrote a book entitled *On the Natural Variety of Mankind* published in 1795, developed a classification for human beings. He associated each group with a particular geographic area. His categories were:

- x Negro (Africans)
- x Mongolian (Asians)
- x Malay (Southeast Asians)
- x American Indian (American)
- x Caucasian (European)

Blumenbach introduced the term •CaucasianŽ to describe whites; he took the term from an area around Mount Caucasus and stated that this area produced •the most beautiful race of men.Ž In fact, physical beauty was used by Blumenbach as a criterion for ranking human groups. Using this criterion, Blumenbach created a pyramid with Caucasians at the top representing the ideal form, two lines of departure from this ideal ended in the two least attractive human groups, that is Asians on one side and Africans on the other side. American Indians were an intermediary group between Europeans and Africans and Southeast Asians were an intermediary group between Europeans and Asians.

However, Blumenbach did assert that all humans were members of the same species. He was opposed to the slave trade and worked to abolish it.

#### Earlier Categories of •RaceŽ, Morton (Activity Sheet 4)

Samuel George Morton was an American anthropologist who believed in polygenesis, that is, the idea that each •raceŽ was created separately. As a result, he saw each •raceŽ as being fixed, intrinsically different from the other races, and incapable of being changed. Morton also believed

### Earlier Categories of •RaceŽ„Davenport (Activity Sheet 5)

Charles Davenport was a biologist who was impressed by the ideas of Francis Galton. Galton was an English mathematician who coined the term •eugenicsŽ„a Greek word meaning good in birth or noble in heredity„to describe attempts at •race bettermentŽ by encouraging more births from those groups considered superior and fewer from those considered inferior.

In 1904 Davenport established the Station for Environmental Evolution at Cold Spring Harbor on Long Island in New York. In 1910 he established the Eugenics Record Office where researchers studied human heredity and tried to prove that social traits such as pauperism, criminality, and prostitution were inherited.

In 1911 he published a popular textbook, *Heredity in Relation to Eugenics*, for use in college and high school biology classes. In this text he advocated such measures as restrictions on Jewish immigrants from Russia and southeast Europe in order to preserve the morality and health of American citizens.

### Earlier Categories of •RaceŽ„Boas (Activity Sheet 6)

Contemporary Categories of •RaceŽ, Not a Scientific Concept  
(Activity Sheet 7)

Contemporary scientists view the concept of •raceŽ as a meaningless scientific category. As biologist Ruth Hubbard has written: •Demographers, politicians, and social scientists may want







individuals and organizations and the role(s) that they have played in resolving issues of global importance.

At the school, students participate in WHORM through four full days of simulation throughout the school year. Once the simulation on European expansion has been completed the mandated history curriculum is also introduced. The major challenges the staff have faced are recruiting volunteers (often parents or teacher candidates) to help on simulation days and finding support from such organizations as the Ontario Arts Council for guest artists to work with students on props and costumes before each simulation. The teachers are aware of the need to create a safe space in which students feel comfortable presenting their work to their peers and this enables students to engage in the simulation with considerable ease. Over the four years that the school has used WHORM, teachers have developed more in-depth scenarios for the time periods so that students have a better understanding of historical developments from the point of view of women and the poor in the various societies.

Teachers at the school feel that the hard work involved in doing WHORM is worth the effort since the students learn a great deal from the experience. Students often refer to their increased understanding of the background to current world events and parents have commented on their children's improved general knowledge of world history. Former students returning to visit the school and comparing themselves to high school peers from other grade seven/eight programs have remarked on their deeper knowledge of an historical continuum and their sense of the relationship between history and current world issues.

The strategy being presented here is an adaptation of what is done at the school that could be used in a regular classroom over a shorter period of time.

#### Learning Expectations

- x Identify similarities and differences in the ways power is distributed in groups, societies, and cultures to meet human needs and resolve conflicts.

x

## Step 2

- x Divide students into six groups and have them move to the locations on the world map indicated in the first set of six Geographic Activity Sheets.

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### A. Geographic Activity Sheets for Hunter/Gatherer Groups (Activity Sheets, 1 ... 6)

Geographic Activity Sheet 1: A Hunter/Gatherer group in the Middle East (Tigris and Euphrates River Valley)

Climate: hot, dry, some rain. More rain at the mouth of the delta.

Geography: flat flood plain of fertile land with desert beyond leading up to arid mountains. The river mouth delta is marshland.

Flora: Along the rivers there are lush grasslands, palms and root vegetables.

Fauna: herd animals, lions, desert animals such as antelope, hippos, crocodiles, fish, birds, snakes, and insects

Dangers/Hardships Annual river flooding, predators, diseases, sand storms, locusts, and drought

Geographic Activity Sheet 2: A Hunter/Gatherer group in Meso America

Climate: hot, rainy

Geography: mountains and volcanoes inland, plains by the sea, oceans on either side

Flora: jungle plants, vines, flowers, nuts and berries

Fauna: snakes, large cats such as jaguars, insects, birds, armadillos, fish

Dangers/Hardships earthquakes, volcanoes, predators, hurricanes

Geographic Activity Sheet 3: A Hunter/Gatherer group in South Asia (India-Indus River)

Climate: hot, annual monsoon season brings heavy rain followed by a dry season

Geography: big valley with mountains around it, marshlands at the river mouth

Flora: grasslands, fruits, nuts, root vegetables, legumes

Fauna: grazing animals, bears, tigers, goats, antelopes, birds, fish

Dangers/Hardships flooding, predators, disease, earthquakes

Geographic Activity Sheet 4: Hunter/Gatherer group in Africa (Niger River)

Climate: sub tropical all year round

Geography: hilly up river to an ocean, side plain and marsh

Flora: from grasslands up river to rainforest with fruits, nuts and tubers by the ocean

Fauna: herd animals, predators, hippos, snakes, insects, apes, birds, large cats, pigs, and elephants

Dangers/Hardships predators, disease, poisonous creatures, alligators, drought

Geographic Activity Sheet 5: Hunter/Gatherer group in China (Yellow River)

Climate: hot summers and cold winters with snow

Geography: hilly and dryer up river, flat coastal plain

Flora: grasslands and coniferous forests

Fauna: herd animals and predators, birds, moose, elk, buffalo, wolves, horses, fish, bears,

Dangers/Hardships predators, winter cold, earthquakes, flooding, dust storms

Geographic Activity Sheet 6: Hunter/Gatherer group in Europe (Greece)

Climate: temperate, mild wet winters, warm summers



Cities/Architecture: Riches areas are Mayan cities in Central America. Great temple pyramids built to the gods.

Population: In the north and south, people mix hunting with agriculture.

Geographic Activity Sheet 9: India (5,000 BCE to 1000 ACE)

Developments:Huge irrigation systems. Learned to make cotton clothes and domesticate animals. Decimal system of counting, calculates the value of pi, and discovers the earth rotates

variety of crackers and cookies were used to represent trading goods. CityView uses oranges. Teachers can use either of these or may want to use various denominations of coins.)

## Geographic Activity Sheet 17: China (1000 ACE to 1300 ACE)

**Developments** The Sung dynasty rules China, which is one of the most developed parts of the world. A system of roads and canals makes trade and travel easy. China is the only country in the world to use paper money. The basis of the economy is still the peasants who work the land and pay taxes. Feeling that China is the center of the world. The Great Wall keeps Mongol invaders from the North in check.

**Trade:** People from all over the world come to you to buy silks, spices, and fine manufactured goods. You don't value European goods but will trade for a good price in gold and silver. Indian goods are the only ones equal to yours.

By 1600 ACE the Turkish empire was fighting on two fronts, Europe and Persia. Although the empire's decline had begun, it would continue to be a powerful force in the Middle East for another three hundred years. The Turks lose their North African colonies and much of their foothold in Europe as Greece wins independence. European traders begin to dominate the Mediterranean and Arabian seas with their new weapons and strong navies. The Turkish empire becomes more conservative as it attempts to resist change.

#### Geographic Activity Sheet 20: Americas (1500 ACE to 1820 ACE)

Spain has conquered the great empires of Peru and Mexico. The god...kings have been killed and many great pyramids have been pulled down and cities destroyed. European diseases, previously unknown in these areas, spread through the native populations and millions die. The Spanish begin to ship out billions of dollars of gold back toward Spain.

The Europeans in America drive back the native peoples and set up European style societies of their own. The British colonies in the United States become independent while Canada remains part of the British Empire. By the end of this period, most of South and Central America is also independent of Spain.

In both North and South America it is the descendants of the Europeans who control society. In South America the original inhabitants become peasants. In North America the native people continue to resist but are pushed back and many die of the new diseases from Europe.

The slave trade continues until 1807 and slaves support the plantations growing cotton and sugar across America. Most of the slaves now have become Christians so the slave owners need a new excuse to keep them enslaved. They develop the idea that Black people are inferior and are destined to be slaves. Most Europeans in America feel that that they are bound to rule the world.

#### Geographic Activity Sheet 21: India (1500 ACE to 1820 ACE)

At the beginning of this period Akbar is the Moghul emperor of India. Islam is the official religion but other religions are tolerated and the arts and sciences thrive. Christian missionaries arrive on the coast of India in 1542 and are allowed to preach and mix with the Indian people. The Indians allow Europeans to establish trading posts along the coast.

As the Moghul empire collapses, India breaks up into small states, which are often at war with one another. The British take advantage of the situation, and by allying with one group after another, they take over state after state and soon control most of the country. The British rule India with the help of a new elite of Indians. British rule opens the doors to imports of cheap machine...made cotton cloth, but finished Indian cloth cannot be sold in Britain. This destroys the famous Indian textile industry. People are thrown out of work and must return to the land to farm, causing great poverty and famine.

#### Geographic Activity Sheet 22: Africa (1500 ACE to 1820 ACE)

At the beginning of this period Africa continues to develop strong centres of wealth and culture.



country. Swahili trading cities such as Lamu, Mombassa and Malindi are now important trading ports on the east coast of Africa. When Portuguese fleets arrive with cannons, the cities cannot defend themselves.

The French invade the coast of Algeria. The Dutch establish a colony at Capetown that is taken over by the British who also establish a colony on the coast of Sierra Leone. Only in the interior do the African empires continue to thrive. The Ethiopian empire is now bigger and stronger than ever and defeats attempts by the Europeans to take it over. In the south, the Zulus unite under

new American plantations, the Europeans expand the slave trade. Millions of Africans are kidnapped and taken across the Atlantic.

Step 8

x

This strategy was field tested in a grade 10 Canadian History course but could easily be employed in the grade 10 Civics course as the activities demonstrate the role of informed, active and purposeful citizens. The questions about the students' neighbourhoods are especially effective in engaging students and making their own world and surroundings a legitimate aspect of course content. The sampled stories taken from Canadian and world history are all stories in which issues of social justice have been addressed and students are able to identify issues, strategies, and tactics that they can apply in becoming active citizens.

The biggest challenge in implementation of this strategy was covering the historical content given the fact that the students' engagement with the questions prolongs the time that is needed to cover the period of time being studied. A strong indication that the strategy met the learning expectations was that the students' response to questions posed to them was not simply straightforward responses but often new and thought-provoking questions. The teacher has observed that some students became more aware of and active in their community after these activities. If he used this strategy in the Civics course, he would add a project that allows students to respond to

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## Your Neighbourhood (Activity Sheet 1)

1. Write down the name of your street and describe your neighbourhood.
  2. What impact does your neighbourhood have on your identity?
  3. How is your neighbourhood perceived by other people?
  4. How are these perceptions of your neighbourhood formed?
  5. How do perceptions of your neighbourhood affect your attitudes and actions?
  6. Have you and/or other people in the neighbourhood challenged perceptions held by others about the neighbourhood? If so, what did you do or what have you seen or heard others do?
- 

### Step 2

- x Show the film *Journey to Justice* (directed by Roger McTair, produced by Karen King Chigbo...National Film Board # C9100077). This film depicts the stories of six individuals involved in the Canadian civil rights movement as it concerns equity for African Canadians. Ask students to consider the connection between their answers to the questions in Activity Sheet 1 and the experiences of the six people depicted in the film.

### Step 3

- x Ask students to answer the questions on new arrivals to their neighbourhood on Activity Sheet 2 and discuss their answers as a whole class.
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## New Arrivals to Your Neighbourhood (Activity Sheet 2)

1. What happens when new people arrive in your neighbourhood?
  2. Are there any words/labels that individuals or groups of people have been called when they arrive in your neighbourhood?
  3. Have you ever taken part in labeling? If so, what has been the impact on others?
  4. Have you ever been the newcomer to a neighbourhood who has been labeled?
  5. What is the possible impact of newcomers into neighbourhoods?
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#### Step 4

- x Make an overhead of a photograph of Nellie McClung and/or Agnes McPhail and show it to the class without revealing the women's identities. Ask students for any responses to the photographs. What labels might they use to describe who these women were? Reveal the identities of the women and ask students if the women conform to their perception of feminists. What is the impact of the label 'feminist'? What are possible definitions for a feminist? What difficulties might these women have faced as 'new arrivals' in the political arena of the Canada of their time?

#### Step 5

- x Introduce author Helen Fein's concept of 'universe of obligation' (Fein, 1979). This is a term she uses to describe the circle of individuals and groups toward whom obligations are owed, to whom rules apply, and whose injuries call for amends. Ask students to write their own name in the center of a piece of paper and to write the names of individuals and groups who they include in their 'universe of obligation' around their name. Students share their responses with three other students in the class and try to see if there are any commonalities in the categories of people included in various 'universes of obligation,' for example, family members, close friends, neighbours, and so on. In debriefing the group discussions, the teacher can record these commonalities and discuss any instances where a student included someone outside these commonalities in their particular 'universe of obligation.'

#### Step 6

- x Show the film Rape: A Crime of War (directed by Shelley Saywell, National Film Board #9196097). This film includes sensitive material and teachers need to consider the age and maturity of the class before using it. Provide students with information about Louise Arbour (<<http://gos.sbc.edu/a/arbour.htm>> and <<http://www.peacemagazine.org/0004/arbour.htm>>)

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By Rosemary Evans, Reg Hawes, Rebecca Levere,  
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Our initiative involved three central planning aims.

1. Design an educational initiative in keeping with the definitions and practices of Global and Citizenship Education generated by researchers and practitioners.
2. Plan school-university initiatives in partnership with a number of like-minded educators in diverse educational institutions. This collaboration would enhance the professional learning of the participants. Moreover, the results of our planning would have an impact on students beyond the three schools involved in the initial project.
3. The curricular thrust involved two underlying learning expectations. First, we wished to have our students engage in authentic learning inquiries and action based initiatives. Second, we hoped to have students learn in interaction with role models in the area of global citizenship.

These three elements were woven into an initiative culminating in a two-day symposium entitled, *Foray: A Forum for Young Voices on our Global Future*. At this symposium students had the opportunity to share their authentic learning inquiries as well as interact with peers and noted role models involved in the fields of global and citizenship issues.

A significant part of the literature on global and citizenship education, as a subject or perspective within the curriculum, centres upon its very definition. (Pike, 1996) The express purpose of our project was not to generate another refined definition. Nevertheless, as we began to plan our partnership, it was important to examine existing research to answer two foundational questions. For our purposes, what was global education, and what did global educators do?

For practical purposes, we settled on a Merryfield (1997) summary that reflects the current state of global education as it is defined and practiced. These are summarized in eight constituent elements: human beliefs and values, global systems, global issues and

provocative and useful questions:

What if teachers were given the opportunity to have extended dialogues about their practice related to a particular curriculum area? *f* What if their experiences in the classroom were not viewed as deficiencies to be corrected but as opportunities for sharing and future learning? (Gaudelli, 2001, p. 7)

We have followed the lead of non-traditionalists who have built partnerships for collaboration. Richard Clark (1999) and Judy Swanson (1995) outline the nature and composition of successful university-school partnerships in the United States. Other examples from Russia (Kolker, et. al., 1998) and Jordan (Hasan, 2000) are also instructive. Merryfield (1997) also suggests including community organizations in the school-university mix.

The distinctive aspects of the non-traditional model advocated by Gaudelli and others are that professional learning opportunities are non-hierarchical, inclusive, participatory, and process-oriented. This sort of professional learning comes from exploring and learning together (Selby & Pike, 2000).

This orientation dovetails with Ian Davies's approach when he encourages student and teacher reflective engagement in authentic inquiries (Davies et. al., 2002). Davies confronts the problems inherent in traditional attempts to transfer laudable citizenship concepts such as tolerance, justice, or participation using conventional classroom teaching and learning methods. In short, when students participate in inquiries they are mu



climate change; international development; and civil society. The aims of the symposium were two-fold. The first was to engage students in authentic inquiry and action relating to global education issues. Throughout the year students completed inquiries and civic action assignments. The procedures for these assignments are outlined in Strategies 2 and 3 below. The culminating events for these assignments were student demonstrations of their findings and action initiatives. Exemplary demonstrations were then chosen for presentation at the •Youth in Action FairŽ at the symposium. Some of the Civics students along with students in a senior politics class also took an active role in planning and running the event. These activities included: inviting guest speakers, hosting guests, and chairing or moderating symposium sessions. Students also administered the registration process at the symposium. Others volunteered to billet students attending the symposium from outside the city.

At the symposium students had the opportunity to hear and enter into dialogue with nationally and internationally known figures engaged in global and citizenship issues. In the culminating session of the two-day symposium, students had the opportunity to •respond to the challengesŽ presented in the symposium sessions. The aim of the symposium arising from this dialogue was to •inspire the informed, passionate and intensely practical civic engagement of young people in global society.Ž

What began as a partnership for a school and a university grew into a much larger collaboration. Students from schools in Toronto and as far away as Pearson College on Vancouver Island participated in the symposium.

The challenges involved in organizing a symposium at a school in conjunction with other schools are multifaceted. Organizing one symposium for two groups of students over two semesters involved the challenge of maintaining the interest and commitment. This was especially true for students involved in projects taking place in the first semester. Involving over 50 students, at a time in action initiatives in one school can tax resources such as assembly time. Students experienced the struggles of finding ways to have their voices heard. Securing the resources to run a major symposium was a challenge as well. In a number of cases, prominent guest speakers required honoraria. This meant that a considerable amount of time had to be devoted in finding funding resources for the conference. One of the biggest challenges was finding educators at other schools who we could convince to share our passion and enthusiasm for this project and were willing to get involved in the initiative in a meaningful ways. Also the issue of communication was a challenge both between teachers from different schools and between students. Finally, the process of encouraging students to play a major role in organizing and running this inaugural symposium proved to be challenging.

At the end of the symposium we all agreed that we had met our initial aims and learning expectations. First of all, we found that a review of the literature in global education provided our planning group with helpful contours in choosing and implementing our strategies. Second, we found the collaboration of teachers and students in diverse school settings to be a real asset. Working within a non-hierarchical, collaborative climate we were able to produce substantially improved curriculum initiatives for our students. We definitely believe that all participants in the symposium beint schools and betwendinst speakn glob  
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overwhelmingly commented on how they appreciated the interaction with a variety of noted role models and students at the symposium.

After a year of planning and collaboration we can identify areas that we would change in our planning of another symposium. Most importantly, we would find mechanisms to support increased student leadership in organizing the symposium. We would involve more schools and more diverse schools. We would recognize how busy students are and find ways to bring students together during the school week. This would involve ensuring that all teachers in the schools saw the advantages of students missing a limited amount of time in their classes so that students could become fully engaged in the planning process.

After our initial foray into planning a symposium on global and citizenship education there are a number of hints we can offer to others to considering planning a conference or a symposium.

- x Starting small is an important principle to remember. Having a group of committed teachers in two or three schools can ensure that planning is directed and effective. We would strongly suggest having students involved in the organizing committee from the start. Their ownership from the beginning will help ensure that the symposium is relevant to student needs and interests.
- x Next, attracting noted speakers and finding funds to pay them is a real challenge for symposium organizers. We found that having a clear symposium theme and expectations was vital when we were inviting guest speakers. This helped provide clarity when potential speakers were deciding whether they commit to the symposium. Another important rule of thumb can be found in the adage, "nothing ventured nothing gained". Don't be afraid to approach noted speakers. With a polite and persistent approach you may be surprised who will agree to attend your symposium. We also found that we could achieve a "rolling momentum" in building our speakers list. Once a noted speaker had agreed to attend other noted speakers were more prone to accept our invitation to be in the company of speakers they respected. Finding funds for guest speaker honoraria is an important related issue. In a number of cases, we found that speakers were willing to forgo or reduce their speaking fees when they reviewed the symposium program and were gently reminded that high schools have limited budgets. To ensure we had a balanced budget we also had to approach school administrators, government agencies and foundations for funds.

- x Raise awareness of the role Canadian individuals and organizations play in overseas relief and development assistance.
- x Be able to see themselves as capable of undertaking practical action to make a difference on an issue of concern to them.
- x Share their own action initiatives and understand possible actions that can be taken by governments, other institutions and individuals related to these challenges

#### You Will Need

- x Foray Spring Symposium Evaluation form (included at the end of Steps at a Glance section for Strategy 1)
- x •The Nobel Statement of Triple Challenge of the 21<sup>st</sup> CenturyŽ (included in the Steps at a Glance section for Strategy 1)
- x •A Sample 12-Point Agenda for Responding to the Triple Challenge Ž (included in the Steps at a Glance section for Strategy 1)

#### Steps at a Glance

##### Step 1: Inspirational Speaker

- x The Symposium began with an inspirational speaker who would serve as a role model for students. This speaker issued a challenge to students and informed them

## The Nobel Statement on the Triple Challenge of the 21<sup>st</sup> Century

The most profound danger to world peace in the coming years will stem not from the irrational acts of states or individuals but from the legitimate demands of the world's dispossessed. Of these poor and disenfranchised the majority live a marginal existence in equatorial climates. Global warming, not of their making but originating with the wealthy few, will affect their fragile ecologies most. Their situation will be desperate, and manifestly unjust. It cannot be expected, therefore, that in all cases they will be

## A •SampleŽ 12-Point Agenda: Responding to the Triple Challenge

### Poverty

We call on the Canadian government to pledge 0.7% of its GDP to foreign aid, in an effort to ensure the global realization of articles 22 and 25(1) of the UN Universal Declaration of Human Rights: the right to an adequate standard of living, including food, shelter, clothing, medical attention, and security in times of unemployment.

We ask the Canadian government to ensure that trade laws reflect international human and labour rights, and make corporations accountable for their impact on all aspects of environmental and human welfare.

We call for government support of the creation of a regulatory body of local, non-governmental, international agencies to ensure that more international aid goes toward specific programs that empower local citizens to break out of poverty and become self-reliant.

We call on the all levels of the Canadian government to increase financial support for, and employment opportunities within, local social services.

### Climate Change

We call on the Canadian government to recognize the imminent dangers of climate change, and the need for a massive increase in public knowledge about the issue, through the adoption of an environmental curriculum and public awareness campaigns.

We call on the Canadian government to aid and encourage citizens to accept personal responsibility for their very real role in contributing to greenhouse gas emissions. We ask for a plan of financial incentives and rewards in the form of tax breaks for individuals who implement shifts to sustainable energy in their individual lifestyles.

We call on the Canadian government to extend this new economic plan to shift tax relief from the petro-chemical industry to the growing alternative energy sector. We ask for public, governmental support for new and proven sustainable, renewable energy technologies, such as wind, solar and hydrogen fuel power, as well as further commitment and funding for systems of mass transit and other systems that reduce consumption and greenhouse gas emissions.

And finally, we call on the Canadian government to renew their support for the Kyoto protocol, through full implementation of the plan as a starting point for their dedication to reducing the threat of climate change on a national and international level.

### Security

We call on the Canadian Government to encourage the implementation of the Nuclear Non-Proliferation Treaty by all nations, and particularly the G8 nations.

We call on the Canadian Government to consider a good governance partnership exchange program that would enable leaders from developing countries to familiarize themselves with Western democratic institutions and governance so as to foster democracy and better governance in developing countries.



Not at all    1    2    3    4    5    greatly

Please explain

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## Strategy 2: Civic Action Inquiry Project

### Reflections on the Strategy Applied

Strategies 2 and 3 were planned and implemented by two teachers at the two different schools.<sup>vi</sup> Both strategies were developed for grade 10 Civics students. These strategies were planned and implemented in conjunction with the symposium (Strategy 1). Strategy 2 focused on student inquiries into student or NGO civic action and how students might become involved in them. Planning for both strategies were initially connected to learning expectations within the Ontario grade 10 Civics course. As they initiated the strategy the teachers believed that this inquiry would provide students with knowledge about models of civic action and provide them with a "recipe" for how they could make a difference.

The first important challenge for Strategy 2 was found in the time constraints faced in seeing students every second day. This made it difficult to gain research momentum in student inquiries. The second important challenge confronting students was the difficulty in making interview contacts with the activists or organizations they chose. This led to some frustration. Nevertheless, this is a typical difficulty inherent to most interview and research projects, and consequently this challenge lent an authentic ingredient to the project

We believe that all of the students benefited from the learning experience. The Civics course emphasizes citizens' rights and responsibilities, and many students realized that it is not only their right to get involved in outreach and advocacy but also their responsibility as global citizens to be aware of the issues that plague so many in our community and around the world.

In the future, it would be best for the teacher to contact all of the civic action organizations in advance. This would ensure that there would be someone available to speak to the students so that they did not feel they were running into dead-ends.

There are many benefits to students learning about civic action. At its best, this strategy helps students gain an awareness of both the issues and possible actions that can be taken in the area of global and citizenship education. Our emphasis in this strategy was that any small action done by a number of people is what helps change the world.

Learning expectations

- x Research and summarize civic actions of individuals and non- governmental

organizations that have made a difference in global affairs.

- x Demonstrate an ability to organize information effectively.
- x Demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in the school or local community.

#### You Will Need

- x Materials for posters and pamphlets (paper, markers, scissors, glue).
- x Access to the library/resource center and computers if they choose to complete their presentations using PowerPoint.
- x Support resources (included at the end of Steps at a Glance section for Strategy 2).

#### Steps at a Glance

In this project students have three tasks to complete:

1. A visual aid product (poster, PowerPoint presentation, pamphlet, etc.).
2. A 3-5 minute presentation (if there is a partner, each student must speak for approximately 3 minutes).
3. A final written product that includes the interview questions, the answers to the interview questions, a bibliography with a minimum of three sources completed in proper bibliographic format.

#### Options

Students will select one of the following options for their culminating Civics assignment.

##### Option 1: Discovering Student Civic Action Projects, A Maximum of Four Students

Each student will select a young person/group of young people that have undertaken a civic action project, either local, provincial, national, or global that involves student action to address a public issue. Students will have an opportunity to visit the Resource Centre to explore possibilities. The final selection must be approved by the t t/Tc rgntation, pamphl



- ÿ )Open-ended questions that will lead to valuable information (avoid use of questions that require one word responses).
- ÿ Questions that require explanation, analysis, and evaluation>

Research sources and note taking

- ÿ A minimum of three sources considered representing more than one point of view.
- ÿ Evidence of appropriate note-taking (in their own words, use of notes).
- ÿ Proper bibliographic information.

Product

- ÿ Content (depth of the information)
- ÿ Clarity
- ÿ Originality
- ÿ Effectiveness/impact

Option 2: Discovering Agencies and NGO•s Willing To Work With Students,,A  
Maximum of 10 Students

- a. You must select an agency or NGO that is willing to involve students in civic action projects, local, provincial, national, or global. You will have an opportunity to visit the Resource Centre to explore possibilities. Your final selection must be approved by the teacher.

Civic Action Inquiry Project Visual Aid Rubric  
(Support Resource)

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
<b>Knowledge/ Understanding</b> - Were key facts and terms included in the completed task	Completed task demonstrated limited understanding of facts and terms	Completed task demonstrated some understanding of facts and terms	Completed task demonstrated considerable understanding of facts and terms	Completed task demonstrated thorough understanding of facts and terms	____/ 10
<b>Thinking/ Inquiry</b> - Has the student thought about and completed the task in a creative manner?	Creative thinking skills have been utilized with limited effectiveness	Creative thinking skills have been utilized with moderate effectiveness	Creative thinking skills have been utilized with considerable effectiveness	Creative thinking skills have been utilized with a high degree of effectiveness	____/ 5
<b>Communication</b> - Were a title, symbols and colour employed accurately and effectively? -Did the visual material accurately depict the theme?	-A title, symbols, visuals, and colour have been employed with minimal accuracy and effectiveness -Visual material did not accurately depict the theme	-A title, symbols, visuals, and colour have been employed with some accuracy and effectiveness -Visual material depicted the theme with some accuracy	-A title, symbols, visuals, colour have been employed, for the most part, with accuracy and effectiveness -Visual material depict the theme with considerable accuracy	-A title, symbols, visuals, and colour have been employed in a highly accurate and effective manner -Visual material depicted the theme in a thoroughly accurate manner	____/ 2
					____/ 2

Civic Action Inquiry Project Presentation Rubric  
(Support Resource)

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge/ Understanding	Presentation				

Civic Action Inquiry Project Research and Written Product Rubric  
(Support Resource)

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Thinking/ Inquiry - Were interview questions open ended to lead to valuable information	-Inappropriate and ineffective interview questions	-Moderately effective interview questions	- Considerable effective interview questions	-Interview questions require explanation, analysis and evaluation	____/ 4
-Appropriate number of research sources?	-1 source utilized representing one point of view	- 2 sources utilized representing one point of view	-3 sources utilized representing one point of view	-3 sources utilized representing more than one point of view	____/ 2
-Proper bibliographic information	- No bibliography	- Many format errors	- Few format errors	-Correct bibliographic format	____/ 2
					Total: ____/ 8

### Strategy 3: Citizenship Lab: Testing the Limits

#### Reflections on the Strategy Applied

There is no substitute for the authentic experience. In preparation for the Citizenship Lab, we studied examples of inspiring activists, and evaluated the merits of their campaigns. But that was all inherently removed from the students' own experiences, to undergo is to understand? This strategy was based on the premise that students would discover the



- x In a 20-minute time slot, students will inform others about their issue through a short lesson and will present the highlights of their personal campaign through a visual documentary. They will likewise assess their citizen action strategies.

### Important Citizen Lab Dates

Campaign commitment letter	week 1	5%
Research logs	week 3	15%
Activist Campaign proposal	week 4	10%
Activist Campaign •scrapbookŽ presentations	week 9	30%
Global Citizen Workshop proposal	week 11	10%
Global Citizen Workshops	week 15	30%

#### Step 2: Choose Your Cause (and Your Group of Three)

- x In groups of three, discuss the categories below, and select the one which your group feels most committed to. Environment; Human Rights; Peace and Conflict; Humanitarian/Socio-economic Justice; Democracy; Cultural Heritage.

#### Step 3: Strength in Numbers

- x Each group member will visit the web site of a civil society organization in the category your group has chosen: what campaigns are they currently working on that your group might be interested in supporting? Bring some notes to class about possible campaigns to share with group members. From your notes, you should be able to explain to your partners the roots of the problem, its societal impact, and recommended actions to address the problem. (This will be the first entry in your research log.) Remember that your cause must be global in scope, but keep in mind that you will be developing and advocating a strategy for local citizen response.
- x Below are some suggested organizations; alternatives are welcome, but subject to teacher approval.

#### Suggested Organizations

Environment: Sierra Club (youth); Greenpeace; David Suzuki Foundation  
 Human Rights: Amnesty International; Human Rights Watch  
 Peace and Conflict: Science for Peace, Canadian Peace Alliance, International Physicians for the Prevention of Nuclear War  
 Humanitarian/Socio-economic Justice: CARE Canada, Doctors Without Borders, Street Kids International, Oxfam, International Development Research Centre  
 Democracy: OPIRG, Council for Canadians, Media Literacy Centre, Toronto Youth Cabinet, Youth Action Network  
 Cultural Heritage: UNESCO

#### Step 4: Campaign Commitment

- x After sharing what you have learned about various campaigns within your field, your group will have to select one particular campaign to support, and draw up a

letter of commitment (250 words max.). Your letter should explain why your group has chosen the campaign, present some initial ideas about how you might contribute to a solution (be as specific as possible), and include a minimum of three resources (other web sites, books, articles, personal contacts) you will use to further your learning about the campaign and help get you started on your research logs. (One source per group member).

x Before you submit your letter, consider the following:

Y Thoughtfulness of choice Does your letter demonstrate a mature understanding of the issue, and a genuine commitment to solution?

Y Strategy for contribution Does your letter demonstrate some careful deliberation

Y



course of citizen action with which to respond to the problem; to contribute in some measurable way to a solution through your own actions.

- x For the awareness-raising component, options include a letter to a newspaper, developing and distributing pamphlets, making a presentation at a school assembly, community centre, local school, or preparing a clip for a youth-focused television or radio show. Direct action options include volunteering with an NGO, running a fund-raising activity, enlisting friends, family, classmates in a letter-writing campaign, organizing a "week of action" at your school, or circulating a petition.
- x Your proposal should be in the form of an action time-line, with task allocations clearly indicated (i.e. a "who is doing what, when" document). It will be evaluated on the basis of the following:
  - Y To what extent does the proposal demonstrate resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change?
  - Y How wide an audience do your proposed actions reach?
  - Y Does the proposal indicate a clear and feasible course of constructive citizen response? Does it include a clear way to measure this response?
  - Y Do documented activities demonstrate optimal (and realistic!) use of time and resources available?

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### Entering the Two-Tier Phase of Citizen Lab The Campaign Continue and the Workshop Planning Begins

**Objectives:** The purpose of the workshop is two-fold: to introduce participants to the possibilities of engaged citizenship, through peer example; and to deepen participants' understanding of, and inspire a constructive response to your cause.

**Length:** 20 minutes

The Civics Fair is an hour and twenty-minute commitment as the culminating project in the Civics course. You will be required to participate as a presenter, for 20 minutes, and as an audience member, for 60 minutes, with an optional 20-minute break built in. Parents, students and faculty, and the judging committee for the Foray Spring Symposium will be invited.

#### •Scrapbook Progress Presentations

**Note:** This phase provides an important time for rehearsal before the final workshop presentation.

Now that you have had a month to get started on your campaigns, it is time for a progress report! The objectives of your presentation are to share what you have learned about your cause to date; to share your creative strategies for contributing to a solution; to show what you have accomplished to date in contributing to a solution, and share your future plans for contributing to a solution. Length: 12-15 minutes.

All group members should speak for roughly equal times.



Workshop Presentations Evaluation Rubric	60	70	80	90
Knowledge	Superficial understanding of problems or solutions	Fair understanding of problems or solutions	Demonstrates a good general knowledge of relevant issues	Demonstrates a sophisticated and in-depth knowledge of root causes, manifestations of, and solutions to, problem
Evidence of an Effective Activist Campaign	Demonstrates limited resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Very little outreach. Presents a vague/somewhat impractical course of constructive citizen response	Demonstrates some resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change.		



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Loeb, P. (2001, July-Aug.). Against apathy: Role models for engaged learners  
87(4), 42-47.

Merryfield, M. M. (1997). A framework for teacher education. Preparing teachers to

## Chapter 7: Getting Involved as a Global Citizen: Taking Action for Change

By Michael Charles, Kevin Julyan, and Dana Wallace

This chapter focuses on the importance of human rights in our everyday lives. The intent of the chapter is to make students aware of the multitude of issues involved in human rights, to equip them with specific values and skills, and to inspire them to create change. The performance task we use as an example of authentic social action is •Taking Action Against Child Labour: Developing a School-Wide Initiative.Ž

The chapter begins by facilitating the acquisition of information about the nature of human rights using child labour as an example. Each lesson builds on the skills from the previous, creating a scaffolding effect. The action plan, and its application, is a culmination of the skills and knowledge that the students have gained throughout the unit.

According to Hammond (1997), school programs often emphasize information acquisition at the expense of the larger purposes of developing knowledge and understanding. According to the research that Hammond presents, meaningful and challenging action projects, sustained over time, are one of the most powerful means of helping students negotiate the progression from information to wisdom.

David Orr (1992) makes the point that the types of crisis we face in global education cannot be solved by the same kind of education that helped create the problems. Schools are part of the problem, he asserts.

There are various curriculum theories about the role of action in global education. The behaviourist approach would suggest that if students are trained in the appropriate knowledge and skills they will ultimately change their behaviour. The research would suggest that students do ultimately engage in action when given the proper training (Hungerford-Volk). In this chapter, you will notice that students not only learn the basic skills but engage in a simulation of a multi-media presentation to the United Nations before they engage in their own action plan. This scaffolding ensures success.

Another curriculum approach is information-based or the transmittal of information to students. When one looks at statistics of student political action as a result of being fed a lot of information about a specific subject, action seems to be lacking. Perhaps the best example would be the apathetic voter turnout statistics in Canada, even though all students take some kind of civic action curriculum in most Canadian schools. Grossman (2000) argues that we have to reconceptualize citizenship education. He goes on to say that conventional •content-based onlyŽ approaches will increasingly be rendered obsolete.

Cogan also uses a transformational approach to curriculum. He says that there has to be increased attention to global issues and international studies in the curriculum and that



- x Identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;
- x Analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community.
- x Summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989).
- x Explain the mandate of selected international organizations to which Canada belongs and evaluate their effectiveness in addressing global concerns (e.g., World Health Organization, North Atlantic Treaty Organization).
- x Demonstrate an understanding of similarities among cultures and the need to respect cultural differences.
- x Develop and use appropriate questions to define a topic, problem, or issue, and use these questions to focus a geographic inquiry.

#### You Will Need

- x Newspapers, magazines
- x Chart paper, Bristol board, glue
- x Placemat organizer, signs ... strongly agree, agree, disagree, strongly disagree
- x Copy of the Universal Declaration of Human Rights
- x Suggested web sites:

ÿ



x Think/pair/share

When all students have moved to a corner, each of the four groups will receive chart paper and a marker. As a cohesive group, the students will record the reasons for their opinion on the chart paper. The groups should consider using real life examples to strengthen their position. The group will select a spokesperson to convey their opinion to the class. The teacher should emphasize the importance of listening to the spokesperson without interrupting. A general class discussion may occur after all groups have presented. At this point, students who have changed their mind may move to a different corner. The chart paper should be posted on the wall.

Step 3: Why is the issue of human rights critical in my life?

x Mind mapping (concept map)

Students will individually create a concept map that conveys a sense of responsibility and an understanding of our interdependence on a global scale. The concept map should clearly display the relevance of human rights to the student's life. When creating the concept map, students should begin with the major ideas or terms. These ideas should be placed on cue cards that will be classified and sorted. Students should look for the relationships between the ideas. Lines should be used to connect concepts. Words should then be placed on the lines to illustrate their relationship. Cross links should be made between different concepts. Concept mapping is a highly effective analytical process that encourages students to organize and create connections between ideas.

This concept map could then be used as a stimulus for students to write their own journal entries which could be their first step of taking action.

x Journal writing

## Strategy 2: Human Rights Violations: A Multi-Media Presentation Reflections on the Strategy Applied

This activity will give students the opportunity to become aware of the many instances of human rights violations occurring in countries around the world. In small groups, students will take on the role of the United Nations Commission whose role is to investigate one specific human rights violation occurring in the world today. Each group will create a multi-media presentation that provides information and recommendations on one particular human rights violation. The class will serve as the United Nations and will provide an audience for the presentations. As a class the students will select one of the human rights violations as the focus for their action plan. Throughout this activity students will acquire a variety of knowledge and skills that will enable them to be successful in the authentic performance task.

The human rights violation multi-media presentation developed the needed research, presentation, and co-operative learning skills that ensured student success in their authentic performance task. By selecting a violation of personal interest, the activity also

instilled a sense of vested interest which motivated each group to research and make change. This activity inspired students to contact various community organizations, NGOs, and members of the government. One student wrote:

Human Rights in grade 10? I could not imagine a better time to learn about them. At our age, we are mature enough to understand and comprehend the violations to

- x Demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions.
- x Demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.
  
- x Demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials.
  
- x Research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals• and groups• contributions.
  
- x Produce a research report on the contributions of public agencies (e.g., government bodies, service clubs, media, public interest groups) and evaluate the value of these contributions to society.

#### You Will Need

- x Web site evaluation sheets
- x Resources dealing with human rights issues (internet, periodicals, videos, etc.)

#### Steps at a Glance

##### Step 1: Research,,Evaluation of Web Sites

- x Identifying fact, opinion, and bias
- x Contacting and analyzing NGOs

After groups have selected a specific human rights violation they will further develop their critical thinking skills by analyzing a variety of resources such as: newspapers, magazines, books and periodicals, videos and the internet. Students will be provided with a means to identify fact, opinion, and bias through appropriate evaluation processes. The research will include: detailed information about the specific human rights violation, an explanation of the specific articles that have been violated in the Universal Declaration of Human Rights, specific information about what is currently being done to address this situation (NGO•s and Government Agencies), and recommendations outlining what can be done to improve the situation.

##### Step 2: Preparing a Multi-Media Presentation

This multi-media presentation may include interviews with victims or agencies that are attempting to deal with the problem, video clips, a power point presentation, posters with statistics and charts, photographs or pamphlets. Students must include both visual and written information in the presentation. The presentation should be approximately 15 minutes in length. Teachers will prepare students for this presentation by discussing how to create and deliver an engaging and inspiring presentation.

This presentation will provide students with the opportunity to become familiar with and understand the importance of essential components of an effective presentation when trying to engage an audience and promote change.

## Strategy 3: Taking Action Against Child Labour: Developing a School-wide Initiative

### Reflections on the Strategy Applied

The following is one example of an authentic performance task that will provide students the opportunity to experience the impact that local action plans have on a global scale. The issue of child labour can easily be replaced with a variety of other social justice issues that are relevant to your students and surrounding community.

The school-wide initiative authentic performance task inspires students to be active participants in their learning rather than passive receivers of information. This initiative empowers students to create change and help them to develop confidence that will inspire them to continue to take action throughout their lives. As seen through the following quotation, students discover the importance of human rights and their responsibility and obligation to become advocates for change:

We, in the Western World, have a tendency to take basic human rights for granted. As we are consumed by our everyday lives, we often overlook the atrocities against humanity which are being committed on a daily basis in places around the world. We are truly blessed that Canada steadfastly upholds its Charter of Human Rights and Freedoms. But we, as Canadians, should be promoting these principles beyond our own borders. There should be global initiatives established to eliminate human rights violations and pressure should be placed on certain nations to conform their policies to satisfy the standards outlined in the Universal Declaration of Human Rights. The onus is on us to instigate serious changes in the social fabric of these ailing countries. If we are to make an impact, we must respond swiftly, and with the utmost resolve.

Many challenges may be encountered in the organization of this multi-faceted task. In order to instill a sense of ownership and accountability students must be empowered to select the focus of the action plan. Teachers must ensure that the necessary skills that will make the project a success are emphasized. These skills include: telephone simulations, preparing press releases, letter writing strategies, fundraising strategies, and developing a plan of action. Another challenge teachers may face is how to keep the momentum of the project rolling without taking over the project itself. The role of the teacher must remain that of facilitator and the ownership must remain with the students if true empowerment is to occur.

### Learning Expectations

- x Demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions.
- x Demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance.

- x Demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.
- x Demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers).
- x Demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in their school or local community.
- x Participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, plan religious or cultural event, join special interest group, write letters to editor).

#### You Will Need

- x Human Rights Violations: A Multi-Media Presentation (Support Resource #1)
- x Evaluating Web Sites (Support Resource #2)
- x Letter Writing Strategies (Support Resource #3)
- x Telephone Call Strategies (Support Resource #4)
- x How to Write a Petition (Support Resource #5)
- x Creating a Plan of Action (Support Resource #6)
- x Preparing Press Releases (Support Resource #7)
- x Fundraising Ideas (Support Resource #8)

#### Steps at a Glance

##### Step 1: Fair Wear Policy

Students will be encouraged to become involved in a campaign to raise awareness in their school about clothing and equipment that has been made by children in sweat shops. School groups will be encouraged to consider current practices, their implications for children, and to consider ways in which children can be protected from economic

## A Rubric For ... Writing A Letter

Learning Expectations/Results/Outcomes:  
Students will

- x articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and values of individuals and groups in Canadian society
- x demonstrate an ability to research questions and issues of civic importance and to think critically and creatively about these questions
- x demonstrate an ability to apply decision making and conflict resolution procedures and skills to cases of civic importance
- x communicate the results of an inquiry using appropriate methods and technologies, and present viewpoints on issues related to this C



## Human Rights Violations: A Multi-Media Presentation (Support Resource #1)

### Your Task:

As you are aware, there are many instances of human rights violations occurring in countries around the world. For this assignment, you have been given the role of a United Nations investigator, whose goal is to uncover a specific violation and present the findings to the United Nations (your teacher and the rest of the class). You must convince the Commission to make your issue a priority on their agenda. The issue that is chosen will serve as our action plan for this semester. Consequently, it is important that you ensure that all of your facts and observations are accurate and are presented in as much detail as possible.

### The Presentation:

In a group of three you will:

1. Choose a specific topic (for example, child labour in Pakistan). Identify the articles in the Universal Declaration of Human Rights that are being violated by this action.
2. Research the topic in detail by consulting a variety of sources such as periodicals, books, videos, and the internet. Many sites on the internet do not contain reliable information. It is important that you analyze the internet sources using the •Evaluating a Web SiteŽ handout to ensure credibility.
3. Investigate various NGOs (non-government agencies) that are attempting to improve the situation. Analyze their goals and success.
4. Plan the presentation that you will present to the United Nations. Your presentation must include:
  - a. explicit information about the specific situation
  - b. a list of the human rights that are being violated
  - c. an assessment of the seriousness of the violations
  - d. an analysis of what is presently being done by various NGOs
  - e. recommendations detailing what we can do to improve the situation
5. The presentation must be engaging and informative. Both written and visual information must be provided. You may consider including video-clips, statistics and charts, a power-point presentation, and interviews.
6. Your presentation should be approximately 25 minutes in length.

### The Selection Process:

During the presentations, members of the class will be carefully considering each issue. When all of the groups have presented, a general discussion about each topic will occur. After careful consideration, each member of the class will vote to select the issue that will become our focus for our action plan. Once the selection has been made, the class will be engaged in activities such as letter writing campaigns, organizing petitions, and fundraising. We can make a difference!



## Evaluating Web Sites (Support Resource # 2)

The Internet offers a vast array of information through web sites. When researching a topic, it is essential that you examine the quality of the information that is provided. Although many sites will prove valuable for your research, many others may be misleading and reduce the quality of your own work. It is imperative that you examine the value of the source and are aware of the author's intent. Use the questions below to evaluate each Web site before you consider utilizing its information.

### Authority:

- Who is the author?
- Are the author's qualifications clearly stated?
- Is there any contact information, such as an address or phone number?
- Which of the following appear in the Internet address (URL)?
  - o .gov (government ... usually dependable)
  - o .edu (educational ... can be serious research or a student's opinion)
  - o .com (commercial ... may be attempting to sell a product)
  - o .net (network ... may represent a commercial or individual's postings)
  - o .org (organizational ... can be a non-profit organization ... may be biased)
  - o ~ (usually indicates a personal page)

### Accuracy:

- Are there any references?
- Are there any grammatical or spelling errors?
- Can you verify any of the information from the other sources that you have consulted?

### Purpose:

- What is the purpose of the site?
- Is the purpose of the site to inform, sell, persuade or entertain?
- Is the information free of advertising?

### Currency:

- Are there dates listed that indicate when the page was posted or last updated?
- Is it clear when the statistics were gathered?

### Bias:

- Does the site contain straight facts, or are the statements based on opinion?
- Does the source provide many viewpoints?
- Does the author make sweeping statements?

### Links:

- Are the links current?
- Do they appear to be reputable?

## Letter Writing Strategies (Support Resource #3)

### Purpose of letter writing:

It is important to let school officials, companies, and politicians know when they have done well and when they have fallen short. In a democracy, individuals can have an important impact on the final outcome of any event given the proper input. Letter writing is clearly important to this process.

### Identifying people to contact:

One has to determine who makes the decisions in any organization or group. Brainstorm possible people who have decision-making powers in school organizations. Your list may look something like this:

Within the School:

- x Be pithy in other words get to the point and do not spend pages telling the reader what they probably already know (this applies especially to letters to the editor which

## Telephone Call Strategies (Support Resource #4)

Most action plans require contacting various individuals for information. Telephone calls can be an effective method to retrieve specific information. In order to ensure the success of a phone call, you must learn effective telephone strategies and spend some time practicing the skill.

### Before the call:

In order to ensure that you receive the information that you desire you must first:

- Identify your purpose in calling
- Know about the person that you are contacting (position, ability to make change, etc.)
- Create questions that you intend to ask
- Have a pencil/pen ready to take notes
- Ensure that you are prepared to answer questions by gathering relevant information
- Select a quiet location to make the call

### During the call:

- Speak clearly
- Identify your first and last name
- Explain your purpose in calling
- Ask your preplanned questions
- Write down the response given by your contact
- Repeat the information that you have collected at the end of your call
- Be courteous
- Thank your contact for his/her time

### After the call:

- Review your notes and add any missing information
- Identify any questions that were not answered
- Consider your next step

## Telephone Simulation

Before you telephone your contact, you must practice the skills listed above.

- Form a group of three
- Decide on roles (one person is responsible for making the call, another is responsible for answering the questions, and the third should observe and take notes)

Discuss the strengths and weaknesses of the conversation  
Brainstorm strategies for improvement  
Rotate positions

How to Write a Petition  
(Support Resource #5)

A petition is an effective tool that can be used to effect change at various levels of your community. Petitions let the people, group, or organization know that there is a large collective concern that requires action and change.

The more professional your petition looks the more notice it will obtain. Be sure to use the following format when setting up your petition:

- Give your petition an informative title
- State who you are writing your petition to
- Identify the group that is sending the petition
- State the reason with evidence that supports your submission of the petition
- State what you want the person to do who is receiving this petition
- Collect as many names as you can
- Present your petition to a person that has the power to make change

Sample Petition

Adopting a Fairer Wear Policy

To: Ms. Unaware, School Board Trustee  
From: Students of Social Conscience Secondary School

We, the students of Social Conscience Secondary School would like to promote a policy of Fairer Wear in our school. It is our belief that the promotion of such a policy will be one step towards abolishing the use of child labour in sweatshops around the world. Most sweatshops use child labour so they can pay them an extremely low wage or in most cases none at all. Thousands of children die each year from injury from machinery, abuse, and sickness due to unsanitary conditions. We strongly feel that our school must stop purchasing sports equipment, clothes, and any other materials made in factories that use and abuse the use of child labour.

NAME:	ADDRESS	GRADE
_____	_____	_____
_____	_____	_____
_____	_____	_____

Fund Raising-Creating a Plan of Action and  
Raising community Awareness  
(Support Resource #6)

Rationale:

A good start is to consider where you want to end up with this plan. For example, the fair wear initiative is one component of freeing the world of child labour. As discussed in the second strategy, there are many NGOs involved with this initiative using a whole range of initiatives to rid the world of child labour. Wouldn't it be great to be able to make a major contribution to the NGO of your school's or your class's choice?

Helping Students Create A Plan of Action:

Happily, this can be the fun part. In our experience, students have always enjoyed creating ways of raising funds for a number of school initiatives. Because this is a world wide effort, we will be asking students to think more broadly about ways to raise and distribute funds.

To encourage students to create effective plans of actions the following steps may be followed:

- x Promote the idea of starting at the end and encouraging students to consider their end goal or what they may wish to achieve by their fund raising efforts.
- x Promote students thinking about what it is they want to do and why they want to do it which will encourage them to develop their own mandate which might include having their own school or class develop a fair wear policy, or promote student empowerment or put pressure on government and business for change, or more simply promote the work of the NGO they are supporting.
- x Once the mandate has been determined by students, create appropriate timelines.
- x Develop a strategy or strategies and determine who in the group is responsible for what.
- x Continually assess and evaluate your action plan.
- x Identify people, groups, organizations and contacts who will support and who may put up roadblocks.
- x Develop a budget which examines overhead costs, supplies needed, and which local organizations may be approached for these funds.
- x

Engaging the School and the Local Community  
Preparing Press Releases or News Advisories  
(Support Resource # 7)

The purpose of the release is to:

- x Raise public awareness in regard to the initiative which will hopefully promote community support.
- x Engage the services of your board employees who may already have experience in dealing with the media.

What to include in your press release:

- x Include the five W's as you develop your release.
- x List the name, address, and phone number of your group's contact person.
- x Appoint one person from your group to act as a press liaison and have this person follow through with faxing, phone calls and other means of personal contact to various media contacts.
- x Prepare a list of media contacts in your area.
- x Ensure that the story is self-explanatory by including as much of the story possible. Consider the photo opportunities and sound bytes

Sample Press Release

Child Labour Just around the corner

Aware Student  
321 Fair Wear Street  
Anywear, On  
Tel 888-8765  
Fax: 888-0987  
E mail: free child labour @yahoo.com

January 12, 2003

What do many designer labels have in common? According to several recent newspaper articles, these companies regularly use sweat shop child labour. On March 27, the grade 9 geography class will be demonstrating outside of a clothing store on Fair Wear Street from 9 to 11 am to protest this abuse of children.

Public Support will be encouraged either at the demonstration or by donating funds to the Fair Wear Fund at Social Conscience High School. Cheques may be made payable directly to the name of the school.

For further information call Ms. Aware Student at the above number or E Mail.

## Fundraising Ideas (Support Resource # 8)

Fundraising is a fun and engaging way of encouraging students to become involved in political action. The byproduct of fundraising is student bonding, empowerment, and funds to support a worthy N.G.O.

### 1. Paper Airplane Contest

Organize a paper airplane contest where students create their own airplanes and release them from an upper floor of the building. Charge students to participate and provide prizes for the longest and the straightest flight.

### 2. Fair Wear Putt Contest

Design and set up your own miniature golf course in the school. Charge each person to play and award a prize to the person with the lowest score. Put a sign at each hole with a fact about child labour.

### 3. Car Wash

Set up a car wash in the school parking lot. Ask local businesses to donate cleaning supplies. Advertise in the local community.

### 4. Karaoke Contest

Organize a karaoke contest after school. Invite people from the local community. Charge an entrance fee and have participants pay to enter the contest.

### 5. Scavenger Hunt

Create a map and a list of items that the participants will need to find in order to win. Advertise the hunt and charge an entrance fee. A prize should be given to the person who finds all of the items in the shortest period of time.







Perhaps the most daunting task about understanding globalization is the vast amount of information about it as a topic and the mistaken assumption that it is simply an economic and technological phenomenon. Globalization, however, is a far more complex and interconnected phenomenon and it should be understood as having at least six major dimensions,,economic, technological, political, cultural, ecological, and ethical/moral,, and that almost all significant global issues encompass these six dimensions.

In the material that follows, it will be demonstrated how this school-wide global program was designed to incorporate these challenges for education in a global era. It is our hope that this model will be useful for those designing a school program as well as school projects, activities, and partnership in global education.

The successful establishment of a global citizenship education program can be very difficult. Over a decade ago, Boulding (1990) pointed out that students living in prosperous nations could view the world from an array of technologies and study the data on its issues but were nonetheless disengaged from its pain, chaos and dangers. Gigliotti (1990), in reflecting on global education's elder sibling, environmental education, was perplexed by the resistance of moving people's feelings and actions to support environmental causes,,even among those who became well versed intellectually, in its issues. He pointed out a critical linkage,,that knowledge must be combined by a desire to act for change,,that schools need to appreciate this experiential linkage in its pedagogy and programs if there were to effect change in the status quo.

There is certainly an urgency to making global and citizenship education a school-wide program. Kaplan (1997) argues that the concentration of world wealth in the hands of a few thousand companies, and the power they exert on elected governments, constitutes a challenge to democracy in our time. Equally urgent, students need to learn about the systemic inequities and erratic nature of globalization itself. Brown and Lauder (1996) caution that in the shift to a high value-added knowledge economy, the way nation-states make this shift can have far reaching implications for democracy, unions, public utilities, the welfare state and social justice. Cruikshank (1995) argues that educators must become more aware of the consequences of economic globalization, its ideology, its impact on workers and the inequities it produces. This uneven, disruptive nature of globalization is an important issue for students to understand. In fact, Geyer and Bright (1995) argue that globalization at the end of the 20<sup>th</sup> century has been more accidental than deliberate. The global webbing, via technologies, by regional autonomous power centres (like Toronto or New York) to other world centres has resulted in uneven yet powerful new global circuits of power, capital, and culture-away from traditional centres of power (e.g., Ottawa or Washington). Furthermore, what is emerging as a result of globalization is the gradual erosion of the middle class in industrial societies as secure, well-paying jobs become the preserve of a minority, compared to the exponential growth of large numbers of •McJobsŽ,,low paying, service employment characterized by few paid benefits or little to no pension plans. Celente (1997) points out that by 1995 only 40% of Americans were truly middle class.

However, the disruptive effects of globalization on education can create a •pedagogy of (dis) locationŽ (Edwards & Usher, 1998) where established definitions of truth, knowledge, and culture become multiple, ambivalent, and unending,,which is both a problem and an opportunity for education and the cultivation of citizenship. Burbules and Torres (2000) make the important observation that what we have been experiencing is •globalization from aboveŽ by economic elites and this is at odds with •globalization from below,Ž a more popular process drawn from the rank and file of civil society.

matters such as the end of the global arms race, disinvestment in dictatorships /apartheid regimes, and call for a fair distribution of the world's resources. Even for those schools

Science teachers visited CBC-TV headquarters, and Business teachers toured and talked with staff at the Scotia McLeod Trading Room in the financial district. Science teachers met with doctors and toured the research facilities at the Hospital for Sick Children and Religion teachers visited the offices of the Catholic Organization for Development and Peace (which conducts overseas relief projects). Special education teachers visited the Famous Peoples Players Theatre (an internationally acclaimed theatre troupe whose members are physically and intellectually challenged).

By understanding - and experiencing-how their subject has global significance, staff began to discover how much they have in common with other teaching areas,,since all roads ultimately led out to a global destination. This creation of a school-wide global perspective was further enhanced when once every two months, school departments were brought together to share their department projects and curricula initiatives in global education.

### Global Partnerships/Certificates/Activities

What follows are several other additional activities/projects/partnerships which were launched to enhance the global education program.

### Strategy 1: The Global Co-op Program and the Global Education Certificate Program

This certificate placed an important emphasis on both knowledge and experience as a means to best appreciate the merits of global and citizenship education.

As is obvious now, a curricula framework by itself does not ensure the success or vitality of a school-wide program of global and citizenship education. It is essential that for staff to feel empowered by the project, they must see how it fits into their subject domain and they must engage deeply in the writing process,,in almost a cathartic process,,to realize the significance of a global perspective in their curricula and pedagogy. In all cases, this process was invigorating for staff who pursued this avenue. Likewise, for students, it opened up new ways for them to look at the world, to investigate current events and to have a greater sense of the global forces/trends in the world. What follows are two other

- x Demonstrate a knowledge of different types of citizen participation and involvement.
- x Demonstrate an understanding of the ways in which outside forces and events have shaped Canada's policies and Canadian life.
- x Develop a sense of global citizenship and become informed, purposeful, and active participants in Canadian society.
- x Have knowledge of and experience of interdependence, diversity, international themes and issues, and the role Canadian individuals and organizations play in responding to issues and events of global importance.

#### Steps at a Glance

Experiential opportunities were equally important for students. To enhance students' experiential education in global/international issues, they were invited to conduct their student community service work with a global agency or organizations. Thus,

- x A Global Coop program was established where students could spend a semester long (four month) co-op education placement with a global agency or organization, which earned students credits towards their high school diploma.
- x Students were free to select a placement in one of the six areas (ecological, cultural, technological, etc.)
- x Placements were arranged via the Guidance and Coop education staff of the school.
- x To-date, students have had Global Co-op placements with such establishments as Bombardier, SPAR Aerospace, UNICEF, the Globe and Mail newspaper, McCarthy Tetrault law firm, Hospital for Sick Children, St. Michael's Hospital, and various Internet corporations. This certificate helped students gain access to limited-enrollment post-secondary programs and obtain prestigious university scholarships.
- x Finally, a school Global Education Certificate was established.
- x Certain senior high school courses were identified as "globalized" by the school writing team and these were highlighted in the school's course calendar.
- x Students enrolled in these courses were eligible to receive this special school certificate awarded upon graduation.
- x As part of the certificate requirement, students had to have done their community service work with a global group or participated in the school Global Co-op

program (working with an international company or NGO) and have written an extended essay on a special global topic (2500 words in length).



You Will Need

x Support Resources (# 1, 2, 3, reproduced at the end of the Steps at a Glance section for Strategy 2)

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### Directions for the Keynote Speaker and Students

All guest speakers in this series are asked to address the following questions. Students are directed to prepare their questions and record the remarks of the speakers in the following areas:

- ¥ What are the changing global issues and trends in your career area?
- ¥ What kind of training and education are required to enter the field?
- ¥ What personal qualities should one possess or try to develop?
- ¥ How has the nature of work changed in the last 5 years?
- ¥ What role does technology play?
- ¥ Which jobs/positions have become obsolete in recent years and what has happened to the people in these positions?
- ¥ What is the future outlook for employment in your career area?
- ¥ How important is the knowledge of a foreign language and culture?
- ¥ Does travel play a big role in your career area?
- ¥ What global changes should one anticipate and prepare for?

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### Global Speaker Series/Global Career Days (Support Resource #3)

Keynote Speaker: Dr. Samantha Nutt, Warchild, Canada

1. Students should take detailed notes on the presentation
2. The notes will be collected by your teacher and assigned a mark, the information may also be used as a basis for class discussion. Some of the areas that students should base their notes on include:
  - x global issues and trends for the 21st Century
  - x changes occurring in Canada and the world
  - x the impact of global changes on Canada and how Canadians are addressing these changes
  - x difficulties Canada is facing as a result of global changes
  - x how students can meet the challenges presented by new global trends
  - x the role of education in preparing students for global changes
  - x the role of government (Federal, Provincial, Local) in preparing students or global changes
  - x the role of business in preparing students for global changes
  - x the academic, employability and personal growth skills required by the new economy
3. Students should prepare one question to ask the keynote speaker on her presentation.

### Strategy 3: School/Community/Global Partnerships

In this activity we examine the process and merits of establishing school partnerships with global agencies and university faculties. The school has entered into partnership agreements with a nearby university (and its resident group the CIIA, the Canadian Institute for International Affairs, the latter being an education group consisting of staff from Canada's External Affairs department). Benefits of this partnership included an annual student conference on the college campus involving the university staff from the International Studies Department. Students were also invited to attend special lectures and conferences on international and global issues.

The school also has an educational partnership with the Faculty of Environmental Studies (FES) at York University, which, too, resulted in annual and semi-annual conferences for students and access to FES special events and university conferences. As well, this partnership allowed staff and students to attend university special lectures and conferences on international and global issues.

The conferences have been very successful and very popular with high school students. To date these conferences have included the following themes (and organizations):

- x Perspectives on Iraq, May 21, 2003 (300 students).

- x

- x Develop a sense of the role Canadian individuals and organizations play in responding to issues and events of global importance and an increased awareness of the difference individual and collective actions can make.

#### Steps at a Glance

##### Step 1

- x Identify post-secondary institutions in your community, which have an established involvement in global and citizenship education.

##### Step 2

- x

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## Chapter 9: Assessing Student Learning and Global Citizenship

By Laurie Kuchirka and Frank Taylor

(with Michael Farley, Donna McKinnon, and Helen Raso)

Anecdote 1 Beginning in 1998/99, I began an experiment in assessment with my pre-service teacher candidates at OISE/UT, (post graduate BEd) based on what I believed to be the principles defined in Ontario Curriculum Grades 9-12, Program Planning and Assessment. The main reason for sharing this good news story is that assessment practice like this can be used and be successful at any level. Sometimes common belief about assessment practice of university instructors can inhibit change in secondary schools as teachers prepare their students for university. Contrary to commonly held beliefs, a wide range of tools and strategies are employed to assess student growth and performance in post secondary institutions. At the outset, I asked myself the central question ... what does assessment practice designed to improve student learning\* look like? The following outlines practices refined over four years:

€ Students were given all the major assignments along with the assessment tool used for each in the previous year on day one of the course;

€ Due dates were negotiated. Students could request extensions with cause without penalty. The emphasis was always on best possible results;

€ Conferences were available on request and were required for major assignments;

€ Class work in preparation for the assignment included small group assessment of exemplars collected from peers in earlier classes using the criteria on which their work would be assessed;

€ There was class discussion of the, assessment criteria and tool, usually a rubric or scale. Suggestions for change were solicited;

€ Feedback was provided using the rubric or scale by circling appropriate descriptors of performance. An anecdotal summary of the assignment's strengths was offered as well as some specific suggestion for improvement. No grades or marks were assigned for any work. Students were encouraged to discuss the feedback and to resubmit their work for reappraisal;

€ Self assessment and reflection was an element in most and feedback from experienced teachers was encouraged. Students were also encouraged to share their work on the class electronic conference;

€ Copies of all rubrics and scales were kept on file for purposes of final grade determination. Selected exemplars were added to the class file;

€ At the end of the school year, all the evidence of student performance was considered. Particular emphasis was attached to most recent and most consistent performance. A final grade was awarded for the course in accordance with university policy.

I believe that the whole assessment process was much more transparent and that students were much more involved in the process of learning from their experience. Discussions of performance were couched in criterion based language. There were few extension requests and those who chose, felt comfortable in resubmitting their work. No one questioned •fairnessŽ as all students had the same opportunities to improve their work. Assessment was more of a shared experience and the class climate was less confrontational. The products were superior. The one problem area for some was confronting work sharing issues within group settings. More work needs to be done

can lead to a more fair assessment of whether the student has learned the material or not, than trying to evaluate the entire group project when students are still in the formative stages of learning, as some students will need to rely more heavily on the group initially. (L. Kuchirka)

### Thinking about assessment and global citizenship

The purpose of assessment is to improve student learning. Learning is the stuff that lasts that travels that will leave with students and be extended when the course is through. Improving student learning is the litmus for testing our assessment behaviours. Is what we do day to day consistent with this end? The focus of this resource is educating for global citizenship. Involving students in the process of assessing their own work is an excellent way to foster civic and global responsibility. Our daily practice can be consistent with the attitudes, skills and knowledge we hope to develop and foster in a global citizen. The two good news stories shared above attempt to make assessment inclusive and transparent. Assessment in these cases is used to engage students in the process of learning.

The literature on assessment is formidable in its volume and in its probity, yet no aspect of school practice is as impervious to change as this most critical element. Grant Wiggins' reference to assessment as the Trojan Horse of real school change is an image worth pursuing. Perhaps, educating for global citizenship offers a means to this end because students are so easily genuinely engaged in learning because the issues are meaningful to those who might influence and guide a transition in assessment practice is Ken O'Connor who has written a very practical, teacher friendly workbook, *How To Grade For Learning*, that forces the reader to confront daily practice. O'Connor uses case studies, those we have all encountered, to help us reflect on current assessment and evaluation methodology. He lays out alternatives providing clear examples, then challenges us to at least consider making changes. Not to be missed is *Constructing Numbers*

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assign inaccurate grades, leave students with a sense of failure when they really succeeded, or leave students feeling successful when they really failed. In short, we place students directly in harms way.

All of these and many others have designed practical, usable strategies that could allow us to align what we do in assessing student work with what we articulate as our goals in assessing the products and process of learning.

€provides assessment criteria and descriptors with the assignment including exemplars  
fexamples of successful student work; and  
€provides peer or teacher commentffeedback, lots and lots of feedback, particularly on first  
drafts or attempts.

## Assessment Tools and Their Use

Tools	Rubric and Rating Scales	Observation Forms and Checklists	Reflection	Quiz	
What is Assessed					





included a sample of such a rubric as a model. I suggest that students not be asked to contribute to rubric construction until after they have some experience with teacher generated scales.

Four rubrics have been developed in Chapter 8. Three of them provide detailed feedback for students working on the Civic Action Inquiry Project. The fourth is a presentation rubric for the Civics Fair.

### Suggested Steps In Developing A Rubric

€Decide what students will learn. What expectations/results/outcomes will be demonstrated? Include them on the rubric.

€Create a task that will allow students to demonstrate achievement of these expectations. Rubrics are best used for complex authentic tasks or to show growth in important skill areas where students will be provided with multiple opportunities to show growth.

€Identify criteria for assessing the task, for example, process (research, task skills), product (content, organization, creativity, presentation, communication).

€Keep several samples of student work to help in the development of descriptors for each criterion and for students to refer to as the work progresses.

€Completely describe what success looks like for each criterion. Use the samples to assist in the writing of clear, concise descriptors. Create •linesŽ for individual descriptors, and provide examples to add clarity.

€Describe performance for each criterion at each of the other levels keeping language consistent along the line, but making a clear distinction from level to level.

€Present the rubric to students along with the samples of successful student work when the task is

## A Rubric For ... Writing A Letter

Learning Expectations/Results/Outcomes:  
Students will

- x articulate clearly their personal sense of civic identity and purpose, and understand the diversity of beliefs and ~~values~~ ~~of~~ ~~citizens~~ and groups in Canadian society
- x demonstrate an ability to research questions and issues of civic importance and to think critically and creatively ~~about these~~ ~~case~~ questions
- x demonstrate an ability to apply decision making and conflict resolution procedures and skills to cases of civic importance
- x

**A Rubric For *f* An Ecozone Story**

Expectations: Students will *f*

x



## A Rubric To Assess *f* A Biography Box

Expectations: Students will

- x demonstrate an ability to research questions and issues of civic importance and to think critically and creatively ~~about these~~ questions
- x demonstrate a knowledge of different types of citizenship, participation and involvement
- x examine beliefs and values underlying democratic citizenship and explain how these beliefs and values guide citizens' actions
- x explain how global economic, cultural and environmental factors affect individual career and lifestyle opportunities
- x demonstrate an understanding of citizenship within a global context

Criteria	Level 4	Level 3	Level 2	Level 1
	Achieves the standard with distinction	Achieves the Standard	Close to achieving the standard	Has not yet achieved the standard
Thinking/ Inquiry	I recorded information from a wide variety of well chosen secondary print and electronic resources and media	I recorded information from a variety of well chosen secondary print and electronic resources and media	I recorded information from a variety of secondary print and electronic resources and media	I recorded information from a variety of secondary print or electronic resources
	I assess the value and relevance of information using only the most appropriate for my purpose	I assess the value and relevance of information; most is appropriate for my purpose	I assess the value and relevance of information; much is appropriate for my purpose	I had some difficulty assessing the value and relevance of information; little is appropriate for my purpose
	I document with very convincing evidence using 4 or more different types of specific examples, anecdotes, statistics, quotes, observations, measurements, artifacts	I document with convincing evidence using 3 different types	I document with evidence using 3 different types	I document with evidence using 2 different types
	The person I chose easily meets all of the environmental selection criteria	The person I chose meets all of the environmental selection criteria	The person I chose meets most of the environmental selection criteria	The person I chose meets a few of the environmental selection criteria
	Clear, consistent connections are made among career, lifestyle and environmental contributions	Clear connections are made among career, lifestyle and environmental contributions	Some clear connections are made among career, lifestyle and environmental contributions	Few clear connections are made among career, lifestyle and environmental contributions

Criteria	Level 4	Level 3	Level 2	Level 1
	Achieves the standard with distinction	Achieves the Standard	Close to achieving the standard	Has not yet achieved the standard
Communication	I communicate information in a wide variety of formats f5 or more of reports, letters, anecdotes, graphs, charts, maps, photos, diagrams, symbols	I communicate information in a wide variety of formats f4	I communicate information in a variety of formats f3	I communicate information using 2 formats
	I speak clearly and correctly with authority and confidence. I use notes; strong varied voice; full eye contact. I have relaxed posture and move freely about the presentation space	I speak clearly and correctly. I use few notes, strong voice, partial eye contact. I am relaxed for much of the presentation and move away from the desk and notes some of the time	I speak clearly and correctly for most of the presentation. I use notes for much of it. My voice is strong for most of the presentation. I make little or no eye contact and stay close to my notes. I'm nervous	I speak correctly for most of the presentation. I use notes for most of it. My voice is strong for much of the presentation. I make little or no eye contact and stay close to my notes. I'm nervous
	I engage my audience throughout my presentation f many questions posed	I engage my audience through most of my presentation f some questions posed	I engage my audience through some of my presentation f few questions posed	I had difficulty engaging my audience through most of my presentation f no questions posed

## A Rubric For A Field Study A Photo Essay ...Holistic Format

Expectations: Students will

x analyse the ways in which na

### A Rating Scale For An Inquiry Task/A Primary Research Project

Expectations: Students will

- x synthesize information on change in the chosen community in order to identify issues and plan for the future
- x collect, organize and synthesize information about the characteristics of the community from a variety of sources
- x communicate the results of the inquiry using appropriate methods and technologies, and present findings on issues affecting members of the community

Social, cultural, economic character of Sameplace High and Vocational School



Reflection

The reflection *f*

	Yes	No
x is no more than two pages in length	<input type="checkbox"/>	<input type="checkbox"/>
x expresses personal thoughts, beliefs and feelings	<input type="checkbox"/>	<input type="checkbox"/>
x thoroughly supports personal thoughts, beliefs and feelings with relevant, specific examples including some from personal experience	<input type="checkbox"/>	<input type="checkbox"/>
x poses and pursues thoughtful questions	<input type="checkbox"/>	<input type="checkbox"/>
x makes predictions and/or recommendations	<input type="checkbox"/>	<input type="checkbox"/>
x is coherently and persuasively written using language correctly and effectively	<input type="checkbox"/>	<input type="checkbox"/>

Comments and suggestions:

## Tests

Tests should provide students with an opportunity to demonstrate what they know. Can they apply the knowledge and skills that have been learned? Too often, tests are about repeating what has been taught, missing a great opportunity to test learning. For many students, tests have become high stakes events. If we truly want to know what students have learned by testing, we must craft our tests very carefully. Typical tests, even demanding ones, tend to overassess student knowledge and underassess student knowledge of how with knowledge. ... What we really want to know is ... can the student use knowledge and resources effectively?<sup>7</sup>

Consider the following criteria for test making.

Does your test/quiz have ...

€ clearly written instructions?

€ time guidelines for questions (if it's a unit or full class period test)?

€ a variety of types of questions (2 or 3 of fill blanks, multiple choice, matching, true/false, short answer (writing or sketch and label), a writing question (short essay, letter, editorial)?

€ an absence of tricks?

€ a significant percentage of the questions require higher order thinking?

€ an opportunity for students to learn something new or extend existing knowledge, for example an opportunity to read a short new sightio80011 Tw [(lexamledgio80tat owlc wrsyhdlllygtia docuy starn, ph

## A Portfolio

Final evaluation portfolio assignments vary from the very simple to the quite complex. The portfolio can be a folder of student selected work collected over the course of the year/semester, or a collection with teacher or school mandates attached.

All portfolios share the following characteristics:

- x the focus is on student work and on tracking and improving performance;
- x students collect samples of different types of work throughout the year/semester;
- x



issues studied this year in your arguments and make recommendations in your conclusions. Present your essay to the class.

In this course, you have been asked to conduct a number of inquiries and to develop your inquiry skills. Answer the following questions about conducting an inquiry:

- x Select the 5 most interesting issues studied this year. Justify your choice;





Name: \_\_\_\_\_  
Final GMO Project Assessment

1. Overall Group work: Listening	-	:	/
Sharing	-	:	/
Encouraging	-	:	/
2. Initial Notes (from folders)	-	:	/
3. Final Debate Notes	-	:	/
4. Debate	-	:	/

Comments and Suggestions:

GMO Project Performance Evaluation-  
Letter to the Prime Minister of Canada

	Level 4 Outstanding!	Level 3 Great!	Level 2 On your way!	Level 1 Keep Trying
Technical Skills X2	<ul style="list-style-type: none"> <li>-Variety of sentence types used</li> <li>-Sophisticated, effective and appropriate vocabulary used</li> <li>-Flawless use of formal letter format</li> <li>-Appropriate formal tone is used yet letter is passionate and convincing</li> <li>-Type-written without spelling or structural errors</li> </ul>	<ul style="list-style-type: none"> <li>-Some use of complex sentences</li> <li>-Appropriate and effective vocabulary is used</li> <li>-Formal letter format is correct</li> <li>-Appropriate use of formal tone</li> <li>-Type-written without errors</li> </ul>	<ul style="list-style-type: none"> <li>-Mostly consisting of simple sentences</li> <li>-Some examples of effective vocabulary are used</li> <li>-Formal letter format is mostly correct</li> <li>-Type-written with few errors</li> </ul>	<ul style="list-style-type: none"> <li>-Consisting of simple sentences</li> <li>-A few examples of effective vocabulary are used</li> <li>-A semblance of letter style is used</li> <li>-Hand-written</li> </ul>
Creativity X1		<ul style="list-style-type: none"> <li>-Use of creative language, such as metaphors, similes, etc. is extensive and effective</li> </ul>	<ul style="list-style-type: none"> <li>-Creative language is used well</li> </ul>	<ul style="list-style-type: none"> <li>-Used only simple language</li> </ul>
Content X4		<ul style="list-style-type: none"> <li>-Position on the issue is clearly and convincingly stated</li> <li>-Strong, concrete support is provided for your position</li> <li>-Is more than 250 words</li> </ul>	<ul style="list-style-type: none"> <li>-Position on the issue is clearly stated</li> <li>-Good, clear support is provided for your position</li> <li>-Is 250 words</li> </ul>	<ul style="list-style-type: none"> <li>-A topic is clear</li> <li>-You describe the topic, rather than defend a position</li> <li>-Is less than 200 words</li> </ul>





## CARE

[www.care.org](http://www.care.org)

International network of humanitarian organizations dedicated to the reduction of global poverty and the promotion of global responsibility. Projects include: •Economic EmpowermentŽ; •Basic Social ServicesŽ; •Civil Society StrengtheningŽ; and helping small coffee farmers in Honduras gain access to local and export markets.

## Citizenship Education: The Global Dimension

[www.citizenship-global.org.uk/index.html](http://www.citizenship-global.org.uk/index.html)

A primary site for educators interested in exploring the global dimension of citizenship education, its website includes links to: teaching ideas; resources; whole school projects; case studies; citizenship calendar; and recommended sites.

## Civnet

[www.civnet.org/](http://www.civnet.org/)

A website of Civitas International, Civnet is an on-line provider of resources and services for educators who promote civic education. It includes: textbooks, lesson plans, news & events, journal articles & papers, directory of civic education programs and organizations, as well as specific resources for students and advocates.

## The Common Good: Civics and Citizenship Education

[www.abc.net.au/civics/](http://www.abc.net.au/civics/)

Drawing on material from the Australian Broadcasting Corporation, radio, and other on-line productions, The Common Good brings together resources on learning about civics and citizenship. Its •One World Many DemocraciesŽ project is a collection of projects that are interactive, collaborative, and internationally focused.

## Cultivating Peace

[www.cultivatingpeace.ca/](http://www.cultivatingpeace.ca/)

Resources for teachers to create globally minded classrooms where diversity is respected, human rights are valued, injustice is recognized, and students resolve conflict using peaceful methods. On-line resources include: modules for cultivating peace; database of peace education resources; students cultivating peace; and taking action for peace.

## David Suzuki Foundation

[www.davidsuzuki.org](http://www.davidsuzuki.org)

A science-based environmental organization focused on climate change, sustainable forests and oceans, and living a life in balance with nature. The Foundation runs a •Nature ChallengeŽ in which participants commit themselves to taking actions in their daily life that help to conserve the natural environment.

## Global Campaign for Education

[www.campaignforeducation.org](http://www.campaignforeducation.org)

A representative organization that promotes education as a fundamental human right and lobbies governments for free, compulsory basic education for all. Campaigns include: •The World's Biggest Lesson.Ž Students learn about a specific education issue and then sign and submit witness statements in attempts of achieving a world record.



### Global Education Network

[www.global-ed.org](http://www.global-ed.org)

The Global Education Network believes in a global approach to teaching and learning that focuses on nurturing students to become globally conscious and responsible citizens. To that end, it provides an on-line directory of resources in areas of: Environment, Human Rights, Development, Peace & Justice, and Alternative Media.

### Global Exchange

[www.globalexchange.org/](http://www.globalexchange.org/)

A non-profit research, education, and action center dedicated to promoting political, social, and environmental justice, Global Exchange includes links to: country specific campaigns, fair trade and corporate accountability campaigns; Global Economy 101; and an Action Centre where sample letters protesting injustices are posted.

### Human Rights Watch

[www.hrw.org](http://www.hrw.org)

An organization dedicated to defending human rights around the world. Child-centered Campaigns include: ending the trafficking and abduction of children; use of children as soldiers; bonded child labour; ending violence against gay students in U.S. schools. For each campaign, HRW posts a •What You Can DoŽ page listing specific actions that students can take.

### The International Campaign to Ban Landmines

[www.icbl.org](http://www.icbl.org)

Awarded the 1997 Nobel Peace Prize, ICBL lobbies governments around the world to ban the use of antipersonnel landmines and to destroy existing stockpiles. ICBL runs an on-line •Youth Against War TreatyŽ which collects signature from youths in support of a mine free world.

### Medecins San Frontieres



Oxfam's Cool Planet for teachers gives educators support and resources to bring global issues into the classroom. The Cool Planet includes: ideas and curriculum for developing global citizenship in the classroom and school; A-Z index of lesson plans and resources for teaching specific subjects and topics with a global edge; and links to other global education websites.

Save the Children

[www.savethechildren.org](http://www.savethechildren.org)

A child-rights organization dedicated to improving the lives of children through realizing their rights as stated in the United Nations Convention on the Rights of the Child. Local community and school based projects include: Coins for Kids; Car Rallies; Craft Sales; Family Fun Days to raise funds to aid children overseas.

Sierra Club of Canada

Based on the belief that children's rights can best be realized through the partnership of teachers and youth, Unicef's Global Schoolhouse is a source of teaching ideas for educators and interactive sites for students. It includes: curriculum corner; edunotes; •Teachers Talking About LearningŽ discussion forum; interactive kid's room

UNICEF Voices of Youth

[www.unicef.org/voy/](http://www.unicef.org/voy/)

An on-line forum for youth to discuss global issues, Voices of Youth includes interactive links to: quiz yourself; speak out; take action; and for teachers.

World Literacy

[www.worldlit.ca](http://www.worldlit.ca)

A voluntary organization that promotes international development and social justice, and supports community based literacy programs for children and adults. WL Canada projects include the •Kama Coast to Coast Reading Project.Ž WLC is also involved in international literacy day activities including •Word on the Street.Ž

Youth in Action Network

[www.teaching.com/act/](http://www.teaching.com/act/)

An on-line forum for educators and students from around the world to learn about, talk about, and take action on a number of social issues including: Conflict Resolution, Cultural Rights, Education, Environment, Indigenous Rights, Refugees and Women's Rights.

educating for global citizenship in a changing world

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