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Global Classroom: Growth of the Global Perspective

# Students for Change Action Manual



Canadian International  
Development Agency

Agence canadienne de  
développement international

Canada



LEARNING NETWORK

# Students for Change Action Manual

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# Introduction

Welcome to Students for Change. This manual is intended to assist educators in engaging students in cooperative social action. You are reading this because you have decided to make a profound difference in the lives of your students. Whether you're just starting out, or deep into your voyage, it is our hope that the examples, narratives and activities in this manual help you to reach your destination.

The first section of Students for Change is about building a solid foundation. In this section, as with all sections of this book, you will find a number of inspirational stories to complement your desire to create student activists. Once the foundation is in place, you will be empowered to engage your students in cooperative social action.

We have included a section on our active curricula. This section provides many areas in which you can include global education in the classroom. Use this section to consider alternative methods for course delivery. To be fully understood and appreciated, global education must be lived. There are many ways for you to get out of the classroom and make a difference.

The next four sections enable you to truly turn your students into agents of change. The sections Getting Started, Choosing Your Approach, Choosing Engaging Activities and Staying Alive compose a detailed set of instructions to create a student activist group in your school. If your student council is already strong, these ideas and activities will help them to become increasingly involved in social justice, human security, human development, environmental awareness, and peace initiatives.

We have also included a section that will enable you to find excellent resources. Through use of NGOs, government and media, you should have all the tools necessary to make your endeavour a success. This section also includes information on media awareness to remove bias and add validity to your initiatives.

The eighth section is a guide that you can provide your students. Since Students for Change is a shared initiative that empowers students, this guide will be used to supplement your manual. It was written by the pioneers of the movement – students at George McDougall

High School in Airdrie. Written by students for students, this section complements our advice on finding and recruiting student activist leaders.

Finally, we have included many outlines and handouts for you to use at your discretion. These may be photocopied or recreated as you see fit.



## MAKING CHANGE HAPPEN

This manual was created with funding from the Government of Canada through the Canadian International Development Agency's Global Classroom Initiative.

It is intended to supplement Learning Network's Global Classroom: Growth of the Global Perspective website

**[www.learning-network.org/global](http://www.learning-network.org/global)**

You can provide feedback to this manual through the Global Classroom website.





# Developing a Solid Foundation

## Activism for Lifelong Learning

*During those 80 wonderful minutes, I had what Csikszentmihalyi refers to as “an experience in flow.” I had come full circle and, for the first time, I knew I had to become a teacher ~ Scott M. Johnston*

My first life-changing experience with student activism happened in the tenth grade. The hot issue at that time was the threat of nuclear obliteration that, to us, seemed imminent.

A group of students arrived at our school to demonstrate the need for peace and nuclear disarmament. To make their point, they dropped a single metal pellet into a steel milk bucket while holding a microphone to capture the sound.

-Plink-

“That sound,” the young narrator explained, “represents all the firepower that was used in the Second World War, including Hiroshima and Nagasaki.” As he made his statement, another student brought a second bucket to the experiment.

“What you are about to hear represents the total amount of firepower that exists in stockpiled nuclear weapons today.”

No one spoke as the sound of hundreds of metal pellets emptied into the pail. They collided against each other and against the metal pail to create a sonic metaphor of destruction. When it was finally over, no one dared to speak. It was the first time I had been to an assembly in which the subject material held the full attention of all the students. It was so moving that I can still close my eyes and place myself in that gym almost two decades later.

We were ignited.

The Students’ Union began a campaign to declare our small industrial town a “Nuclear

Free Zone.” We had speech contests about nuclear war. We watched, horrified by the seeming inevitability of it all, as survivors searched for food and family members among the rubble and dead bodies in the film “The Day After.”

We were fortunate to have a teacher that could recognize our passion. He signed us up for a conference in Edmonton called True North, Strong and Free? This large gathering of concerned individuals took place at the University of Alberta and it examined Canada’s role in the Arms Race.

I remember listening to Dr. David Suzuki talk about the world and the sad possibility of its destruction by the human race. This was the first moment that I can remember the egocentrism of adolescence washing away in a realization that I was part of a much larger, much more global world.

The activist’s path unfolded before me. I spent the next two years deeply involved in the Students’ Union and in the school newspaper under the supervision of that same teacher.

In college I wrote features for the newspaper and I was elected Student President. I became the Chairperson of a provincial student organization representing all Alberta College and Technical Institute students. We rallied and we organized – we fought for social change.

Nearing the end of my term, I consulted with a colleague to create the Romanian Student Democracy Project. We received funding from the Renaissance Project of the Canadian

Department of Foreign Affairs and International Trade. By the completion of this project, we had created a national student organization representing 44 Romanian universities and we met and discussed the student movement with both the past Prime Minister and the future President of Romania.

I had replaced nuclear disarmament with student rights.

I stopped in to visit my high school teacher shortly after returning from Romania. He was eager to hear about my experience and he invited me to come and speak to his Social 30 class about communism. During those 80 wonderful minutes, I had what Csikszentmihalyi refers to as “an experience in flow.” I had come full circle and, for the first time, I knew I had to become a teacher.

The manual you are now reading is a guide to create socially aware, conscientious global citizens. You will find a wealth of resources and “how-to” information mixed in with a blend of narratives from students, parents, teachers and student teachers. The narratives are included to inspire you and to convince you that leadership and cooperative social action activities are energizing and revitalizing.

Since we are all learners on the global voyage, this resource includes information and material for all grades and ages. We are not asking that you do everything in this guide.

We simply ask that you do something to make a difference in your classroom - a difference that will lead to the creation of a true global citizen.

## Our Rationale: Students for Change

*Students today are looking for these opportunities and we as teachers have an obligation to provide them. ~ Glyn Hughes*

This initiative began out of a desire to somehow/someway get students more aware and interested in global issues. It was becoming more and more apparent to me (as a teacher) that I was not succeeding in meeting the outcomes inherent in the Social Studies Program of Studies. Were my students becoming “responsible, effective, and informed citizens of Canada and the world”? By merely teaching a curriculum laden with concepts, facts/content and generalizations does this miraculously happen upon graduation from Alberta high schools? I think not! Somehow this void had to be filled.

Glyn Hughes is the Social Studies Curriculum Leader at George McDougall High School

In October of 2001, I met with 6 students and another teacher (Cara Ellingson) we began a journey to develop active global citizenship in our school. The group began with a single objective; to raise awareness about global issues in our school and community. At that time we didn't have any idea where or how this would evolve. Almost immediately other students began to trickle in to our meetings. They wanted to know, “How can I get involved?” “What can I do?” “What's this group all about?” “What are you up to?” Before we knew it the group had a name, STUDENTS

FOR CHANGE and had grown to 15-25 kids at any given time.

Other teachers commented to me that it was, “great to see and hear what the students were doing,” and that, “it's about time someone started this sort of thing, it's been missing at George Mac,” that “this is really having an impact on the students lives.”

By Christmas of 2001, the students had taken it upon themselves to begin to volunteer at Food Banks, Homeless Shelters, raised awareness about the plight of Afghani Women and Girls. It was obvious that “Students For Change” was moving in a new direction. And, after the strike of 2002 the kids re-grouped and continued to “give back to the community,” change their work schedules in order to volunteer, and take advantages of the numerous opportunities that are available for character building and for citizenship education.

Kids wanted to get involved; all they needed was a vehicle.

The Students for Change initiative became the vehicle at our school.

This initiative does not appeal to only one segment of the student body. It crosses gender, ethnic, cultural, and racial boundaries. Kids, who are disinterested, suddenly begin to get interested, involved and active. Service learning

is a powerful hands-on tool that transcends what is happening in the classroom.

To develop active, responsible and effective global citizens teachers should promote all the opportunities available for participation in our society. This breaks down barriers and stereotypes. It enlightens them through real life conversations, and interactions. It raises awareness to issues that are both local and global. Students today are looking for these opportunities and we as teachers have an obligation to provide them.

Today, more than one and a half years later, the Students for Change group is more involved than ever. We continue to evolve, continue to attract an ever increasing number of students, and continue to offer our students a myriad of opportunities to “make change happen,” we have fostered strong partnerships with many service organizations and developed a system to

celebrate International Days of Awareness. These have included Human Rights Day, Land Mines Awareness Day, and International Women’s Day. In addition, we have undertaken and we are undertaking numerous other opportunities.

I see myself as a role model, as an agent of change, and as a powerful influence on the lives of my students. This initiative has provided me with the opportunity to change and influence the lives of my students more profoundly than I ever thought possible. Former students are now getting involved, and telling me “I wish you would have done this when I was in high school.”

The development of the group and the diverse nature that it includes is extremely gratifying for me as a teacher. It is the most fulfilling and endearing thing I have ever done in my teaching career.

## Student Activists in Your School

*Our dreams were big and our plans were in disarray but with the guidance of a remarkable teacher things slowly started to take shape. ~ Lindsay*

Passionate students are at the heart of all good schools. Student activism can create passion and motivate students to feel good about themselves and their actions in an uncertain world. The path to citizenship involves more than just planning dances and fundraising for school trips. It involves a process that washes away egocentric behaviours. It involves the dissolution of apathy. It involves an awareness of the rights of all people to live sustainably in an increasingly turbulent world. Citizenship cannot be taught; its development is a hands-on process that involves shifting student paradigms.

### Consider Lindsay’s point of view...

Lindsay is a student leader involved in Students for Change. Students for Change experience with S4C are really beyond definition. I could not be prouder of what has been established and accomplished by my peers throughout this group.

I have been with this group since the beginning and have had the pleasure of being able to watch things blossom into a full-fledged force to be

reckoned with! In the beginning we were just a small group of students, thirsty to make a difference. This just seemed like the natural way to quench that desire. Our dreams were big and our plans were in disarray but with the guidance of a remarkable teacher things slowly started to take shape.

Our first project was to raise awareness about the plight of Afghani women. We decided to raise money for Dr. Sima Simar (a doctor working to help women under the Taliban). We were all stunned with just how little effort it took to do something.

At first, many youth are apathetic when it comes to trying to make change because the problem just seems endless. That said, it was refreshing for our first project to go off without a hitch. The amount of information provided for us was amazing as well. The abundance of it was right at our fingertips.

There is not a textbook in the world that could have given me the sort of lessons I have learned through Students for Change. Not only has it broadened my horizons on the world around me it taught me about integrity, goodwill and workmanship as well. It has restored my faith in the human race. That might be quite a statement but seeing the things I have had the opportunity

of seeing has really taken the blinders off and opened up a whole new world for me.

All of these experiences have shaped me so much that I now consider pursuing a career in such fields as Human Rights and International

Relations. I know now what a difference one human being can make.

Empowerment. As a young adult, what could be more significant then that?

## Looking to the Future

**Douglas Rushkoff**, in his book Playing the Future: What We Can Learn From Digital Kids (US: Riverhead, 1999), looks at the ways in which children adapt to our ever-changing world. He writes that:

As in any society in crisis, it is the children who first learn to incorporate the worst of threats into the most basic forms of play. When the black plague threatened Europe with annihilation, the children sang "Ring Around the Rosie" as they ritualized the appearance of rose-colored sores, stench-camouflaging "posies," and piles of burning bodies in the streets. "Ashes ashes," goes the simple refrain before it concludes in straightforward frankness: "We all fall down." While adults were surely horrified by their children's seeming indifference to disaster, civilization somehow survived, aided in no small part by people's ability to confront their challenges together.

He introduces us to the perspective of youth and the reality that they do not view the world through the same eyes as adults. This is Lindsay's world. It is the world of the seven-year-old child who watches, over and over, as a building swallows an airplane in a gulp of flame. It is the world in which adolescents seek a purpose on a seemingly bleak planet. Rushkoff, capturing the adult view, writes:

Looks like this is the end.

Global warming, racial tension, fundamentalist outbursts, nuclear arsenals, bacterial mutation, Third World rage, urban decay, moral collapse, religious zealotry, political corruption, drug addiction, bureaucratic ineptitude, ecological

oversimplification, corporate insensitivity, crashing world markets, paranoid militias, AIDS, resource depletion, hopeless youth, and many, many other indicators of societal health all suggest crisis.

Is it so naïve or even childish to suggest that these may not be signs of doom at all, but only look that way? Couldn't our inability to see our way out of what feels like such a mess be more a problem of perception than of design? And if we are now ready — or simply desperate enough — to adopt a worldview based on something other than decline, decay, and death might we have no choice but to adopt the open-mindedness of youth?

Those of us intent on securing an adaptive strategy for the coming millennium need look no further than our own children for reassuring answers to the many uncertainties associated with the collapse of the culture we have grown to know and love. Our kids are undoubtedly younger and less experienced than us, but they are also less in danger of becoming obsolete. They are the latest model of human being, and come equipped with many new features. Looking at the world of children is not looking backwards at our own past — it's looking ahead. They are our evolutionary future.

With these words to inspire us, we can begin to extract the parts of Alberta's curricula that fit well with cooperative, social action. The following section provides many examples of how you can use the curricula out of the classroom. It is divided into three sections: Elementary Approaches, Junior High Approaches and Senior High Approaches.

## From Words to Action

Consider your response to this section from Canada's **Original** Immigration Act

26. No immigrant shall be permitted to land in Canada, who is feeble-minded, an idiot, or an epileptic, or who is insane, or who has had an attack of insanity within five years; nor shall any immigrant be so landed who is deaf and dumb, blind or infirm, unless he belongs to a family accompanying him or already in Canada, and which gives security, satisfactory to the Minister, and in conformity with the regulations in that behalf, if any, for his permanent support if admitted into Canada.

What moves us to action? **Words!** Do simple letters placed carefully and read and understood by the human brain really cause us to react? Can they? Simple guttural sounds coming from our throats that are heard by others? Can these cause us to actually change the way we live? We hear the following words and phrases constantly...

**"That's too bad about the situation in Afghanistan."**

**"I wish there was something I could do."**

**"I'm only one person."**

**"I can't believe what's happening over there!"**

Maybe the most dreaded words,

**"Thankfully it's not happening here."**

Truthfully though, from the beginning of time it is always the words or actions of one brave and thoughtful human being that has inspired others to MOVE. One person...

Nelson Mandela

Shirdi Sai Baba

Starhawk

Gandhi

Desmond Tutu

Cleopatra VII

Susan Eloise (S.E. Hinton)

Deepak Chopra

Anna Elizabeth Dickinson

The Dalai Lama

Aung San Suu Kyi

Chico Mendes

Ryan Hrylejac

Raoul Wallenberg

Joan de Arc

Martin Luther King

Jean Vanier

Lester B Pearson

Helen Keller

Black Elk

Indira Gandhi

David Suzuki

Sir William Osler

Dr. Sima Samar

Cesar Chavez

Jody Williams

Sri Auribindo

Sir Frederick Banting

Rick Hansen

D. T. Suzuki

Mother Teresa

Albert Schweitzer

Anne Frank

Paramahansa Yogananda

Terry Fox

Dr. Samantha Nutt

Sir Edmund Hillary

Craig Kielburger

A good opening strategy is to frame an issue with thought provoking material. Consider the words of history's most intriguing people to engage your students.

Another option might be to use poetry to inspire you and your students to action.

Poetry is an excellent form of thought provoking text and it can be used as you would

use a song, video, or newspaper. Discuss it – debate it – act on it.

|

# Part 2

## Our Active Curricula

While Social Studies is a natural choice to engage students in cooperative social action, it should not monopolize the benefit to learning and identity formation that activism plays in the

creation of the citizen. That said, it is a great place to start. Consider the following Alberta Learning Statement:

Social Studies is the study of people in relation to each other and to their world. It is an interdisciplinary subject that draws upon history, geography, economics, law, political science and other social science disciplines. It focuses on people's relationships with their social, physical, spiritual, cultural, economic, political and technological environments. Social Studies helps students become active and responsible citizens within their communities locally, nationally and globally in a complex and changing world.

In the following sections, you will see that the Alberta curricula for all subjects are alive with possibilities for active learning. From Alberta's existing curricula, we have created a Global Issues curriculum to spark the imagination of any activist group.



## Elementary Approaches: Division 1 and 2: Kindergarten to Grade 6

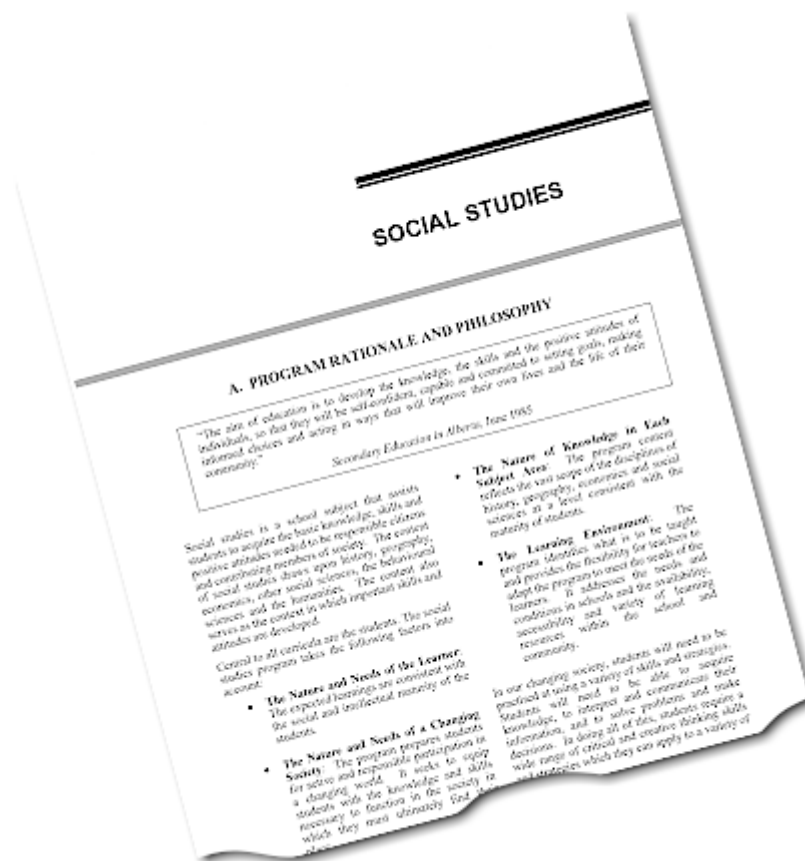
The Program Rationale and Philosophy for Social Studies in the Elementary Program of Studies states that central to all curricula are the students. The social studies program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Social Studies Program is meant to represent a balance between the immediate social environment and the larger social world. The elementary curriculum focuses on the child and his or her family, school and community

and then goes beyond self to an exploration of other families and communities.

The study of Current Affairs adds considerably to the immediacy, relevance and interest of social studies. Current Affairs should be handled as inclusions not as separate topics.

We use Social Studies to open each divisional discussion on social activism because it is an excellent fit for social action programming in the classroom. That said, we have also included other curricular topics for you to use and integrate with the discipline of Social Studies. These curricular items should not be handled in isolation.





## First Grade Activities to Foster Activism

### **GRADE ONE FOCUS: ME AND OTHERS**

#### TOPIC C: OTHER CANADIAN FAMILIES

This study provides students with their first formal orientation to Canada as a multicultural society.

Family life and traditions will be explored.

The families should be chosen according to the backgrounds and interests of the students.

The intent of this study is to help students recognize the similarities of Canadian families and to help them view differences as positive assets that adds to the fabric of our nation.

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions must be addressed in each

topic, using appropriate inquiry strategies. Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

### **QUESTIONS**

- What traditions do Canadian families have that are similar? Different?
- Why do Canadian families have many common traditions?
- How do Canadian families have fun?
- What special days and holidays do nearly all Canadian families observe?
- What special days are celebrated by only some Canadian families?
- What traditions of those we have studied would you like your family to practice? Why?

### **ISSUES**

- Should Canadian families share their traditions?

Traditions of Canadian families should be examined by focusing on several of the following: language, food, clothing, special days, celebrations, music, crafts and recreation.

### **MAJOR GENERALIZATION**

Canadian families may keep traditions that have been passed on through the years.

### **CONCEPT**

Traditions

### **GENERALIZATION**

1. Families keep traditions that have been passed down from their parents and grandparents.
2. Canada is made up of families who have common traditions and traditions special to themselves.
3. Respect for traditions held by Canadian families is important.

### **LESSONS EXAMPLE (CULMINATING ACTIVITY)**

The student will be able to do the following:

- Draw conclusions about traditions held by Canadian families
- Willingly take turns in class discussions
- Plan and carry out an action aimed at sharing a family tradition with others

The student will be encouraged to develop the following:

- Respect for the rights and opinions of others
- Appreciation, acceptance and respect for the similarities and differences in traditions held by Canadian families

Read pages 18-25 in the Unicef Publication: *A LIFE LIKE MINE: How Children Live Around the World* (Dorling Kindersley, 2002). Discuss why food is important and how different people eat different things.

Have children brainstorm a unique dish their family enjoys eating that has some cultural significance. Plan a small class tasting session, with help from parents, where each child would bring in a class set of their culturally specific food. In conjunction each child would also bring a canned good or a small donation (25 cents or a dollar). Goods and funds raised could be donated to the local food bank.

Notes:

## Second Grade Activities to Foster Activism

### **GRADE TWO FOCUS: PEOPLE TODAY**

#### TOPIC C: PEOPLE IN THE WORLD

This study focuses on people in different parts of the world and how they meet their needs.

The intent of the unit is to develop an understanding of and an appreciation and respect for people in other parts of the world and how those people meet their basic needs.

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes.

Teachers are encouraged to adapt these questions and to develop other issues for inquiry.

### **QUESTIONS**

- How do people in other parts of the world meet their needs?
- In what similar way do they meet their needs compared to the way we meet our own?
- In what way do they meet their needs differently?
- Why do people in different parts of the world meet their needs in different ways?
- How can we show care and respect for people in other parts of the world?

### **MAJOR GENERALIZATION**

All people have similar needs, but how these needs are met varies from place to place throughout the world.

### **CONCEPTS**

Country, World

### **GENERALIZATION**

Each country in the world is made up of many communities.

### **CONCEPTS**

Similarities, Differences

### **GENERALIZATION**

There are similarities and differences in the way people in world communities meet their needs.

### **CONCEPT**

Environment

### **GENERALIZATION**

The environment affects the way needs are met.

### **CONCEPT**

Respect

## GENERALIZATION

Respect for other people and their way of life is important.

## LESSON EXAMPLE

The student will be able to do the following:

- Compare the places being studied with one's own
- Generate ways to show respect for other people
- Willingly take turns in discussions

The student will be encouraged to develop:

- Appreciation, respect and tolerance for people in different parts of the world and the variety of ways in which these people meet their needs.

Depending on the country being studied, attempt to visit a local cultural center to experience the language, sights and sounds that are inherent to that culture. Have students compile an inventory of the similarities and differences experienced.

Invite a guest speaker (as a representative of that country) to speak about the similarities and differences of that country.

When studying Japan,

Read pages 52 and 53 from CHILDREN JUST LIKE ME by Barnabas and Anabel Kindersley. Review the similarities and differences. With the class, brainstorm ways to impact their community. (Perhaps reading SADA KO and the THOUSAND PAPER CRANES by Eleanor Coerr) and fashioning cranes to be sent to the Cancer Ward of the Alberta Children's Hospital.

Notes:

Third Grade Activities to Foster Activism	
<p><b>GRADE THREE FOCUS:</b> <b>COMMUNITIES</b></p> <p><u>TOPIC C: SPECIAL COMMUNITIES</u></p>	<p>This study focuses on one or more communities in which people are attempting to perpetuate a distinctive lifestyle.</p> <p>These people may live in a culturally distinctive community located in Alberta or Canada.</p> <p>The intent of the unit is to develop increased sensitivity to the lifestyle of other Canadians and an awareness that interaction with others may bring about change.</p>

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes.

Teachers are encouraged to adapt these questions and to develop other questions and issues for inquiry.

## QUESTIONS

- How do people keep their customs and traditions?
- Why do people keep their customs and traditions?
- Can we keep our customs and traditions and still be members of a larger group?

## ISSUES

- Should people keep their customs and traditions e.g. language, celebration of holidays, traditional dress, traditional forms of shelter?
- Should we be concerned with others' feelings about change?
- Should individual differences affect how people treat each other?
- Should people in special communities be allowed to live as they want?

## MAJOR GENERALIZATION

Some people prefer to live in or belong to a special community so they can keep their customs and traditions.

## CONCEPT

Customs, Traditions

## GENERALIZATION

People keep their customs/traditions in similar ways.

## CULMINATING LESSON

The student will demonstrate the following:

- Observe established group or class rules
- Plan and carry out an action that would show an appreciation of someone else's way of maintaining a tradition

The student will be encouraged to develop:

- Respect for someone else's viewpoint and opinion
- Appreciation and understanding of others

Have a celebratory day at the end of the unit where children sample the food of that distinctive culture, attempt to dress in the cultural costume, listen to music, play distinctive games, make crafts and attempt to write in the language of the culture being studied.

For example, if studying NUNAVUT during the winter, children could help fashion an igloo, try a bit of raw fish and fried bread, listen to traditional music, sew a small doll from scraps of hide and partake in a traditional game (either in the class or in the snow!) as well as use the distinctive characters of the language to write a sentence.

Prior to the special day, links could be made with a school in the north to write to on a monthly basis as pen pals.

Notes:

## Fourth Grade Activities to Foster Activism

### **GRADE FOUR FOCUS: ALBERTA**

#### TOPIC B ALBERTA: ITS PEOPLE AND HISTORY

This unit of study focuses on the people who have shaped Alberta's history and development beginning with the original inhabitants, and tracing the groups of people who settled in Alberta.

The intent of this study is to show students that a change in the world often results in a change in lifestyle.

Specific people and events are intended to develop an appreciation of people in history.

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes.

Teachers are encouraged to adapt these questions and to develop other questions and issues for inquiry.

Cultural awareness provides a platform for global understanding. This unit focuses on the lives of Albertans through the following case studies:

A Native community, a fur trading settlement, and one or more of the following:

- A homestead settlement (1890-1939)
- Immigration of a specific group, or immigration into a specific area (1880-1930)
- The Great Depression (1929-1939)
- World War II (1939-1945)
- Boom years (1947-)

### QUESTIONS

- How have changes and challenges caused Albertans to adjust their lifestyle?
- How have Albertans adjusted their lifestyle to meet changes and challenges?
- What was the Native people's way of life before the coming of the Europeans? How did the Europeans influence the Native people's way of life? (in terms of livelihood, family life and political structure).
- How did the Natives influence the Europeans way of life?

### MAJOR GENERALIZATION

People and events in the history of Alberta have affected each other, as well as development and settlement. **CONCEPTS**

Lifestyle, History

### GENERALIZATION

The contact between the Natives, the fur traders and settlers in Alberta's history brought changes to their lifestyle.

## CONCEPT

Contribution

## GENERALIZATION

Albertans throughout the history of Alberta have contributed to its development.

## LESSON EXAMPLE

The student will be able to do the following:

- Acquire information using the internet
- Organize information by arranging events in chronological order
- Give possible reasons for the location of the major railroads, trading posts, towns and cities
- Identify how the events in Alberta's history affected the lifestyle of Albertans
- Participate cooperatively in group work

The student will be encouraged to develop:

- Appreciation and contributions made by the many people/groups in Alberta's history
- Appreciation and tolerance toward the decisions made by Albertans in different times and under different circumstances

Students will work individually or in a small group to find information about Alberta's history on the Internet. Each student or group of students will be given a section of the province, which will include current towns, cities and settlements. Using a map of today, students will find information that will identify the people(s) that originally settled years ago. Students could then compare original settlements with today's populace. (E.g. Vegreville was initially settled by Ukrainian immigrants and still retains its Ukrainian heritage. Why?

For instance, Calgary once had a large Danish population. Has its growth affected the Danish influence? Why would Danish people choose Calgary?

Students could compile information and then share in a class report. Overall generalizations could be made. According to the results (the largest Albertan cultural community) a class trip could be planned or a TRADITION DAY where the traditions still relevant and practiced for that particular cultural group could be examined in greater depth and perhaps experienced.

Notes:



## Fifth Grade Activities to Foster Activism

### **GRADE FIVE FOCUS: CANADA**

#### TOPIC C: CANADA'S LINKS WITH OTHER COUNTRIES

This unit is intended to examine how Canada is linked to the United States, France and the United Kingdom.

Links include: language, values, beliefs, trade, communication, fine arts, and leisure activities.

Links in the past and the present will be explored.

The intent is to develop an understanding of how other countries have influenced and continue to influence our lives.

### **QUESTIONS AND ISSUES FOR INQUIRY:**

Questions and issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes. Several questions and/or issues must be

addressed and teachers are encouraged to adapt these and develop other questions and issues for inquiry.

### **QUESTIONS**

- What linked the United Kingdom and France with CANADA and the United States during the exploration and settlement period?
- What links exist between Canada and the other countries?
- How has the interaction between Canada and the other countries affected our way of life?

### **ISSUES**

- Should we strengthen or lessen our links with other countries?
- How should Canada interact with other countries; e.g. trade, media, sports?

### **MAJOR GENERALIZATION**

The links established through interaction with other countries influence the way Canadians live.

### **CONCEPT**

Global Interaction

### **GENERALIZATION**

Exploration and settlement of different areas of North America resulted in links being established with the United Kingdom and France.

### **CONCEPTS**

Interaction, Influence

## GENERALIZATION

1. Interaction between Canada and other countries (UK, USA, FRANCE) influences our way of life.
2. There are advantages and disadvantages to interaction with other countries.

## LESSON EXAMPLE

The student will be able to do the following:

- Analyze how our lives are influenced by Canada's interaction with a specific country
- Identify how the United Kingdom, France and the United States have contributed to our way of life
- Draw conclusions about the advantages and disadvantages of interacting with other countries
- Research and role-play based on country of interest
- Observe the courtesies of discussion (such as speaking in turn)

The student will be encouraged to develop:

- Appreciation for how Canada's interaction with the United States, the United Kingdom and France has contributed to and affected our way of life.

Gleaning information from *CHILDREN JUST LIKE ME* (by Barnabas and Anabel Kindersley) as a starting point, children will represent a country in the United Nations to debate a topic that is relevant and pertinent to all countries with a specific Canadian focus.

Brainstorming the topic as a class with student input would make for a more meaningful inquiry-based research project. Research would include cultural garb, political alliances, and how that specific country regards Canada. After the discussion, children would make generalizations about the interactions Canada has with other nations, how they affect our lives and the positive and negative aspects.

We can continue to build a foundation of global understanding through an examination of familiar countries that are historically linked to Canada. This enables students to scaffold other information and current events dealing with countries that are not neighbours or are not historically linked to Canada. As the students gain a sense of global citizenship, they will be prepared for greater cultural and political understanding that is expected at higher academic levels.

Notes:

## Sixth Grade Activities to Foster Activism

### **GRADE SIX FOCUS: MEETING HUMAN NEEDS**

#### TOPIC C CHINA: A PACIFIC RIM NATION

Explanation: This study focuses on China.

Canada is increasing trade with China, the world's most populous nation.

Students examine how physical, social and psychological needs are met in China.

Similarities and differences are noted.

The overall intent is to develop an awareness of Chinese culture and to promote an understanding of how other people meet their needs in a contemporary society.

Questions and Issues can provide a focus for teachers to organize knowledge, skill and attitude objectives for instructional purposes.

Teachers are encouraged to adapt these and to develop other questions and issues for inquiry.

### **QUESTIONS**

- How do Canadians and Chinese meet their basic needs in similar ways?
- How did/do traditions and customs affect how Chinese met/meet their needs?
- How do communication and technology affect the lifestyle of the Chinese?
- What can we learn from the Chinese and what can they learn from us?

### **ISSUES**

- Should we accept each other's way of doing things (schooling, housing, health practices, organization of industries)?
- Should Canada and China become more or less interdependent?

### **MAJOR GENERALIZATION**

Nations in the world are becoming increasingly interdependent.

### **CONCEPT**

Pacific Rim

### **GENERALIZATION**

The Pacific Rim is becoming increasingly important

### **CONCEPTS**

Communication, Technology

### **GENERALIZATION**

Changes in the way China meets basic needs have been accelerated by communications and technology.

## CONCEPT

Sharing

## GENERALIZATION

Sharing among countries can influence our lifestyle. Lesson Example (Culminating Activity)

The student will be able to do the following:

- Compare and contrast the way people in Canada and China meet their needs
- Analyze the effect of communication and technology on the way the Chinese meet their basic needs

The student will be encouraged to develop:

- Respect and appreciation for the ways in which people in China satisfy basic needs
- Respect for someone else's opinion or viewpoint
- Empathy for the problems faced in meeting one's needs

Contact an inner city school in a large center with a high ESL population and arrange to have pen pals with another Grade Six class. Information about cultures and traditions can be exchanged and children can speak to the difficulties inherent in emigrating rather than being born here.

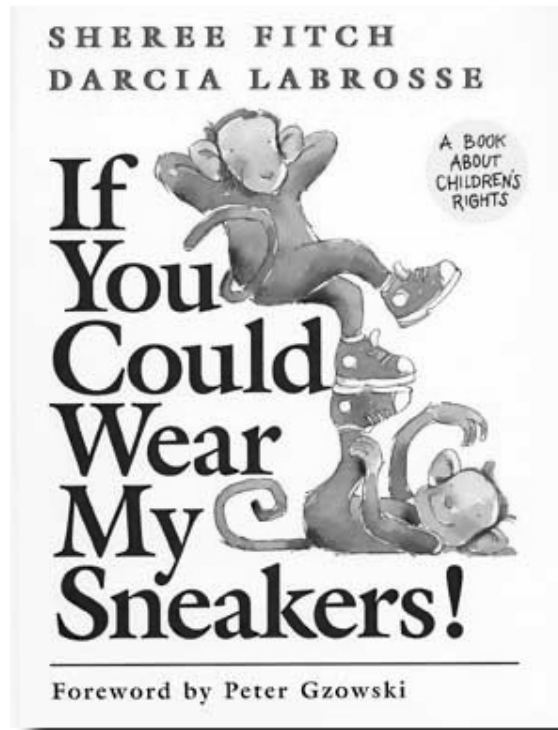
If at all possible arrange for a class field trip to a culturally focused area in one of Alberta's larger cities. Students can meet with their pen pals and children can tour each other through the streets, sample cuisine and make a connection with each other and their respective cultures.

Notes:

## If You Could Wear My Sneakers!

If You Could Wear My Sneakers! is a book about children's rights from award-winning Canadian children's writer Sheree Fitch with illustrations by Darcia Labrosse.

The title poem ("If You Could Wear My Sneakers,") was inspired by the UN Convention on the Rights of the Child, Article 2, which states that all rights apply to all children without exception. The poem begins...



**If you were me  
And I were you  
For just a day  
Or maybe two  
Then maybe you  
And maybe me  
Would see the me  
That you were too**

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## Junior High Approaches: Division 3: Grades 7 to 9

The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community. ~ Secondary Education in Alberta (June 1985)

It is important to understand the relationship of knowledge, skills and attitudes in education. Pedagogical practice takes a realistic approach to lifelong learning when it focuses on citizenship building and cooperative social action. Whereas much of school is centered on the acquisition of knowledge – memorizing data, passing tests, doing assignments – the path to citizenship

strongly involves the other two domains: skills and attitudes.

We suggest that you look at the curricula from a different angle. Start with the attitude objectives instead of the knowledge objectives and ideas for activities will become clear. As Alberta Learning states, the attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry.

# ASK

Promote **Attitudes** of Citizenship

Empower through **Skill** Acquisition

Engage Students to Discover new **Knowledge**

## Grade 7 Social Studies

### Culture, Bilingualism, and a Case Study of Japan

Each human society has particular patterns of behaviour that make up its culture. All cultures have some common characteristics; every culture also has some unique characteristics. Cultural change is a continuous process. A comparative study of cultures, within and outside a country, facilitates understanding of human behaviour and enhances students' global awareness.

Consider the implication of the following selection of grade seven attitude objectives as they relate to the formation of citizenship and to cooperative social action. Students are expected to develop:

- Respect and tolerance for the rights, needs, opinions and concerns of self and others.
- Appreciation of the need for cooperation in group work and community life.

- Willingness to contribute to group efforts and accept the decision of the group.
- Confidence in expressing their own ideas.
- Appreciation of change as a common feature of life in all cultures.
- Empathy for people experiencing change.
- Willingness to consider opinions and interpretations different from their own.
- Sensitivity to the customs and beliefs of cultural groups other than their own.
- Appreciation and respect for the contributions of cultural groups to Canada.
- Appreciation and respect for the worth of all people.
- Appreciation for what it means to be Canadian.
- A critical stance toward the decision-making process.

## Grade 8 Social Studies

### Geography, Canada and South America's Brazil

Grade 8 social studies examines the patterns of human settlement over time. This is critically important to global citizenship because it provides a context for current events. The study of regions helps the student to see the world as an integrated system of places that we can comprehend as an interdependent whole. South America is included to allow students to continue to expand their global awareness, and to increase their tolerance and respect for others.

Once again, consider the implication of the following grade eight attitude objectives as they relate to the formation of citizenship and to cooperative social action. Students are expected to develop:

- Appreciation for consequences of people's interaction with their environment.

- Acceptance of the responsibility of the individual in the global community.
- Appreciation of interdependence as a common feature of life.
- Willingness to cooperate and work with others.
- A critical stance toward the decision-making process.
- Appreciation of the contributions of individuals, groups and events to the development of Canada.
- Willingness to consider opinions and interpretations different from their own.
- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Sensitivity to the points of view of cultural groups other than their own.
- Respect for democratic principles.

## Grade 9 Social Studies

### Economic Growth and Responding to Change

Underlying economic growth is the conflict between unlimited economic needs and wants and limited natural and human resources. Since each society has established economic systems in response to economic problems, the relationship among economic growth, economic organization and quality of life are examined.

We can continue to examine the attitude objectives as they relate to the formation of global citizenship. Consider the implication of the following grade nine attitude objectives as they relate to the formation of citizenship and to cooperative social action. Students are expected to develop:

- Appreciation of the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.

- Appreciation of the need for balance between freedom and responsibility.
- Appreciation of the contributions of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.
- Willingness to consider opinions and interpretations different from their own.
- An appreciation for the varied effects of economic growth on our quality of life.
- Acceptance that change is a common feature of life.
- Concern with issues of significance to the future of Canada and themselves.
- Awareness that technology raises many ethical issues.
- Willingness to participate responsibly in the resolution of issues.
- Appreciation that social issues are complex and may take time to resolve.

## Grade 7 Science

### Interactions and Ecosystems, Plants for Food and Fibre, Heat and Temperature

To become scientifically literate, students must develop a thorough knowledge of science and its relationship to technologies and society. They must also develop the broad-based skills needed to identify and analyze problems; explore and test solutions; and seek, interpret and evaluate information. Diverse learning experiences within the science program provide students with opportunities to explore, analyze and appreciate the interrelationships among science, technology, society and the environment, and develop understandings that will affect their personal lives, their careers and their futures.

As with the social studies curriculum, we can provide emphasis to scientific enquiry through the formation of positive attitudes. Consider the following attitude objective:

Students will be encouraged to demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment. This attitude objective is central to the idea of environmentalism.

For **interactions and ecosystems**, Alberta Learning has suggested that students should assume personal responsibility for their impact on the environment; predict consequences of proposed personal actions on the environment; consider both immediate and long-term consequences of group actions; identify, objectively, potential conflicts between responding to human wants and needs and protecting the environment.

For **plants for food and fibre**, Alberta Learning has suggested that students should voluntarily care for plants in a school or home environment; assume personal responsibility for their impact on the environment; recognize that their consumption habits have environmental consequences.

For **heat and temperature**, Alberta Learning has suggested that students should recognize the distinction between renewable resources and nonrenewable resources and the implications this has for responsible action; objectively identify potential conflicts between responding



to human wants and needs and protecting the environment.

For **structures and forces**, Alberta Learning has suggested that students consider the cause-and-effect relationships of personal actions and decisions.

For **planet earth**, Alberta Learning has suggested that students should consider the needs of other people and the precariousness of the environment when making decisions and taking action.

## Grade 8 Science

### Mix and Flow of Matter, Cells and Systems, Light and Optical Systems, Mechanical Systems, Freshwater and Saltwater Systems

For each of these units, Alberta Learning has suggested that students should demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment. Some examples of this include:

- Considering immediate and long-term consequences of personal and group actions;

- Objectively identifying potential conflicts between responding to human wants and needs and protecting the environment
- Recognizing that the disposal of materials through drains creates needs for waste water treatment and may result in downstream environmental impacts.
- Demonstrating sensitivity to the precarious balance that exists between humans and nature is an essential ingredient in the formation of the citizen.

## Grade 9 Science

### Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principles and Technologies, Space Exploration

The ninth grade attitude outcomes continue to develop sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment. Some examples of stewardship include:

- Examining the significance of human impact on the environment and suggests that students consider the implication of changing land use on species biodiversity.
- Participating in school projects that address a chemical pollution issue.
- Showing respect for all forms of life, and that they should modify their behaviour in

light of an issue related to conservation and protection of the environment.

- Furthermore, students should recognize that the materials people use may have environmental consequences when people dispose of them
- Objectively identifying potential conflicts between responding to human wants and needs and protecting the environment.
- Considering immediate and long-term consequences of personal and group actions.

## Grade 7-9 Language Arts

### Listening, Speaking, Reading, Writing, Viewing and Representing

Language development is critical in any educational curriculum. Alberta Learning's outcome approach to language arts works well with cooperative social action. As students strive to make sense of their world, language arts

enables them to communicate confidently and competently in a variety of situations.

Consider the implication of the language arts outcomes as they relate to the formation of citizenship and to cooperative social action:

- Listening, speaking, reading, writing, viewing and representing to explore thoughts, ideas, feelings and experiences.
- Listening, speaking, reading, writing, viewing and representing to comprehend and respond personally and critically to oral, print and other media (i.e. electronic) texts.
- Listening, speaking, reading, writing, viewing and representing to manage ideas and information.

- Listening, speaking, reading, writing, viewing and representing to enhance the clarity and artistry of communication.
- Listening, speaking, reading, writing, viewing and representing to respect, support and collaborate with others.

## Grade 7-9 Math

### Statistics and Probability

Don't forget to integrate math skills into your activities. The statistics and probability strand is essential for collecting, analyzing and synthesizing data. Students are expected to collect, display and analyze data to make predictions about a population. They are to use experimental or theoretical probability to represent and solve problems involving uncertainty. This includes:

- Demonstrating an understanding of the role of probability and statistics in society.

- Select, defend and use appropriate methods of collecting data:
  - Designing and using questionnaires
  - Conducting interviews
  - Conducting experiments
  - Conducting research
- Describe issues to be considered when collecting data; e.g., appropriate language, ethics, cost, privacy, cultural sensitivity.

## Senior High Approaches: Division 4: Grades 10 to 12

If suffrage is an indicator of citizenship, we can truly be considered a citizen on our eighteenth birthday. The reality is that there is much more to citizenship than the right to elect a representative government. The senior years of school are critical in maintaining and in continuing to develop our youth's sense and understanding of social justice, peace, human security, development and environmental awareness.

Whenever possible, learning objectives should reflect this voyage towards citizenship and engage students in critical thought. As young adults they will share the burden of stewardship of our planet. The attitudes they develop and the knowledge they gain will be critical in the positive development of our shared future.

The following section identifies areas for attitude development and highlights entry points for discussions or activities that develop cooperative social action and awareness.

### Social Studies 10 – 20 - 30

The Program of Studies for Alberta Social Studies at the senior level states, "Central to all curricula are the students." To promote this idea, the Alberta Social Studies Program takes the following factors into account:

- The Nature and Needs of the Learner: The expected learnings are consistent with the social and intellectual maturity of the students.
- The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.
- The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of the students.
- The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools and the availability, accessibility and variety of learning resources within the school and community.

At the beginning of the section for cooperative social action in junior high schools we mentioned the ASK approach. This approach

calls for the creation of learning objectives that focus on the attitude objectives of the various curricula. Cooperative social action is truly about the formation of global citizenship.

The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- Positive attitudes about learning
- Positive and realistic attitudes about one's self
- Attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities: local, regional, national, global
- Positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- An attitude of responsibility toward the environment and community: local, regional, national, global.

(Alberta Learning: Social Studies 10-20-30 | Revised 2000)

## Social Studies 10

### Canada in the Modern World

Canada in the Modern World examines the relationship that Canada has with its neighbours. The following attitude objectives are identified:

- Respect for and an appreciation of the uniqueness of Canada
- An appreciation of our evolving Canadian heritage
- Openness to new ideas and opinions about the nature of Canadian society
- Respect for the right of all Canadian citizens to express alternative points of view
- Sensitivity to what being Canadian means to different people in different regions of Canada

- Preference for peaceful resolution of conflict in personal relations and in society as a whole
- Respect for the many cultural groups in Canada
- Continuing interest in national, political, social and cultural affairs in Canada
- An appreciation of Canada's role as a nation in an interdependent world.

The objectives identified in SS 10 establish a base of understanding for citizenship through an examination of interdependence. It is essential that students understand and appreciate Canada's global impact. Are we making appropriate choices from a global perspective?

### Citizenship in Canada

Students examine the idea of Canadian citizenship. What does it mean to be Canadian? The attitude objectives of this section ask that students will develop:

- An appreciation of the rights and responsibilities inherent in the democratic way of life.
- A willingness to accept responsibility for the consequences of one's actions.
- An appreciation of and a respect for the rights of others.

- An appreciation for peaceful resolution of conflict.
- A respect for the rights of others to hold opinions different from one's own.
- An appreciation of the fact that citizenship involves participation in the community and the nation.

Social Studies 10 enables educators to examine current affairs in Canadian society. Through the ASK approach we can focus on global citizenship as students analyze what it means to be Canadian.

## Social Studies 20

### Development and Interaction of Nations | Interdependence in the Global Environment

Major ideas and forces that have emerged from the nineteenth century European experience have influenced the modern world. Students will examine nationalism, industrialization, imperialism and international rivalries and their effect on the development and interaction of nations.

The grade 11 social studies program provides an excellent opportunity to examine the current and historical roots of disparity and inequity. The second unit of study – Growth of the Global Perspective: Interdependence in the

Global Environment continues the study of imperialism as it relates to the global society.

Several attitude objectives are listed:

- An appreciation of the influence of ideas from the past on society.
- An awareness of different points of view on issues and episodes in the human experience.
- Respect for the right of others to hold a different point of view.

- An appreciation of the need to understand the background to events and issues.
- An appreciation of the diversity that exists in the world.
- An appreciation that different perspectives exist on quality of life.
- An awareness and appreciation of the interdependent nature of the world.
- A willingness to consider a variety of perspectives on global issues and questions.

This unit is critically important in the creation of the global citizen. The Global Perspective within the social studies program helps to construct meaning and increase understanding of global issues and topics. This manual, designed to provoke cooperative social action among students, is supported by an online resource that is primarily intended for Social Studies 20/23B.

The Global Classroom resource for social studies 20/23B [ [www.learning-network.org/global](http://www.learning-network.org/global) ] is designed to promote interactive, experiential, authentic learning that encourages students to challenge their presuppositions and construct their own points of view. It is designed to respond to the demand for metacognitive thought by encouraging critical reflection, questioning and the consideration of diverse points of view. Students are engaged to examine global issues and respond with appropriate social action. The issues they choose are matched to articles and organizations that, through experiential learning, provide the basis for metacognitive journaling and the creation of portfolios that highlight appropriate action.

Active inquiry into personally relevant questions enables students to question, validate, expand, re-create and express their knowledge and understanding. Through opportunities for active inquiry into social studies issues, including controversial ones, students become creative, critical and informed decision-makers, aware of the implications of their decisions. These opportunities enable them to examine the following questions:

- Should individuals be concerned about quality of life in other parts of the world?
- Should developed countries set the standard for quality of life?
- To what extent should environmental concerns restrict economic development?
- Should economic growth and development be a primary goal for all nations?

- To what extent should the world be optimistic about its future?

Alberta Learning's Growth of the Global Perspective curriculum for grade 11 indicates that a responsible world citizen needs to be aware of increasing global interdependence and its effect on the quality of life. Students will examine, on a global scale, diversity, development, quality of life and alternative futures.

Notable Global Educators, Graham Pike and David Selby have suggested that there are five types of awareness that must be met to prepare learners for contemporary reality:

1. Systems Consciousness
2. Perspective Consciousness
3. Health of Planet Awareness
4. Involvement Consciousness and Preparedness
5. Process Mindedness

Learners are encouraged to see phenomena and events as bound up in complex, interactive and multi-layered webs in which relationship is everything. They should recognize that they have a worldview that is not universally shared. They should develop a future orientation in their reflection upon the health of the planet. They should develop the social and political action skills necessary for becoming effective participants in democratic decision making at a variety of levels: grassroots to global. Finally, they should become aware that learning and personal development are continuous journeys with no fixed or final destination.

Alberta Learning has divided the Global Perspective into four units for SS20 and two units for SS23. Respectively, these are: SS20: Interdependence in the Global Environment; and SS23: Challenges in the Global Environment.

Teachers have indicated that the difficulty with global education approaches exists in the timeliness and validity of supplementary materials; that the current events examined must be current. The integration of current affairs into an issues focused approach motivates students to engage in meaningful dialogue on relevant historical and contemporary topics. Applying critical-thinking skills and investigating issues from multiple perspectives will help students to make informed and thoughtful decisions on global issues. The study of current affairs adds relevance, interest and immediacy to social studies and contributes to the

development of lifelong citizenship characteristics. Teachers provide opportunities for students to acquire and apply skills and strategies to explore social studies topics by using and integrating various types of media.

An issues-focused approach that incorporates current affairs and valid information engages students in problem solving as it applies to real-life issues, fostering active and responsible citizenship.

Since the end result of global education is, ideally, positive and cooperative social action, it is imperative that students are constructively engaged in selecting the issues that provide the greatest relevance to their social existence. In addition to issues of environmental concern, Alberta Learning's SS20/23B curriculum asks that students study at least one issue of global concern among the following: food sources and distribution, resource consumption, energy sources, spread of disease, armed conflict, demographic pressures or distribution of wealth.

To gain the global consciousness that Pike indicated, a global education resource needs to provide the learner with multiple avenues and approaches. The intent of "growing a global perspective," as the curriculum states, requires that students learn, acquire and develop thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning in new contexts. To this end, the following dimensions of thinking have been identified as key components in social studies learning: critical thinking and metacognition, creative thinking, decision-making and problem solving.

Critical thinking is the process of arriving at a reasoned judgement through the inquiry, analysis and evaluation of claims, conclusions, definitions, evidence, ideas, beliefs, actions and contexts. Students will use criteria and critical thinking skills to make judgements about the past, present and future. Criteria include: distinguishing fact from opinion; considering the reliability and accuracy of information; determining diverse points of view, perspective and bias; and considering the ethics of decisions and actions.

While using critical thinking skills to formulate judgements, students will make use of metacognitive skills to reflect upon and develop an awareness of their own learning processes. This awareness will guide students toward believing in their own abilities when applying

knowledge to new contexts. The metacognitive process involves both the conscious awareness and the conscious control of one's learning, and it occurs when students possess knowledge, have control over knowledge and have appropriate use of knowledge. Metacognition provides students with the skills and strategies that assist them in becoming successful lifelong learners capable of "thinking about thinking." Creating opportunities for students to acquire and develop metacognitive skills and strategies is a key component in social studies education. Students who possess a large repertoire of metacognitive strategies appreciate the diversity of points of view on topics and issues. They are also more flexible in approaching problems and making decisions, and are able to reflect on their own behaviours as responsible citizens.

Creative thinking skills provide students with opportunities to identify unique connections among ideas and to create unique and insightful approaches to social studies questions and issues. Through creative thinking, students generate an inventory of possibilities; anticipate outcomes; and combine logical, intuitive and divergent thought.

Decision-making processes foster student ability to make timely and appropriate decisions by identifying the need for a decision, then weighing the advantages, disadvantages and consequences of various alternatives. Decision making involves reserving judgements until all the options and perspectives have been explored, seeking clarity for a variety of choices and perspectives, examining the cause-effect relationship between choices, and basing decisions on values and beliefs. Closely related to decision-making skills, problem-solving processes in social studies provide students with the opportunity to pose problems and apply their learning to consider the causes, dimensions, and possible courses of action and consequences of potential solutions. Problem-solving skills help develop thinking strategies, allowing students to move forward in determining a solution for a problem or issue that may have multiple or complex causes and that may not have a clear solution.

Social participation skills enable students to develop effective relations with others, to work in cooperative ways toward common goals and to collaborate with others for the well being of their communities. Students will develop interpersonal skills that focus on cooperation, conflict resolution, consensus building, collaborative decision-making, the importance

of responsibility and the acceptance of differences, with a focus on active participation in their communities.

Communication skills enable students to receive, interpret and express information and ideas clearly and purposefully. These skills include the development of oral, textual, visual and media literacy, and the use of communication technologies for the exchange of information and ideas.

Media literacy skills in social studies involve students in accessing, interpreting, analyzing and evaluating forms of mass media texts, such as news media, television, Internet and advertising, that focus on social studies content. Media literacy in social studies explores concepts in mass media texts, such as identifying key messages and multiple points of view that are being communicated; detecting bias in the process of power, authority and decision making when creating media texts.

As technology is best learned within the context of applications, activities, projects, and problems that replicate real-life situations, Alberta Learning's ICT program of studies is structured as a 'curriculum within a curriculum', using the core subjects of English Language Arts, Math, Science and Social Studies as a base. Use of technological tools and techniques provides students with opportunities to actively explore diverse information, to solve problems and to design innovative products. In social studies, students will acquire and apply appropriate technology skills while exploring social studies concepts. These skills support students' preparation for the world of work, post-secondary studies, lifelong learning and citizenship in a complex world.

Interactive, experiential, authentic learning that encourages students to challenge their presuppositions and construct their own points of view.

The Global Classroom Resource responds to the stakeholders' concern that resource materials for global education are outdated and insufficient for teaching and learning. A variety of issues are examined, supplemented with valid articles and tied to organizations that are socially engaged with cooperative actions that seek solutions. It meets the demand for metacognitive thought by encouraging critical reflection, questioning and the consideration of diverse points of view.

The issues presented in the resource are created hyper textually so that learners and teachers may move from one issue to the next when clarification is needed. NGOs are linked to the issues so that students may find appropriate, local avenues for social action. Linking the issue to appropriate, cooperative social action groups will be extremely useful for educators as they engage their students to become globally aware. The issues suggested serve as an outline of possibilities and a resource and reference of summary ideas. It is meant to provide purposeful, educational understanding through its focus on overarching questions and performance tasks and it provides students with a means to address explicit ends: the creation of the globally aware citizen that is:

- Able to appreciate the diversity that exists in the world
- Able to appreciate that different perspectives exist on quality of life
- Aware and able to appreciate the interdependent nature of the world
- Willing to consider a variety of perspectives on global issues and questions

Wiggins and McTighe suggest an "uncoverage;" lessons that enable them to experience directly the inquiries, arguments, applications and points of view underneath the facts and opinions they are engaged to learn. Their "Six Facets of Understanding" propose an effective method for assessing Global Awareness.

## Wiggins and McTighe's Six Facets of Understanding:

Explanation, Interpretation, Application, Perspective, Empathy, and Self-Knowledge

### Explanation as applied to Global Awareness

Students have opportunities to build, test and verify theories or explanations. Theories become uncovered as the assumptions, questions, arguments and evidence are examined. This approach centers on problem-based learning.

## Interpretation as applied to Global Awareness

Students have opportunities to build their own interpretations, translations and narratives from primary source texts, events and experiences. This approach supports Alberta Learning's attitude outcome that students should be willing

to consider a variety of perspectives since multiple interpretations will surface. Case methods of the issues presented provide the educator with a means to assess interpretations.

## Application as applied to Global Awareness

Students are expected to apply their understanding to realistic situations. Real tasks, such as engaging in cooperative social action, or

simulated tasks, such as the Model UN provide authenticity and validity to the issues at hand.

## Perspective as applied to Global Awareness

Through an engagement of multiple points of view, learners will develop and use critical thinking skill to determine the strengths and weaknesses of theories and proposals. This engages the student to seek out plausible but incorrect historical narratives or scientific theories. Students may take a multiple perspectives approach to study the same issue

through differing texts. For instance, the Atmospheric Regulations section of the issues encyclopedia indicates that the Pembina Institute has a view that contradicts the Environment Canada's outlook. The Global Classroom can engage in an examination of both perspectives through the teacher as moderator.

## Empathy as applied to Global Awareness

Students are confronted with types of direct experience designed to develop greater openness and empathy for experiences and worldviews

other than their own. Direct experiences with NGOs and through social action will broaden students' horizons.

## Self Knowledge as applied to Global Awareness

Students will self-assess their understanding through metacognitive journaling. Increasingly sophisticated understanding evolves from the reconstruction of challenged concepts, theories and points of view.

Students will choose an issue that is important to them or they may be prompted to select

something that is relevant to their geography and society. They will then be able to research the issue from multiple perspectives and cooperatively respond through action. Individual lessons should support the six facets of understanding, as these will promote Pike's "global awareness."

	Explanation	Interpretation	Application	Perspective	Empathy	Self-Knowledge
5	Sophisticated	Profound	Masterful	Insightful	Mature	Wise
4	In-depth	Revealing	Skilled	Thorough	Sensitive	Circumspect
3	Developed	Perceptive	Able	Considered	Aware	Thoughtful
2	Intuitive	Interpreted	Apprentice	Aware	Developing	Unreflective
1	Naive	Literal	Novice	Uncritical	Egocentric	Innocent

Using the issue of Atmospheric Regulation, a student's empathy may be assessed as "aware" if she knows and feels that others see and feel differently yet has difficulty making sense of odd or alien views.

The SS20/23 Global Classroom resource responds to the needs and demands of stakeholders in that it proposes a constructivist approach for a curriculum that is deemed difficult to cover. It responds to the concern that materials are often obsolete as soon as they are available. Finally, it provides a resource for all global education educators that is environmentally friendly and useful to both students and teachers.



The manual you are reading is posted as an Adobe Acrobat file on the Global Classroom site (.pdf) so that it may be freely distributed and printed for educational use. [ [www.learning-network.org/global](http://www.learning-network.org/global) ]

## Social Studies 30

### The Contemporary World: Political and Economic Systems and Global Interactions

Social Studies 30 is the culmination of 12 years of citizenship creation. It is a challenging and insightful examination that prepares students to take up an active part in our current world. We have provided the attitude objectives used to engage students in cooperative social action.

Students are expected to develop:

- An appreciation of independent and critical thinking about significant social issues
- Intellectual curiosity, open-mindedness and interest in current issues related to political and economic systems
- An appreciation of the strengths and weaknesses of different economic and political systems and demonstrate a commitment to citizenship in democratic systems
- A sense of curiosity regarding patterns of global interaction
- An appreciation of the interdependent nature of the world
- An active interest in international issues and events
- Commitment to the achievement of constructive and positive global interaction.

From early elementary to graduation, we have presented many areas for you to get out of the classroom and get your students involved in developing a better world. The reality is that the whole curriculum is alive with areas for students to better understand their world. We have chosen to highlight the attitude objectives to promote a different way of seeing the curriculum.

Instead of asking “what is worthy of knowing?” we can ask “how shall we live?”. Students will come to understand their world and will intrinsically understand the knowledge objectives identified in the various curricula if they are permitted the opportunity to be a living part of our global world.

We have presented many organizations that need this type of involvement and many reasons why it is necessary. Your choice, as an educator, is not whether or not this type of activity is worthy, but to ask which approach will ensure that your students can create alternative futures for humanity in an increasingly interdependent world.

## A Common Vision

Vision is an idea that is often not given emphasis within the school environment. It is, however, of paramount importance for authentic student participation in the activism process. There are essentially two types of visions that an activism group must come to agreement on.

**The first kind of vision** is essentially the glue that holds a student group together. This kind of vision is achieved only when all of the group's members come to a unanimous agreement about

- a) a) what the problem(s) is that the group will focus its energies on;
- b) how things used to be before this problem was a problem;
- c) how things got to be the way they are now to create the problem; and
- d) what actions are needed to make an impact on the problem.

To get a group of students to reach consensus is not a quick and easy process. By going through the facilitated process of reaching agreement on the above issues, the entire group becomes unified in purpose. It is also important that this vision is recorded so that it can be referred to at a later time.

Visions are not static, but rather are organic in nature. Expect your vision to change, grow and develop as your group dynamics and membership change. When your group has a unified understanding of the entire problem (understanding of the conditions that created the problem, how things used to be, and how they should be) they will be able to choose lines of action that will address the issue at its core level. You will be able to make choices as to activities that will result in authentic change in the world.

If all or your group's members are in agreement as to what is the best approach to tackling a problem, they will all feel that they are doing what is needed. Students tend to become much more passionate and involved if they feel that what they are doing is valuable.

**The second kind of vision** is closely related to the first. This vision is a little more abstract but still very important. Students need to have a picture of what the world can look like. What is it that they are working to achieve? This should not be limited to the specific problem that they choose to address, but rather should be specific in nature. What do they think the world should be like? How do they think humans should interact with each other? How should we treat our environment? What should our governments do to help us? What should they do to help people from other nations?

**By coming up with a vision of a good world, free of the ills that plague the one that we all live in today, the students will have something to work towards.**

Everything that they plan to do can be compared against this vision. Students need to be critical and ask themselves how what they plan to do will help achieve their vision of the future. Everything that is done must work towards achieving their vision. In this way, the vision becomes the driving force of the organization and any one person or idea cannot take hostage its efforts.

A good illustration of the power of this kind of vision can be seen in the history of the mile distance running race. Before 1954, many people, including exercise physiologists, believe that humans were incapable of running the mile distance in under four minutes. To everyone's surprise, Roger Bannister ran a mile in 3 minutes 59.4 seconds on May 6, 1954. Within two years of Mr. Bannister's run, over sixty runners also broke the four-minute mile.

Why was it that before 1954, no one ever broke the four-minute barrier, but after seeing it done, the feat became very achievable? The clear vision of that barrier being broken gave everyone an indication that it was attainable. Likewise, the clear vision of a "perfect" future allows people to work to achieve it.

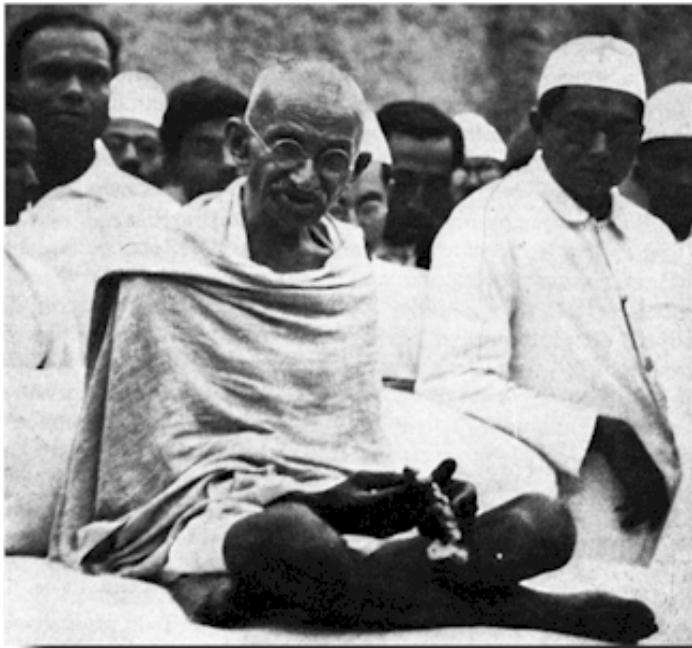
When in Doubt...

I will give you a talisman.

Whenever you are in doubt, or when the self becomes too much with you, apply the following test.

Recall the face of the poorest and the weakest man [woman] whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to him [her]. Will he [she] gain anything by it? Will it restore him [her] to a control over his [her] own life and destiny? In other words, will it lead to *swaraj* [freedom] for the hungry and spiritually starving millions?

Then you will find your doubts and your self melt away.



**One of the last  
notes left behind  
by Gandhi in 1948,  
expressing his  
deepest social  
thought.**

Source: Mahatma Gandhi  
[Last Phase, Vol. II (1958),  
P. 65].

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# Part 3

## Getting Started

### Finding a Hot Issue

After you've been doing this for a while, you'll find that the hot issues find you. When you're just starting out, however, it's important to find something that sparks the interests in your students. This step is critical because you will want your group to feel passionately about the choice they have made, and you will want them to feel like they can make a difference. If these two conditions are not present, it will be difficult to engage a critical mass.

You will want to frame your issue so that the students have the opportunity to choose whether or not it's important. There are several ways to frame an issue.

- ✓ **Use the news.** A good idea is to find something that is locally relevant since the issue you choose needs to be important to your group. Part of the frame is connecting the issue to the life of the student.
- ✓ **Use the media.** Many videos and films are excellent catalysts for change. Video footage provides a close up view of the importance of the issue. It's one thing to talk about an oil-spill and another to read about it, but watching

environmentalists work to save wildlife is far more powerful.

- ✓ **Use the NGOs.** Many organizations will provide you with information and material on their campaigns. Since they are experts in their field, the information that you can obtain from these organizations is well written, visual and powerful. Check out our NGO section on page \* for more on this topic.
- ✓ **Use real life.** A classroom represents a large network of many families and friends. You may find that there are issues of personal relevance to the students and teachers in your school. Since cancer affects everyone, the Canadian Cancer Society's Head for the Cure event is a way to raise money by shaving heads.
- ✓ **Use the Internet.** If you're still at a loss, the Internet is a good source of information on events and issues. A simple search will leave you with plenty to do.

✓ **Use our list.** The following issues can always use more help:

<p>Acid Rain, Acidification, Advancement, Aerosols, Agenda 21, Agriculture, Alternative Energy Sources, Apartheid, Appropriate Technology, Armed Conflict, Asbestos, Atmospheric Change, Basic Human Needs, Basic Material Needs, Biodiversity, Biological and Chemical Warfare, Biopiracy, Cancer, Catchments, Children's Rights, Climate Change, Collective Rights, Community Economic Development, Conservation Farming, Consumer Awareness Campaigns, Consumerism, DDT, Defoliants, Demographic Pressures, Deforestation, Desertification, Developing Nations, Diplomacy Discrimination, Disease,</p>	<p>Disparity, Distribution of Wealth, Diversity, Dredging, Drift-Net Fishing, Ecological Balance, Ecology, Economic Development, Economic Growth, Ecosystems, Education Effluents, Embargos and Sanctions, Emissions, Endangered Species, Energy Depletion, Energy Sources, Environment, Equity, Equality, Erosion, Fair Trade, Food, Food Source Distribution, Foreign Assistance, Foreign Debt, Foreign Investment, Freedom of Speech, Fresh Water, Gender Development, Gender Equality, Genetics, Genetically Modified Organisms (GMOs), Genomics Globalization, Green Schools, Greenhouse Effect,</p>	<p>Health, HIV/Aids, Human Rights, Human Security, Humanitarianism, Inequity and Inequality, Individual Rights, Industrial Development, Infant Mortality, Irrigation, Irrigation Effects on Land, Labour, Land, Landmines, Life Expectancy, Literacy, Local Initiatives, Manufactured Goods, Marketing, Media, Medicine and Medical Advancements, Multinational Corporations, New Food Sources NGOs (Non- governmental organizations), Non-Violence, Nuclear Waste, Nutrition, Oceans, Oil Pollution, Over Grazing, Ozone Depleting Substances, Peace, Poaching, Political Action, Pollution, Population, Potable Water, Poverty,</p>	<p>Primary Commodities, Quality of Life, Racism, Reclamation, Recycling, Refugees, Renewable Energy, Resources, Resource Consumption, Salination, Security, Siltation, Slash-and-burn Agriculture, Small Arms, Social Action, Social Conditions, Social Justice, Soil Degradation, Standard of Living, Stereotyping, Sustainable Development, Terminator Technology, Terrorism, Tied Aid, Trade-Related Aspects of Intellectual Property Rights, Trade Tariffs, Transnational Corporations, Transportation, Unemployment, Voluntary Simplicity, Volunteerism, War and Global Conflict, Waste Disposal, Waste Management and Sanitation, Weapons of Mass Destruction</p>
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**But remember, start small**

## Starting Small

As we mentioned earlier, it's important to start with one really solid issue. It's easy to get caught up in the depths of the problems of the world.

Becoming overwhelmed by the number of issues can create learned helplessness.

### “The problem's just too big. What could I ever do?”

The reality is that every little bit counts. Your first initiative is important because it will build

on the feeling of success and the reality that each person can make a difference.

## Dealing with Controversial Issues

Let's look at a hypothetical issue to frame this topic.

Ralph Klein Junior High School's vending machines successfully generate income for school activities and extra-curricular events. The school has used this generated income for things like field trips student dances and it has even managed to purchase ping-pong tables from the profit.

Your fledgling activist group has decided to boycott the large, multinational soda corporation that monopolizes your vending

machines because of its imperialistic policies in developing nations. They have even gone as far as picketing in front of the machines at lunchtime. The school is split between two groups: the soda-opponents, and the junk-food justifiers.

Many teachers and students enjoy the extra income because it provides additional opportunities that the school could not otherwise afford. This issue is starting to get the attention of the parents and the administration would like it dealt with as soon as possible...

### What do you do?



**The reality is that every issue is controversial to someone.** Student activists are extremely dedicated to their cause and this can cause others to become uncomfortable with their initiatives.

Instead of soda, the issue could be over clothing. After receiving information on sweatshops, a group of students decides to organize a boycott of several types of brand-named jeans. This information is delivered home, via the student, who indicates that she will no longer wear many articles of clothes that her parents have purchased for her at great expense. The parents, quick to respond, phone the administration to find out what's happening at the school...

Since every issue is controversial at heart, it's important to be well organized. Before any action is taken, your Students for Change group must proactively discuss the possible outcomes of their actions. This is a good opportunity for skill development as students can learn about planning and negotiation.

You can lessen the antagonistic impact of initiatives without losing any ground by remembering that each issue is personal for every individual. Your group should strive for

advocacy while remembering to seek cooperative social action. Here are some ideas:

- ✓ **Remember that change is a personal choice and not something to be forced.** In the Soda conflict above, students should provide information but should not interfere with another individual's choice to purchase or consume the soda. The cause will not be improved with conflict.

- ✓ **Remember that there are always many alternatives.** Your Students for Change group should seek to find low impact alternatives that take care of the issue without creating another problem. In the soda example above, students may research to find other consumable products with smaller environmental footprints. Similarly, students could advocate that no further clothes are purchased from the questionable brand.

## Tips for Success When Dealing With Controversial Issues

**Be very clear about the rules.** Every institution has policies regarding:

- **Parental consent:** Parents need to be informed about every event and action. This is especially true if the organization intends to meet out of regular school hours or away from the school building. Parents won't mind – they just need to know.
- **Administrative consent:** As with the parents, the school administration needs to know what is happening with its students at all times. Calls coming in to the school hit the central office first. It's generally a good idea to let everyone know what's going on. The office should know who's still around if someone needs to reach. If students are meeting or working after school, then
- **Room booking:** Teachers are particular about the sanctity of their rooms. Make sure they know you'll be using their space. If possible, make sure there is a teacher present. If you're the teacher responsible – use your room for meetings. Also, make sure the custodial staff knows your intentions – it may interfere with their schedule.
- **Poster hanging:** Certain adhesives can remove paint or they may be difficult to remove. Find out about the school's policy on posters before you proceed to blanket the school. Try to utilize little paper if any. This may mean that you have to be creative – that's okay. The trees will thank you for it.
- **General setup:** Give the custodial staff plenty of notice if you need chairs, screens or tables. Remember that takedown is as important as set-up. You should strive to leave a place better than you found it.
- **Group demonstrating:** In some cases and in some places, silence is still golden. If your demonstration will be noisy, make sure it doesn't interfere with someone else's need for quiet.
- **Transportation arrangements:** Many school boards in Alberta require volunteer drivers to provide proof of insurance with a minimum million-dollar coverage. The proof required is almost always the full insurance paper and not just the pink card. This type of information is needed in advance.
- **Food arrangements:** If your organized event includes food, be sure to consider dietary constraints and individual choices. As simple as this may sound, food issues are often forgotten. You may have issues with diabetes, allergies, cultural and personal choices.
- **FOIPP:** Alberta has Freedom of Information and Protection of Privacy legislation. This means you must be very careful with the information that is collected. Student information and/or contact numbers, for instance, can never be posted. More information on FOIPP is available from the Alberta Government site at: <http://www3.gov.ab.ca/foip/>



Alberta's FOIPP Act is quite significant. It is significantly important to consider if you are thinking about posting material on the Internet. To ensure that you aren't breaking the law, consider the following:

**Part 2 of the FOIPP Act** establishes controls relating to the collection, accuracy, retention, protection, use and disclosure of personal information. These controls are known as fair information practices. Personal information is defined as recorded information about an identifiable individual. Thus, it could be information about students, parents, guardians, contact individuals, teachers, employees or contracted personnel

The FOIPP Act defines personal information as recorded information about an identifiable individual, including:

- ✓ The individual's name, home or business address or home or business telephone number;
- ✓ The individual's race, national or ethnic origin, colour or religious or political beliefs or associations;
- ✓ The individual's age, sex, marital status or family status;
- ✓ An identifying number, symbol or other particular assigned to the individual;
- ✓ The individual's fingerprints, blood type or inheritable characteristics;
- ✓ Information about the individual's health and health care history, including information about a physical or mental disability;
- ✓ Information about the individual's educational, financial, employment or criminal history, including criminal records where a pardon has been given;
- ✓ Anyone else's opinions about the individual, such as a performance report on an individual; and
- ✓ The individual's personal views or opinions, except if they are about someone else.

This is a non-inclusive list, and other categories of data may qualify as personal information.

## HOPE IS ON THE LOOSE!



# Identifying, Recruiting and Maintaining Student Activists and Leaders

Activism and academics don't always play in the same ballpark. You may find that the best leaders are not always the strongest students.

Your organization must work to continually recruit new individuals. You will find that your volunteers' dedication will fluctuate with their time commitments. This is especially true in High Schools when semesters change. In school, students will (and should) be committed to their classes first.

Here are a few things to consider:

**Do people know what you are doing and how they can get involved?** If your organization is successful, it will start to attract interest and motivated students. Communicate, communicate, communicate! Make sure they know who to talk to and where to sign up. Have a dedicated member of your group be responsible for recruitment. They could become the coordinator of an event or issue. Let the students lead! You (the teacher) are the facilitator/catalyst for a Students For Change group.

**Do people know what they are supposed to do?** Ensure that everyone has a role to play and that they know what it is. Your group members should know how to carry out their tasks and they should continually learn new skills if possible. This means that you should vary the type of activities that people do. If you have a situation where, "Shelley always handles the money because she's good at math," consider having Shelley train other individuals who want this type of responsibility. Consult the suggested checklist to use when assigning responsibility.

**Does your organization have a plan to make new members feel welcome?** Make someone responsible for the care and guidance of new members. These individuals have much to offer since their energy is not depleted. They'll want to share in important tasks and they'll need to feel that their input is valued. If your organization is more of a clique, it will be difficult to retain a diverse array of people. It is important that people in your student group get to know new members. This is important when dealing with a seed group or extracurricular group as the student members may be from multiple grades. Rather than saying, "hey grade

10 kid," each member should be treated with respect.

At any announcement made to the school population make it explicitly clear that everyone is welcome to attend. I would also add that your organization's news can and should be mentioned in Social Studies classrooms. This is a great way to nurture interest in numerous issues. One approach that has been used effectively is a simple question, "Are you interested in making a difference at our school?" This works well once a teacher gets to know a student. A rapport develops and this alone may lead to student activism. All it takes is a nudge on the teachers' part to motivate students.

**Are your meeting times convenient?** Try to keep meetings as consistent as possible. If you must meet on the same day, try to work around other meetings. Consult with the students to see what is best for them. If the meetings are held on the same day each week or every other week and in the same room it is much easier for kids to remember. By doing this you will also attract attention from kids walking by in the hall and ultimately get them interested in your initiatives. Depending on the circumstances, you should consider varying the times and days of meetings occasionally to respect the diversity of schedules within your group. If your meetings are always on Monday, you will lose out on gaining new individuals with competing schedules. Use Mondays for a while, and then switch to a new day if you feel you can attract new members or avoid competing with another extracurricular activity.

**Do your members know when the meetings are and where they will be held?** It is important that this information is communicated to all members. If, for instance, the next meeting is decided at the end of the last meeting, is there a system in place to inform absent members? Some organizations pair individuals up or set up team leaders to ensure that everyone knows the schedule.

**Did absent members get the information?** It is critical that important information discussed at meetings be available to the absent members. Recorded information at meetings is commonly called "minutes." The term originated from the Latin term *minutus*, meaning "small." The

minutes should cover the topic and still be easy to read.

The students should get a designated bulletin board in a high traffic area. This is absolutely imperative. Do not put information in an area that no one walks past. Make sure all your members know where this bulleting board is located in your school. Post the “minutes” from the meeting and other pertinent information about the group. This way anyone that could not attend the meeting will find out what happened at your meeting. You can also use the Bulletin Board to advertise upcoming events in your school. Students read this because it comes from them and it’s also very moving.

**Do your meetings have a purpose?** If you don’t need to meet, don’t. Time is valuable and wasting time is a quick way to lose members. On the other hand, if your meetings are too long, you may want to consider meeting more often. You should be meeting to make important decisions. This will mean that your meetings have purpose. Also, you should make all your important decisions at meetings where people can have input. Autocratic leadership results in small groups and an overall lack of effort and cohesiveness.

**Do your members have a clear understanding of the purpose of the group?** You may outline responsibilities and the type of commitment that is involved when students decide to take action. Students are often very enthusiastic and keen in the moment, but fail to realize what they are actually getting involved in. This is an excellent time to let them know that global citizenship is a process of lifelong learning. It is also an opportune time to stress the relationship to citizenship education and the perseverance that it takes to “make change happen”. Some of the students will quickly

Thank the students that have been involved in any activity at each and every opportunity. Recognition helps to develop and foster potential leaders within the group. A thank you section helps build momentum within and outside the group. It gives the students a sense that “hey, I got some recognition, I’m making a difference”.

realize that it takes diligence, hard work and dedication as global citizens to actually accomplish anything meaningful. At this point, inevitably, kids may decide to lessen their participation in the project (s). You might find this particularly evident at the high school level. Students at this level are trying to juggle school, diploma exams, work, boyfriend/girlfriend, or other activities.

This is in addition to our earlier discussion about finding the right issue. People may also become disillusioned if they believe your mandate is to save the world. A clear purpose is essential.

**Does everyone have a voice?** It’s possible that boisterous members can drown out the valuable input of less confident individuals. Put a system in place that ensures that everyone is provided an opportunity to speak. Ask for opinions and advice from the quiet members – they’ll welcome the invitation.

At the meetings the teacher must act as the moderator/facilitator. The teacher will certainly have to lead the meetings until the students are empowered enough to take ownership of the group. The teacher should be very active at the meetings to encourage and nurture a caring, empathetic, interested group environment. This will help make everyone feel welcome at the meetings. Teachers should not be passive but rather active participants in the meetings. The kids will look to you for advice, guidance, and wisdom; provide it to them.

**Are people appreciated?** Your group should have a system in place to ensure that people’s contributions are noted and valued. Add “kudos” to your meeting agendas to ensure that people are thanked. Remember that the smallest, supporting actions are also important as the grand presentations and events.

**Do you celebrate and have fun?** You can’t accomplish much if your members burn out after too many issues and campaigns. Plan to do fun activities or, at least, make sure that all of your campaigns have an element of fun to them. Make the most of events like World Vision’s 30 Hour Famine, or do fun events for holidays like Halloween or Valentine’s Day.

## Taking Action for the First Time

From: **The Prophet** by Kahlil Gibran

Then said a rich man, "Speak to us of Giving."

And he answered:

You give but little when you give of your possessions.

It is when you give of yourself that you truly give.

For what are your possessions but things you keep and guard for fear you may need them tomorrow?

And tomorrow, what shall tomorrow bring to the over prudent dog burying bones in the trackless sand as he follows the pilgrims to the holy city?

And what is fear of need but need itself?

Is not dread of thirst when your well is full, thirst that is unquenchable?

There are those who give little of the much which they have - and they give it for recognition and their hidden desire makes their gifts unwholesome.

And there are those who have little and give it all.

These are the believers in life and the bounty of life, and their coffer is never empty.

There are those who give with joy, and that joy is their reward.

And there are those who give with pain, and that pain is their baptism.

And there are those who give and know not pain in giving, nor do they seek joy, nor give with mindfulness of virtue;

They give as in yonder valley the myrtle breathes its fragrance into space.

Through the hands of such as these God speaks, and from behind their eyes He smiles upon the earth.

It is well to give when asked, but it is better to give unasked, through understanding;

And to the open-handed the search for one who shall receive is joy greater than giving

And is there aught you would withhold?

All you have shall some day be given;

Therefore give now, that the season of giving may be yours and not your inheritors'.

You often say, "I would give, but only to the deserving."

The trees in your orchard say not so, nor the flocks in your pasture.

They give that they may live, for to withhold is to perish.

Surely he who is worthy to receive his days and his nights is worthy of all else from you.

And he who has deserved to drink from the ocean of life deserves to fill his cup from your little stream.

And what desert greater shall there be than that which lies in the courage and the confidence, nay the charity, of receiving?

And who are you that men should rend their bosom and unveil their pride, that you may see their worth naked and their pride unabashed?

See first that you yourself deserve to be a giver, and an instrument of giving.

For in truth it is life that gives unto life - while you, who deem yourself a giver, are but a witness.

And you receivers - and you are all receivers - assume no weight of gratitude, lest you lay a yoke upon yourself and upon him who gives.

Rather rise together with the giver on his gifts as on wings;

For to be over-mindful of your debt, is to doubt his generosity who has the free-hearted earth for mother, and God for father.

Fundraising is a tough topic for many schools and communities. The questions and comments that come up often are...

1. **"We give so much already to the community."**
2. **"I'd rather give by 'doing something' instead of just giving money."**
3. **"There's too much fundraising already at this school."**

I think fundraising is SUCH a great concept and it has been around for centuries. Our famous hero Robin Hood stated, "we must take from the rich and give to the poor" and he had his Merry Men to help him with his endeavours. It's all about trying to balance out inequalities.

Consider the "Global Village Game," (data included at the end of this section) where you take a class of 35 students and give them each

cards to show how the wealth in our world is distributed...

2 students have 60% of the wealth and they both come from the USA. They both would also be using 80% of the world's resources and producing 80% of the pollution of the world.

28 students would live in tin sheds or cardboard housing and be using 20% of the world's resources and creating 20% of the world's pollution.

25 students can not read.

18 students are suffering from malnutrition

1 student would have a college education

1 student would own a computer

8 students would have some food and clothes in their place of residence.

3 students would have some extra money in the bank, place of residence or change in a dish.

Is this fair? This game illustrates how important it is to give. When people are hungry and they see others who have so much, how does this make them feel? Think about poorer families in the city where you live? How do teenagers who have little react when they see others with so much? This is such a controversial topic that needs to be treated very carefully in the classroom. I end my discussions on this hot topic with, "it feels good to give - whether you give a hug, or money or time or a smile or a kind word...it feels good." A sweet and simple truth.

## Fundraising as an Initial Activity At Your School

Raising funds for a valuable cause is a good way to initiate activism in your school since there are many unique and fun activities that you can do to raise funds for a cause. As your organization

grows, however, you will want to focus on volunteer activities instead of fund-raising. That said, here are some things to think about...

### Considerations:

1. The community you serve
2. The School Philosophy
3. The needs of the students, parents and teachers
4. The other fundraising initiatives in the school

The fact is you want to give back and this time the group you want to support really needs money. Your role is to create appropriate and stimulating fundraising opportunities. These initiatives should foster TEAM BUILDING, CO-OPERATION, DEDICATION and JOY. There will be moments when you feel tired, cranky and selfish but just remember all that you have to be grateful for and how lucky you are (Global Village Game) and those thoughts will renew your energy.

## Parent Involvement:

This is key. You need an organized group of students for change, but you will need to have the support of their parents to help along the way.

1. Establish good communication by sending messages home by letter or email. Word of mouth doesn't work so well in \*Junior High.
2. If it's a huge fundraiser like a Silent Auction, have regular parent meetings with a core group of parents. Make these meetings "social" by bringing yummy

snacks or meeting at a local coffee shop with live jazz bands. You will find yourself loving those parents and all they have to offer! Your parent volunteers will find they look forward to the meetings as a great break from their hectic schedules.

3. A computer literate parent is a GREAT asset.
4. Delegate. Make sure there are outlined roles to play and that everyone knows the responsibilities of their parts. Draw these up ahead of time.

## Student Involvement:

1. Let the students brainstorm ideas, so that they feel a sense of ownership. Guidance is good – use your discretion on how involved you need to be. Obviously 10 year olds will require more help than 17 year olds and a "5 km run for change" will take more adult involvement than a bake sale.
2. Have regular meetings that have a clear agenda. Ensure someone keeps minutes of the meetings.
3. Create a calendar that is visible in the school with key deadlines. This could be

made in September, to keep everyone looking ahead and on track.

4. Let the students do as much as possible!
  - a. Create the fundraiser
  - b. Advertise and Promotion
  - c. Organization on the day of the event.
  - d. Direct and delegate to other students.
  - e. Clean-Up and post-fundraiser stuff.

## Teacher Involvement:

1. Attend parent and student meetings. Communication lines must stay open. Use newsletters, email (environmentally friendly and responsible), announcements, posters, etc.
2. Communicate necessary information to administration and other staff – spend time with your admin going over legal requirements and moral dilemmas (gambling, etc).

3. Advise, distribute and collect forms (acknowledgement of risk, volunteer, etc)
4. Encourage other teachers/classes, etc to get involved.
5. PLAN, PLAN, PLAN! Who? What? When? Where? Why? How?
6. Believe in what you're doing.
7. Enjoy what you are doing.

## Fundraising Activities Ideas:

Ahhhhh! So many ideas and so little time. Choose activities that you're crazy about. Choose activities that will be successful based on school-community-parent connections you have. If one of your parents owns a pizza shop, maybe they would sell you pizzas at cost so you could make a BIGGER profit for your cause. Choose activities based on the time and energy you, your students and your parents can commit to.

### In School Activities:

The list of in-school fundraising activities is endless. Check out our suggestions and modify them to fit your fundraising need:

1. Sell stuff to students and staff for lunch snacks (lollypops, ice-cream floats, hot dogs, pizzas, baked goods)
2. Host a School Dance and have activities at the dance.
  - a. For instance, one school had the Calgary Hitman organization donate four hockey tickets. A limousine company donated a ride to and from the game. This became their early bird draw prize.
  - b. You may find a bakery that will donate buns and a meat company that will donate hotdogs. These can be sold at the dance in addition to other items, such as mints, ice cream floats and other food.
  - c. You can set up a pie throwing station where kids will pay a dollar and aim for their favourite teacher or student.
  - d. You can set up a white sheet on the stage and put a lamp behind it. Kids can pay a quarter and shadow dance behind the sheet to the thrill of the crowd dancing and watching below.
3. Hold a School Carnival (summer, spring, winter or fall)
4. Hold Carnation Sales in Spring or for Valentines
5. Set up Candy-Grams
6. Host a Talent Show
7. Hold a Multicultural Fair: This is quite effective for the grade sevens who study multiculturalism in Canada as one of their key units.

- a. Give each group of two or three students a country (they fill in a questionnaire with their top five picks). They can create half sized tri-fold with information about their country. Headings are as follows:
  - i. Communication (language, arts and media in the country)
  - ii. Beliefs and values of the country
  - iii. Socialization (Customs and traditions, laws and norms, institutions (recreation, education, economy, government, religion, family)
  - iv. Roles (conformity, individuality and identity)
  - v. HOT ISSUE!!!! This is where the student must find out a "needs for change" in their country. They find out what the issue is and what is being done to help. They find a group (locally if possible) that is actively involved in change. The night of the fair, they must make people aware of the country and its HOT ISSUE and they set up a dish asking for "change for change."
- b. Encourage students to dress in a costume that represents their country and create a cold dish for people to taste with the recipe in full view (don't forget about allergies).
- c. Hold a multicultural evening. Mrs. Rowlandson invites the community for a night of music, dance and culture. The students are taught multicultural dances and songs and they perform these the night of the fair.

## In the Community:

Fundraising affects the community as well as the school. The following list suggests some community-based ideas to create revenue:

1. Organize a Silent Auction: This is a huge endeavour and makes a lot of money.
  - a. Decide where, what and when. For instance, Schanks organizes a good venue for a silent auction, but then the kids can't help on the night of the event...moral dilemma. You can choose to have it at a community hall and serve appetizers and beverages. Maybe you know someone who could perform for the evening or have a couple local performances. Or combine the silent auction with a school talent show. Have your Home-Economics department cook cuisine from the country you are supporting.
  - b. Create a letter to the community stating what you are doing and why. Ask for donations in the letter. Students deliver letters to businesses in your community. **Donations are given to students who talk to the managers of the businesses and to students who go back! Faxes and phone calls do not work very well.**
  - c. Give free tickets to the groups that support your auction.
  - d. Ask parents and kids if they have any talent they could donate. One parent offered 5 hours of carpentry service, another parent offered to cater an East Indian dinner to 6, another offered a free legal advisement, etc. One student offered 10 hours of baby-sitting, another offered lawn maintenance and

another dog walking services. Our actions can do great things for others.

- e. Sell tickets to your auction. Advertise and promote it to school and community.
- f. Have a group of parents organize the silent auction bid sheets and the items on the night of.
- g. Make sure you have delegated jobs for the night of the event. These include:
  - i. Set-up of tables, items and bid sheets
  - ii. Entertainment, food and beverages
  - iii. Closing of tables and announcement of winners
  - iv. Cash/cheque collection and distribution of "stuff"
  - v. Clean-up
  - vi. Send out THANK YOU letters to the donors.
2. Organize a Community Fun Run
3. Sell frozen Food through a local company. Some suggestions are:
  - a. Bridgebrand
  - b. Coco-Brooks Pizzas
  - c. Cookie Dough
4. Hold a Bottle Drive
5. Have a Community Garage Sale

The ideas are endless. Create your own fundraiser that has never been tried before. Make sure you're excited about it – it will be contagious!



Sample Letter to Businesses:

To Whom It May Concern,

The \*\*\*\*\* needs your support.

\*\*\*\*\*STATE why this is an issue your school and what you are trying to do.

We are asking all of the businesses from our school community to help with donations for the Silent Auction. These donations may be in the form of gift certificates for merchandise or services from your place of business. We will ensure your name is on a thank you list for all to see, on the night of the auction. Your continued partnership with our school is greatly appreciated.

Thank you for supporting this \*\*\*\*\*

If you have any questions, please do not hesitate to contact the undersigned.

Yours Truly,

*Signature*

~/~

**The World in 100** is an excellent opening activity for global education in that it can be approached from many angles. Notwithstanding the impact of the information that it presents, this activity is also a good place to integrate social studies and mathematics. It provides an opportunity to examine meaningful rational number systems.

For instance, how do we figure out the relationship between the world in 100 and our class of 30 students? Using a rationale number equation, 13 malnourished people in the world of 100 would mean approximately 4 malnourished students in a class of 30.

Looking further, it provides a good base for a lesson on statistics and validity. While the World in 100 statement has been immortalized by email, its numbers are typically no longer valid.

The world is constantly changing. Your classroom may want to examine the following question: So where do we go to find the most accurate source for this information?



LuccaCo, an organization that specializes in the creation of web movies for humanitarian content, created an astounding visual representation of The World in 100 People called Miniature Earth. These visually astounding movies are available from the Lucca/Co site: [www.luccaco.com](http://www.luccaco.com). Miniature-Earth is available directly from [www.miniature-earth.com](http://www.miniature-earth.com). The online version of this movie is supported by the Sustainable Village | [www.sustainablevillage.com](http://www.sustainablevillage.com)

We have included a fairly recent statistical outline of the World in 100 People for you to use and update.

## The World in 100 People

If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like the following:

Global Demographics <sup>1</sup>		
<b>100 Global Citizens</b>	<b>6 056 715 000 Global Citizens</b>	<b>100%</b>
60 Asians	3 672 342 000 Asians	60.6%
13 Africans	793 627 000 Africans	13.1%
12 Europeans	727 304 000 Europeans	12.0%
9 Latin/Caribbean Americans	518 809 000	8.6%
5 North Americans	314 113 000	5.2%
1 Oceanian	30 521 000	.5%
Gender Demographics <sup>1</sup>		
50 Male	3 051 099 000	50.4%
50 Female	3 005 616 000	49.6%
Adherents <sup>2</sup> (approximate estimates)		
100 Global Citizens	6 056 715 000 Global Citizens	100%
33 would be Christian	2 000 000 000	33%
21 would be Islamic	1 300 000 000	21%
15 would be Hindu	900 000 000	15%
14 would be non-religious	850 000 000	14%
6 would be Buddhist	360 000 000	6%
4 would be Indigenous (incl. African)	245 000 000	4%
4 would be Chinese Traditional	225 000 000	4%
3 would be other	176 715 000	3%
Global Literacy <sup>3</sup>		
9 Illiterate Females	569 000 000	9.3%
5 Illiterate Males	293 000 000	4.8%
Global Malnutrition <sup>4</sup>		
13 would be malnourished	800 000 000	13.2%
Technology <sup>5</sup>		
There would be 8 computers	500 000 000	8.3%
Only 4 People would own them <sup>6</sup>		
Economics <sup>7</sup>		
20 People would earn 89% of the World's wealth		20/89%
Education <sup>3</sup>		
2 Would have a tertiary (college/university) education		

<sup>1</sup> United Nations Population Division: World Population Prospects <http://esa.un.org/unpp>

<sup>2</sup> Adherents.Com [http://www.adherents.com/Religions\\_By\\_Adherents.html](http://www.adherents.com/Religions_By_Adherents.html)

<sup>3</sup> United Nations Education Scientific Cultural Organization <http://www.unesco.org>

<sup>4</sup> World Health Organization: <http://www.who.int/nut/nutrition2.htm>

<sup>5</sup> US Office of Science and Technology Policy: <http://www.ostp.gov/html/wellsping/chapter1.htm>

<sup>6</sup> United Nations Development Program: <http://www.undp.org> Access to Information and Communications

<sup>7</sup> Human Development Reports: <http://hdr.undp.org/>

## An Activist's Year at a Glance

These days are opportunities for students to raise awareness to the student body. Students can decide to focus on a particular issue or to celebrate the contributions of global citizens and their impact on the global community. This can be integrated as a whole school project for that

day and continued each year. Specific dates in this calendar are based on the 2003 – 2004 year. You can track down specific dates for subsequent years by conducting an Internet search for information on each event.

<b>JANUARY</b> 15 <sup>TH</sup> – Martin Luther King Day 27 <sup>th</sup> – Holocaust Memorial Day	<b>FEBRUARY</b> 27 <sup>TH</sup> to March 4 <sup>th</sup> – Canadian Land Mine Awareness Week
<b>MARCH</b> 8 <sup>th</sup> - International Women's Day 21 <sup>st</sup> – International Day for the Elimination of Racism 22 <sup>nd</sup> – World Water Day	<b>APRIL</b> 4 <sup>th</sup> – World Vision's 30 Hour Famine 6 <sup>th</sup> – 12 <sup>th</sup> – National Wildlife Week 7 <sup>th</sup> – World Health Day 20 <sup>th</sup> – 26 <sup>th</sup> – Earth Week 22 <sup>nd</sup> – Earth Day
<b>MAY</b> 4 <sup>th</sup> – 10 <sup>th</sup> – National Forestry Week 5 <sup>th</sup> – International School Grounds Day	<b>JUNE</b> 1 <sup>st</sup> – 7 <sup>th</sup> – Canada Environment Week 4 <sup>th</sup> – Clean Air Day 5 <sup>th</sup> – World Environment Day 8 <sup>th</sup> – Ocean's Day 20 <sup>th</sup> – World Refugee Day
<b>JULY</b> 1 <sup>st</sup> – Canada Day	<b>AUGUST</b> 12 <sup>th</sup> – International Youth Day 23 <sup>rd</sup> – International Day For the Remembrance of the Slave Trade and Its Abolition
<b>SEPTEMBER</b> 8 <sup>th</sup> – International Literacy Day 21 <sup>st</sup> – International Day of Peace	<b>OCTOBER</b> 5 <sup>th</sup> – World Teachers' Day 16 <sup>th</sup> – World Food Day 24 <sup>th</sup> – United Nations Day 24 <sup>th</sup> – One World Week
<b>NOVEMBER</b> 11 <sup>th</sup> – Remembrance Day 14 <sup>th</sup> – WarChild Canada's "Keep the Beat" 16 <sup>th</sup> - International Day For Tolerance	<b>DECEMBER</b> 10 <sup>th</sup> – Human Rights Day

## If You're Just Starting Out as a Novice Teacher

March 2003 – the American government was poised to begin bombing Baghdad, the United Nations was anything but united and North America was living in a media supported frenzy of fear. What was I most concerned about that day? The seating plan in my partner teacher's classroom!!! Then there were the other concerns a first year student teacher has: report cards, field trip logistics, behaviour disorders...etc. I felt bogged down and disconnected. All my concerns seemed legitimate but out of context and unsubstantial.

After seven months in the faculty of education I had learned much about issues in Canadian schools and the skills I would need to become a successful teacher. With all my learning I had forgotten my reasons for entering the Faculty of Education. It was on that day that I would rediscover my purpose.

My field supervisor Laurie stopped by my practicum class that afternoon. Even though she is very supportive, her presence added one more concern to the ever-expanding list. She asked if I could have a word with her in the staff room. We sat down and she handed me fifteen loose-leaf papers held together by a paperclip. Laurie wanted me to take a look at this document and tell her what I thought.

As I began reading the first few pages of the conceptual version of this "Students for Change Action Manual" the feelings of excitement and anticipation that I first felt when I arrived in the Education Program began to return. It was the same feeling one gets when they know that they are truly doing something worthwhile.

I told Laurie this resource is why I need to become a teacher.

That evening as I watched the Baghdad night being lit up by American Cruise Missiles on CBC, I thought very deeply about what I want my future students to take away from their time in my classroom. How could I stand in front of them and ignore what was going on in Iraq? Even worse than that, how could I tell them there is nothing they can do about it right now, because we have to focus on their new seating plan? I would be abandoning my students and modeling disempowerment and apathy.

Students from Kindergarten to High School have more access to information than ever before. They are not oblivious to the world that is happening all around them. As teachers we need to demonstrate the interconnectedness of our world and show students they are integral parts of the interwoven global community. No matter how big or small, right or wrong, the actions our students take will affect the planet they inherit.

For me, teaching is an investment in our future and the hope for a better one. We teach our students knowledge and critical thinking skills to help them excel outside of school but this leaves the job only half done. We also need to provide our students with the courage and direction to take action, to use their knowledge and critical thinking to act for the betterment of their planet and ultimately their own lives.

I chose teaching so I could help empower students to become active, responsible and informed global citizens. This is what I feel is truly important about teaching, and with this in mind, all my other concerns come into context.

## If You're A Veteran Teacher Looking for Change

This resource could be just what veteran teachers need to re-ignite or re-invigorate their career. This manual is for teachers that desire a change, or are perhaps looking for a unique opportunity to re-connect on a very meaningful level with today's students. If you are such a teacher, then this is for you! The information provided in this manual will provide those teachers with a road map for that journey which could possibly prove to be the most gratifying experience in their teaching career.



After years in the “trenches” some teachers may begin to look for something that will bring a spark back to their teaching. This spark or interest may have waned for a variety of personal or professional reasons. These initiatives might be just what tired teachers need. This resource may also be a useful tool for many super enthusiastic, passionate, committed, and innovative teachers that are simply looking for other tools to put into their toolbox. For these teachers, it could just be a moment of synchronicity with a small group of students. Perhaps, at the very least, it may be for the teacher who is discussing an issue and senses that the kids want to do something tangible beyond the classroom.

Use this as the opportunity for further investigation-action that the students have been looking for from you. It is a moment that should not be ignored. This could be the start of something profound in a school. Trust your intuition! “If you build it, they will come” is applicable to this sort of situation from the perspective of those teachers that have begun Students For Change groups.

This resource can also provide teachers with a unique yet much needed extra-curricular opportunity within their school. Instead of coaching, sponsoring, or supervising something that is of no interest, you can start a Students For Change group. This could be based on an interest you have or on a volunteer organization that a teacher may be involved with outside of the school. Remember to use professional judgment and discuss these intentions with your administration before starting.

As a veteran teacher, you have an immense source of experience to draw on that will help to make an initiative like this one a success at your school. You’ve been teaching long enough to become a respected member of the school's faculty and, as such, you are uniquely positioned to impact change at your school if you have a vested interest in an initiative like Students For Change.

Yes, “you can teach an old dog new tricks”.

Like it or not, as a veteran teacher you are the leader in your school. It will also be relatively easy for you because you have extra-curricular experience “ad naseum” that is extremely helpful in the various stages of a groups' development such as:

- Professional and personal contacts, organizational skills,
- Public relations skills,
- Fundraising ideas, and
- Support from your community.

These intangibles only come from many years of active, committed service to education. There is no point in re-inventing the wheel – just adapt what you have already done to Students For Change.

You (the experienced, veteran) teacher bring a lot to the table, set it, serve up a fine meal and enjoy the fruits of your labour as the next generation of global citizens is stimulated by your passion, wisdom, and “joie de vivre”. Few can offer what you have-if you are searching for something to continue to make a significance change in young peoples lives beyond the classroom.

## Student Advice for Teacher Leaders

Despite the common outlook, students want to be very involved in their school whether they realize it or not. Students get involved in all sorts of activities because high school and school in general is a place for experimentation and the discovery of self-interest and future dreams. A lot of students never get involved in their school – not because they don't care or want to – because the schools can't offer activities suited to their interests.

Every school has sports teams and art (drawing, wood-working, singing, and drama) programs but those programs only cover a select few who have the talent and the interest, what about the rest of the student body who don't know what they can do?

Where is the group for every student who will eventually become a citizen of the world? That's where a teacher could step in and start a group like "Students for Change" and motivate those other students who just want to know what else is out there. This would let us be involved in school while still being accepted by the student body. It is very hard to break out from the norms of school society and for the students to do that they need a guide, which is where the teacher comes in.

I am a high school student in Airdrie, Alberta. I played basketball for my school and I sang and performed for my school. I would like to tell teachers that it is one of the most gratifying things to come off the bench of a big game and steal the ball, pass it up and get the basket to win the game. That part is great but the best part of the experience is going back on to the bench

and getting pats on the back by your teammates. I haven't played basketball for two years and it's not so much that I miss the game, it's that I miss being part of the team, but at least I got to be part of a team. For so many students, sports or the arts are either not interesting or, for whatever reason, they never got the chance to make the "team". Teachers should realize a "Students for Change" program could give the "team" atmosphere to the rest of the masses.

To achieve this, teachers should advertise, advertise, advertise. As bad as this will sound, most students don't get involved because as much as they want to, extra-curricular activities are not the number one out-of-school choice and, therefore, students won't pay attention to an announcement or a poster. The teachers have to get in each student's face, tell him or her all the time in a constant onslaught. The best things that I could tell teachers into getting students involved is:

- Get in the student's face, don't let up.
- Understand that these activities are not the #1 priority so plan for procrastination, sudden cancellations and flexibility.
- find topics to get involved in that the students want to know about not what the teacher wants to know about.
- get a few key, charismatic people involved as the leaders and let it fly from there (also it will mean less work for the teacher) Can we have Naomi or one of the other students write some advice for good leadership.

## Choosing Your Approach

### Classroom Activism

*Nel Noddings, professor emeritus at Stanford University, urges us to reject “the deadly notion that the schools’ first priority should be intellectual development” and contends that “the main aim of education should be to produce competent, caring, loving, and lovable people.”*

Section 1 identified numerous starting points for activism within the classroom. This approach is extremely beneficial for elementary school students. The classroom is a controlled setting and it offers the teacher invaluable opportunities to enrich the curriculum through real world activities.

Young students like to make contact with other individuals and schools. Awareness campaigns that involve letter writing are good activities for younger grades because the return on the initiative is generally quick. This is especially true if the teacher has arranged in advance to have the recipient of the letters respond to the students.

It is also beneficial to enhance the curriculum through classroom speakers. Many NGOs would be delighted to come in and speak to students about their campaigns. This, again,

provides a real-world activity to enhance learning.

In Junior and Senior High, it may be possible to create complementary courses that center on leadership activities. You may have a leadership course that takes on Students for Change initiatives.

Glyn Hughes uses the following outline for his course in Global Issues. You can use this outline as a template and modify it for your own purposes. We have provided it as a good example to get your course off the ground. The evaluation of outcomes will work at a lower level depending on the demands that you place on the course. Following this, we have included a breakdown of the Alberta CTS Leadership strand so that you can modify your course within Alberta Learning’s curricular framework.

# A Global Issues Course Outline

## Global Issues (International Politics)

*"You must be the change you wish to see in the world" ~ M. K. Gandhi*

### PRINCIPLE AND PURPOSE

This course will give you the opportunity to broaden and enhance your understanding of Global Issues (International Politics), through a multi-genre approach.

The Global Issues course was created with the concept of Global Education as the framework. The idea for this course began in 2001 with the Students For Change Initiative. It is extremely important for students to:

- Become aware of issues that cut across national boundaries
- Increase their awareness about the interconnectedness of systems,
- Appreciate the diversity of cultures,
- Understand the implication of changes to global economics, and
- Appreciate the complexity of politics to actively engage an individual in a participatory democracy.

Students will gain this global perspective through actively engaging in an issue of global concern and by linking with an organization that focuses on one or more global issue(s).

The aim of the course is to empower young people to be more active citizens of the world.

### COURSE OVERVIEW

This Course has been designed for students that are self-motivated and interested in becoming more globally and politically aware. The course will be a combination of student work and project work. Project work will reflect a

personal interest in global issues or in a cause. Students are expected to work with an organization (NGO) that is addressing global issues. Students are not restricted to one NGO and may become as active as their schedules permit.

### COURSE INFORMATION

Each class will have a specific focus. For example, Day One will be devoted to a Music Review, Day Two will be devoted to the Community Service Project, and Day Three will be dedicated to Video Reviews. Since you will be aware of the focus of the day, you will be expected to actively participate.

### COURSE EVALUATION

Students must complete the following schedule in order to receive credit in the Global Issues course. You will also be able to earn extra credits (CTS) through your major work with a Non-Government Agency (NGO).

Topic:	Grade:	Quantity
Music Study	10%	One per term
Book Review	10%	One (1) per term
Video Studies	15%	Three (3) to four (4) per term
Article Reviews	15%	Three (3) to four (4) per term
Community Service Project	50%*	Throughout the semester



\* Evaluation for the Community Service Project will occur throughout the duration of the project.

PLEASE NOTE: Your instructor will provide specific information regarding the evaluation criteria for each of the assignments and for the project.

### **COURSE EXPECTATIONS**

1. Any one enrolled in Global Issues must be willing to put forth effort in and outside of class, and into the service-learning project in community.
2. Students must be interested in world issues, citizenship, and in addressing controversial topics.
3. Class participation is mandatory and all students are expected to attend and bring all materials needed to work in class.
4. All students are expected to be prepared on the day of their presentation. If you are not there will be a 20% penalty for that day and every day until you complete the presentation.
5. The Class was created for you to learn outside the four corners of the classroom. We all know that there are more ways to learn beyond books. This course will provide you with that opportunity. I want you to incorporate your interests into the course.
6. Lastly, learning can and should be fun. You are the ones that will make this class interesting, provocative, inspiring, and a learning experience for everyone.

For courses based on global issues, the assessment of student achievement needs to occur by way of observations of process, product and student interaction. Where possible, emphasis for each general outcome must be established. Wherever and whenever possible, students should develop the assessment tools through consultation with the teacher. These assessments should evaluate in-class activities as well as extra-curricular involvement.



As an example, portfolios provide an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The constitution and evaluation of the portfolio must be a collaborative agreement between the student and teacher.



## Student Leadership Assessment Methodology for potential outcomes.

General Outcomes	Assessment Criteria and Conditions
<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Define concepts, terms and practices relating to leadership</li> <li>• Develop a plan to demonstrate leadership by example behaviours</li> <li>• Demonstrate leadership abilities as outlined in the plan</li> <li>• Demonstrate basic competencies</li> <li>• Propose, manage and assess a project</li> <li>• Meet goals as defined within the project plan</li> <li>• Compare theories and styles of leadership</li> <li>• Demonstrate the ability to lead others</li> <li>• Describe and explain the purpose of a governance structure</li> <li>• Describe the change and decision-making process used in a governance structure</li> <li>• Participate in leadership activities within a school, volunteer agency or a community governance structure</li> <li>• Demonstrate leadership in a governance role</li> <li>• Construct, propose and initiate the use of a project-planning model</li> </ul>	<p><b>Assessment of student achievement should be based on:</b></p> <ul style="list-style-type: none"> <li>• Demonstrating an understanding of leadership concepts, terms and practices</li> <li>• Creating and appropriate plan, including: <ul style="list-style-type: none"> <li>○ Goals</li> <li>○ Objectives</li> <li>○ Implementation strategies</li> <li>○ Evaluation guidelines</li> </ul> </li> <li>• Displaying leadership behaviours including: <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Initiative</li> <li>○ Communication</li> <li>○ Decision making</li> </ul> </li> <li>• Observations of individual effort and interpersonal interaction during the learning process</li> <li>• Successful completion of project, including project: <ul style="list-style-type: none"> <li>○ Proposal</li> <li>○ Management</li> <li>○ Completion</li> <li>○ Assessment</li> <li>○ Presentation</li> </ul> </li> <li>• Demonstrating the advantages and disadvantages of selected theories and styles of leadership</li> <li>• Displaying leadership behaviours, including: <ul style="list-style-type: none"> <li>○ Consensus seeking</li> <li>○ Conflict management</li> <li>○ Effective group dynamics</li> </ul> </li> <li>• Identifying the components and describing the role of a governance structure</li> <li>• Presentation of decision-making strategies that affect change in a governance structure (school or community).</li> <li>• Level of participation and commitment in various governance activities</li> <li>• Exhibiting leadership behaviours in a governance role.</li> <li>• Developing and implementing the project-planning model designed to affect change.</li> </ul>



## Seed Group Activism

Like the mighty oak, you may need to start out as a single acorn. Plan to use a seed group when it is difficult to engage in in-class, cooperative social action. This approach is particularly useful in large, high school settings.

A seed group starts with a single person or a handful of individuals who are concerned about a particular issue. This group is then nurtured through a successful campaign while it continues to gather momentum and increase population. The strategy here is to focus on the issue first and recruitment second. News will spread if your members are happy and if they feel they're making a difference.

This type of group may need to be encouraged to embrace diversity. Small groups are usually composed of groups of friends, making it difficult for newcomers to fit in to the clique. Your group members may need to be encouraged to focus on the issue and not be possessive about the action.

Another issue that may come into play with seed-group activism occurs with the autocratic initiator. The group may have started from one student's passion and it will be difficult for this individual to share responsibilities and decision-making. Seed groups generally need more teacher input and control.

## Extra-Curricular Activism

Teachers are expected by their school boards, administration, parents, and the general public to provide an extra-curricular or co-curricular activity for students. Like it or not, this is an expectation in most if not all of the schools in Canada.

For the most part, when we think of extra-curricular activities the first thing that comes to mind is team sports. While that is one example of an extra-curricular activity, the sad reality is that it only involves a select group of students who are interested in physical activity engagements. There are numerous other extra-curricular possibilities, such as: student council, yearbook, graduation, photography, guitar, magic, foreign language, etc. There are many clubs that are offered at most schools. These sports teams and clubs can, and do, teach valued skills that our young people will take with them for the rest of their lives.

Students For Change (S4C) can be both an extra-curricular and co-curricula activity. S4C offers both the motivated teacher and the interested student a great opportunity to take what they have learned in the classroom one step further. Students For Change builds community, develops global awareness, creates

effective responsible citizens and above all teaches young people that learning does not end at the conclusion of the school day. S4C often involves kids that do not participate in other groups. It fills a void, a niche that apparently is overlooked in our schools. S4C appeals to those socially conscientious students and others who are simply curious. Without it, there are some students that would not have a meaningful school experience. It gives them something to look forward to on weekends, after school, and on holidays. This initiative can open their eyes to the many global issues affecting our world that are only given a cursory look in class. The students will quickly become curious, start to ask essential questions and develop important critical thinking skills to better understand where they fit into the scheme of things in the "global village".

For the teacher a Students For Change group/club does involve a time commitment. The teacher and the students will determine the amount of time. This will depend on what issues the students and teacher are interested in pursuing. You do not have to take on every cause or become affiliated with every Non-Government Organization in Canada. The meeting dates and rationale, objectives, and goals can all be culled from information provided in this manual.

Extra-curricular activism, as the name suggests, provides an unfettered approach to citizenship creation. This approach provides freedom for

the guide or instructor to follow completely the direction of the group without the concerns of an evaluation of the participants' performance. With this approach, the rewards are extremely clear: participants are involved because they want to make change happen.

Many secondary schools have Students' Associations or Students' Unions that completely engage themselves with student issues. These groups exist to serve and represent the students by acting upon the students' needs and concerns. Generally this involves ALL concerns, including liberated rights and responsibilities and, occasionally, the organization of a school party or a school dance.

Depending on the size of the school and the nature of its constituents, you may want to think carefully about using the existing student organization as a change agency. This decision will be based on the individuals involved and on the history of the organization.

The individual needs of each school's administration, staff, and population blend together with the school's geographic location to define its composition. Choosing an approach to reduce apathy and engage student activism will depend on the overall nature of your school.

## The Blended Approach

As we mentioned earlier, a blended approach exists when students are offered the possibility of becoming engaged in activist activities both in class and after school. In some situations, students may be offered additional course credits for volunteering to be involved in an extra-curricular activity. Extremely active schools will choose a blended approach to serve the demands of the students.



## Choosing Engaging Activities

*Really, it's just about you. Making up your mind. To do something.*  
~ Carrie Rowlandson

Activism is the antidote to apathy.

As students learn about the grave challenges humanity faces today – global warming, nuclear holocaust, terrorism, poverty, AIDS epidemic, on and on – they may find the situation overwhelming. They may find apathy to be the most comfortable response.

**“Turn off the news. There is nothing I can do about it.”**

Activism is the alternative, healthy response. Students who see that they can do something about the problem are engaged, energized and empowered. There are many different ways students can take action on a problem. The best response depends on the nature of the problem and the student's maturity, skills, and resources.

The Canadian Association of Student Activity Advisors (CASAA) has a wealth of information available on their website. Their Share Shop section is a bulletin board of posted ideas from individuals around the country.

CASAA   Available: <a href="http://www.casaa-resources.net">http://www.casaa-resources.net</a>
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In the following section we look at Games, Activities and Assignments that are intended to shift paradigms. These are intended to kick-start your organization. There are many guides that are solely dedicated to providing activity ideas and, due to the nature of cooperative social activism, these are available to download from the Internet.

## Games to Play to Inspire Change

Use your imagination and creativity to mold these games to fit your lessons.

\*\*\*Group Dynamics: Yes, change starts with you independently making up your mind to live your life better. Students for Change means that you have found other people who want to HELP make the world a better place too. You need to have awareness of how you interact with others to ensure peace and harmony exists within the group.

### Game One: How many (golf tees, beans, pennies, etc) in the jar?

**Time:** 45-60 minutes

**Age:**

**Group Size:** 4 to ?

**Equipment:** A glass jar filled with small items. Students need a pen and piece of paper.

**When:** This activity demonstrates a person's awareness of SELF and OTHERS.

It answers the questions...

1. Do you listen well to others?
2. How hard do you work to ensure your voice is heard?
3. How hard do you work to ensure you've heard other people's voices?
4. What people were enjoyable to work with? What character traits did they portray?
5. What people were not enjoyable to work with? What traits did they portray?
6. Did you feel bullied at all by others? When? Why? What could you do the next time you feel that way?
7. What visual cues told you people were listening to you? What verbal cues told you people were listening to you?
8. How would this game be different if senior citizens played? Five year olds? Nuns? Firefighters?
9. Why do you need to be able to work with people who think differently from you?
10. How would this game be different if you were blindfolded or not allowed to use voice?
11. How did you react to people who were forceful? How did you react to people who were quiet?
12. It was difficult to come up with consensus on the question, "how many tees are in the jar." What if you had to answer the question, "how do we save the Grizzly?" or "How do we create world peace?" How do you get your voice heard on issues like those? How do you make sure you get other people's thoughts and ideas?
13. What would have happened in this activity if you had only 30 seconds to come to a consensus with your group?
14. Which group size did you like working with best? Why?

**The following questions could be geared towards a specific unit or class discussion...**

15. When a political leader says, "All Albertans want Kyoto/don't want Kyoto," "All Canadians want higher taxes/don't want higher taxes," who are they referring to when they use the word, "ALL?"



16. People say that, “journalists write/show the truth. Newspapers show all sides of the story. News is fact.” Do journalists listen to all voices on an issue? Does the news on TV demonstrate a true picture of world issues or is it the individual journalists perception of the events?
17. Some people say that the answer to homelessness is for street people to go out and get themselves jobs. Do you think the people who speak this way have ever listened to a homeless person’s life experiences or personal history?
18. How important is Consensus? Does our political system use consensus in creating laws and policy?



### How to play:

1. Do not tell students that this is a group dynamics exercise. Show the class the jar of beans. Ask them to (independently) write down on their piece of paper how many beans are in the jar...  
“GUESS #1: \_\_\_\_\_.”  
Now tell them that this activity is about AGREEMENT. Tell them that most First Nations Tribes around the world traditionally made decisions by consensus. This means that everyone had to agree. Sometimes when a controversial issue came up, days would be spent in discussion. EVERYONE had to agree before a concrete decision was made. That’s the goal of this activity.
2. Students may now get together with a partner. They need to look at the jar and come up with the answer to the question, “How many beans are in the jar?”  
“GUESS #2: \_\_\_\_\_”
3. The teacher/coach/facilitator can now put the pairs into groups of 4. This new larger group must work together to come up with the answer to the famous question, “How many beans are in the jar?”  
“Guess #3: \_\_\_\_\_”
4. Remind the students that this is an activity about agreement. Place the groups of 4 into groups of 8. Again, the group decides how many beans are in the jar. It is absolutely amazing to watch this activity. Place 8, 14 year old ladies together (whoa!) or mix-up gentlemen with ladies. Put your strong math-minded students with your future poets... very interesting to watch the dynamics unfold.  
“Guess #4: \_\_\_\_\_”
5. Place your groups of 8 into groups of 16 – They must answer the question, “How many beans are in the jar?”  
“Guess #5: \_\_\_\_\_”
6. Place your entire class into one group. Let them come to a consensus on the question, “How many beans are in the jar.”  
“Guess #6: \_\_\_\_\_”

7. Now ask the students to go back to their desks. Tell them to look at the jar and write down,  
“Guess #7: \_\_\_\_\_”

This is the final guess. Ask them to independently answer the question, “How many beans are in the jar?”

**Now is the MOST important part of the exercise! Class Discussion.**

Tell the students that this activity had nothing to do with beans or jars and everything to do with group dynamics. The goal of the activity was AGREEMENT.

Students needed to ensure that A) They LISTENED to others and B) Their voice was heard.

Ask the students to look at their guesses along the way, especially Guess #6...now ask them to look at guess #7... If there was absolute agreement, Guess #6 should be the same as Guess #7. Now, have the students answer some of the questions from the list above. It also helps to get kids to answer the questions in their notebooks.

Notes:

## Game Two: Practicing Harmonious Team-Work

Initiative Tasks: I like my students to practice being SELF and OTHER aware after the HOW MANY Game. They should practice using gentle voices and gentle spirits. They should practice getting their voices heard and listening to the ideas and suggestions of others.

**Time:** 5 minutes and longer

**Group Size:** 2 and up.

*“The  
human  
Chair”*



### IDEAS:

1. Bring in some things that you might find in the garbage and ask the students to create a piece of art or to create something humans could use again in a different way.
2. The famous egg drop. Give each group 2 metres of tape, 12 straws and an egg. They need to create a vehicle that will protect the egg in the event that it is dropped from 1, 2, 3 metres.
3. Pick up garbage in the playground for the first 10 minutes of class.

The following activities continue to ask students to practice co-operation with others in a gentle and harmonious way. They are more physical and may require mats or soft grassy places in case of falls.

4. The Human Chair: This activity works best with 12 to 30 people. Students make a circle and everyone turns so that they are staring at the back of someone else's head. Then squish in tight. On the count of three, slowly sit. Everyone should be stable, sitting on the knees of the person behind them. Make this harder by asking the students to march in the seated position, so that the circle turns.
5. Stand-Up: Start with two students seated back to back. They hook each others arms and bend their knees so that their feet are flat on the floor. Then using each others' back and equal pressure they stand up together. Now add more students. Our record is 24 students. 11 students linked arms side by side and sat facing one wall. The other 11 students linked arms side by side and faced the other wall, with their backs pressed to the first 11 students' backs. Then the final two students each went to one end of the line or the other and linked the 2 lines together. Pressing back to back, all 24 were able to stand together. It took us about 25 minutes of practice, conversation and experimentation to get this to work, but we had great fun doing it and the sense of team-work after was AWESOME.
6. Create a big web using pieces of yarn and knots. The web should be 2 metres by 1.5 metres when it is finished. Students must pass each other through the web without touching the yarn. Make sure you have mats and spotters for this one.

Follow the above activities with some questions and discussion like the ones from the HOW MANY Game.

### Game Three: The Forces that Free Us.

This activity can be used to demonstrate the dangers of: high risk behaviours like diving into unknown water, drinking and driving, alcoholism, drug addiction, family violence, pollution of the environment, lack of education, ineffective communication, poverty, etc, etc. The example used here demonstrates the consequences of lack of education.

**Time:** 1 class

**Age:**

**Group Size:** Groups of 4 or 5

**Equipment:** Approximately 50 strips of cloth (8 strips per group) and a chair per group.

1. Students are put into groups of 4 or 5 and one student agrees to be seated in the chair, while the other students will remain mobile for the game.
2. Tell the students they are born in \_\_\_\_\_ country where kids are not allowed to go to school, or only the rich can go to school...
3. Ask students to raise their hands to make a comment. Ask the question, "what are some negative consequences of growing up without school/education?" A student replies, "it's hard to get a career." Ask the class if not having a career would tie you down or restrict your abilities to enjoy life...They answer YES! You give each group a strip of cloth and ask them to tie their seated person to the chair in some way. Usually they tie the seated person's leg to the leg of the chair, or tie the arms down, etc.
4. Next ask for another way that lack of education can tie a person down. For each example the kids come up with as a class, give out a strip of cloth to each group.
5. Students should come up with at least 5 examples. After you've come up with all of your examples and are basically out of strips of cloth, ask the question, "What aspirations and dreams do you have for your future?" Kids will respond with things like, doctor, hockey player, singer, travel, etc.
6. Ask the question, "could you fulfill all of your dreams without being able to read, process, analyze, etc?" Ask the students who are tied to their chairs to make a circle in the centre of the room. Ask them to try to throw a ball into a bucket. Connection: It's hard to do even little things when you're tied down.
7. Now to release the person from the chair, ask the students to come up with all the opportunities that are open to us because we are able to access education. Every example will let them take off one of the ties.
8. Class Discussion: Talk to the students about the affects of higher tuition at Universities. What would Canada look like if only the very rich could get an education? Is it important for Canada to support education in developing countries or countries run by dictators? Should we have been more involved with Afghanistan when the people were under the control of the Taliban?

## Activities that Send Money or Resources

Collecting and sending money or resources is an attractive activity because it is relatively easy. Students can relate to it quickly because they have done it many times before. If it is connected to informing the giver about the issue it can become a powerful activity. In informing others we inform ourselves.

Collecting money is a bit dangerous, however, because often the act of collecting becomes an end in itself, and the givers (and sometimes the collectors) are only vaguely aware of what the money will be used for. If the 30 Hour Famine fundraiser, for example, is a party, it has limited value. If it includes an opportunity to deepen

participants' understanding of the root causes of hunger in Canada and in the developing world it can be a transformative experience.

There is another issue around sending money – how it is given. A fundraising activity provides us the opportunity to remind students that money should be given in partnership with the recipient, not in charity. If we truly care about the recipient then we don't want him or her to be diminished in receiving it, but strengthened. We do need to know how the money is being spent but we don't need a grateful humble thank-you letter.

## Activities that Inform Ourselves and Others

While collecting and sending money is a tempting starting point, informing ourselves about the issue is the more powerful. We can't effectively address a problem until we understand it. As students research, read, watch informative TV programs and videos, visit organizations, find first-hand informants,

interview, discuss and argue about an issue they are making a difference.

Inevitably as we deepen our understanding of a problem we inform those around us – family and friends. Their next step is to organize a planned public information campaign around the issue or problem. This has a two-fold value as we teach others we also teach ourselves.

## Activities that Promote Advocacy

Many problems require action from government or major corporate bodies – allocation of resources or policy change. Organizing an advocacy campaign to lobby for change is the appropriate action. Sometimes students organize their own campaign or sometimes they

join with an advocacy organization such as Amnesty International. Students may need to be made aware of how powerful a well-crafted letter sent to the right person can be and how powerful a mass of letters can be.

## Activities that Change Lifestyles

Some problems must be first addressed through lifestyle change. In some cases we are the problem. Changing lifestyle – consuming less,

eating differently, treating people differently – may seem very difficult, but if taken in small steps can be done.

## Activities that Involve Volunteering

There are many opportunities for volunteering, such as at a seniors' center, with an organization, with a government program, with an individual, in a clean-up campaign, or in a tutoring

program. Usually the student can immediately see the results of his or her efforts, which makes volunteering particularly rewarding.

## Activities that Build Community

The wonderful spin-off of all of these activities is that they build community – strengthen the student group, strengthen school community, and strengthen the ties between the school and

the broader community, local and global. Ultimately they build our capacity as a civil society.

## Assignments that Shift Paradigms

Important questions about pedagogy need to be asked before any task is assigned for the purpose of generating an assessment of student learning. Students need a solid foundation and exposure to global events to generate opinions and inferences that will eventually mold the character of their citizenship. Considering this fact, citizenship education must extend beyond the walls of the classroom. This extension must not be a repetition of activities that are constrained by classroom limitations.

Alfie Kohn's work on moving beyond traditional classrooms, *The Schools Our Children Deserve*, states that:

For some people, the premise [about homework] seems to be that we can relax (about the quality of our schools) if kids don't have time to relax. If they have lots of work to do

every night, never mind what it is, then they must be learning. With this premise, it seems perfectly acceptable to assign substantial amounts of homework even to first graders (Kohn, 104).

These words are added to remind us that we sometimes lose sight of the global reality that affects our students and children. At the very least, it is a plea for validity in the tasks that we have students complete to generate a grade.

**To truly be learned, global education must be lived.**

For example, consider the possibility of assigning questions for homework. Have students come up with five really good questions that will stimulate discussion and challenge the presuppositions of the class. Now that's good homework.



## A Lesson Planning Checklist to Develop Global Awareness

Sarah Coumantarakis of Learning Network has written an engaging checklist of things to consider when planning global education assignments:

- ✓ Is the activity cooperative rather than competitive? Global education is about helping students understand the world and their place in it more fully; not about finding out what they don't know.
- ✓ Does it provide opportunities for taking further action? Taking action, either personally, in the classroom or community gives opportunity to practice the skills of responsible, global citizenship.
- ✓ Does it connect global with local? Making connections between local and global manifestations of common issues builds understanding of interconnections and interdependencies and ensures that a Southern perspective, where the majority of the world's people live, is included.
- ✓ Does it examine root causes? A deeper analysis of an issue allows for an understanding of the systemic nature of power, violence and so forth.
- ✓ Does it examine the historical context of a situation? An examination of historical perspectives uncovers alternatives and lessons, which can inform a new direction.
- ✓ Does it examine power issues? Analysis of who is included and excluded; who benefits, who is harmed and who is ignored, whose voices speak loudest and most often helps deconstruct the issue.
- ✓ Is it participatory and experiential and does it address various learning styles? A diverse approach to teaching and learning reflects the diversity of the human family and the Earth's ecosystem.
- ✓ Does it address the whole student (intellectual, social, psychological, spiritual) and connect with his or her experience? Making global education relevant to one's day-to-day life helps students develop critical thinking skills applicable to daily decisions, which impact global peace and security.
- ✓ Does it include a futures orientation? Planning for the "seventh generation" guarantees a more sustainable approach to solving the challenges of the present.

# Music Study and Review – Sample Assignment

## Global issues (International Politics)

### ASSIGNMENT: Music Study and Review

#### INSTRUCTIONS

This assignment will be worth 10% of your term mark.

It is your responsibility to choose a song / piece of music / spoken word that is related to a Global / Political / Economic / Social Issue. Your selection can be taken from any genre of music, Rap, Hip Hop, Ska, Rock, Reggae, Roots, Folk, Jazz, R& B, Electronica, House, Heavy Metal, Blue Grass, Country, Punk, Techno, alternative or another form of music.

You will be required to complete the following to earn your ten (10%) percent for this assignment.

#### **PART A: In-Class Presentation**

1. Provide and play the song for the class. This can be done via PowerPoint presentation.
2. Provide overhead copies of the lyrics (words) to the song that you are playing.
3. Lead a discussion in the class about the song and its relevance to the issue raised in the song.

#### **PART B: Written Component**

Answer the following questions in complete sentences and in paragraph form.

If you choose you can burn this music onto a CD or to a floppy disc.

1. Who is the artist? What is the name of the song? CD? or Album?

2. Are these musicians and their music overtly political?
3. Why did you choose this piece of music?
4. What issue (s) is/are raised in the song?
5. In what way does this song enhance your understanding of the issue (s) that the musician is singing about? Were you aware of the issue(s) brought up in the song?
6. Include a title page, picture/graphic with your name, date, and teachers' name in the bottom right hand corner.

#### EVALUATION CRITERIA:

1	CLASSROOM PRESENTATION	/20
2	WRITTEN COMPONENT	/30
3	TOTAL MARKS	/50



## Staying Active – Keeping it Alive

Keeping your organization alive involves more than just recruiting and maintaining people to do the work. There are a number of other initiatives that are critical to your organization's success. We've indicated some additional strategies for **stayin' alive**. Many of these are directed at the teacher level and are intended for implementation after your first successful campaign.

### Nurturing Ownership

Now that your acorn has sprouted, it's time to let it grow on its own. That doesn't mean you won't have to provide it with nourishment and ensure its access to the sun...

Much like our deciduous metaphor, the students in your group will want to make their own decisions. This is essential for leadership skill

building. Through the teacher's encouragement, individuals will naturally fall into leadership roles. The teacher's responsibility now changes from leader to mentor; from decision maker to decision extractor. The students will still rely on the knowledge of the teacher to frame issues and bring new, critical information to light.

### Recruiting Diversified Members

The teacher, as mentor, must ensure that the group appreciates and strives for diversity. Your group should discuss stereotyping, nepotism and prejudice. Ask the following questions: Is everyone welcome to attend? Is anyone excluded?

The group's stability depends on diverse grades as well as diverse membership. It will be difficult to reorganize in subsequent years if the

organization is entirely composed of students of the highest grade. Typically these students will want to be in authoritative roles, however you may want to encourage your organization to select and foster leaders from younger grades. This provides peer-to-peer mentorship and it energizes the younger students with responsibility and a voice.

### Delegating Leadership

If a student approaches you (the teacher, sponsor) with an interest in a particular issue or group, foster that interest. Don't try to stifle their passion. Some real learning is already taking place. This student may have friends and peers that actually want to pursue this issue. Run with it! You might be looking at a student leader for a group that is dying to get going.

If students approach you, it is for good reason. They are looking for approval and consent. Talk

to them; give them the approval and consent they seek. Ask them decisive questions about what it is they want to do? Ask why this issue is of interest to them. Ask "Where do you want to go with this?" Your interest should stimulate, and motivate the student and not deter them.

Keep it positive and realistic. In this way you are fostering and developing leadership.

## Using Media for Publicity

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One of the frustrations of dealing with active activity programs or successful events in secondary schools is the feeling that newspapers and the media in general don't seem willing to cover these positive activities by students. The media appears more interested in publishing pictures of a schoolyard fight than they are of pictures of your most successful food drive ever. The reality is that many of us need to improve our media literacy and establish healthy media relationships. The following information will help to improve your understanding of the media and thereby improve your relationships with the media available to you.

The first point to remember is that the media are not obligated to provide free air time or space to a school. They are in the business of selling advertising space and time. They do not make money from coverage or free advertising of school events.

The people who work in the media have different assignments. It's very important to contact the right person for your event and establish a good, working relationship with these people. Many media outlets have assigned a person to the education beat. Get to know this person and call them first. Never contact more than one person with the same information at the same station or newspaper.

Remember that the media is a deadline-dominated business. There are times when they will not be able to talk or your request is too late. Always let them know a couple weeks in advance of an interesting event, which they could cover. This will place an event on their assignment calendar. Call back the day before to confirm coverage. If your event has been cancelled, let them know in plenty of time. They are busy and their calendars cannot be cluttered with events that have been moved to a new date or venue.

You can provide newspaper coverage for many events by writing a news release and providing a good quality black and white picture. Make sure that the newspaper is aware that you are doing this for them and be aware of their deadlines for submission and the format required for submission.

Recognize that your event may be important to your school community, but in reality most school coverage is not front page material. Call the media to events that have an interesting angle. Most schools run food drives: why is yours different? Provide photo opportunities that have some appeal to the media you have contacted. TV is not interested in still shots and newspapers don't like pictures that they can't compose.

Photographers dread the "handing over the cheque" picture. Arrange to have pictures taken of loading the food drive results onto the truck. Remember that photographers and TV people require time to develop and edit their material. Do not be late with this type of coverage. Arrange for an interesting backdrop location within your school.

Let one person do the talking. Assign one person to speak to the media when they arrive. This person should know all about the event and who was involved. They should also know how to spell and pronounce the names of the people involved.

Remember that when the media is invited into your school to cover an event, they may find something else that is more interesting to cover as well. This interesting event may have a better chance of making the front page than your great activity coverage. Reporters don't always talk to the people that you want them to talk to. They will also look for opinions from the disenchanted, disenfranchised groups in your school because they are part of the whole story as well.

Someone once said that you should never have an argument with someone who buys their ink by the barrel. Newspapers always will have the last word because they write them. Be fair to reporters covering your events, and remember that they can quote you on anything that you say.

The final point is to be sure to thank the media for the coverage that they give to your activity. Don't be afraid to ask parents in your community to express their appreciation as well. You will get continued coverage if the media

feels that their audience is interested in hearing about events that are happening at your school.

When you are aware of how your local media works and who the people are behind the cameras and headlines, you will have taken important steps to improve your media literacy. Take the time to get to know what they want and what their deadlines are, and you will improve your school's relationship with the local media.

#### WRITING A NEWS RELEASE

The five W's must be covered in your news release: WHO, WHAT, WHERE, WHEN, and WHY. The answers to these questions should

appear in the first sentence or two, called a lead. A strong lead captures the attention of the readers. After the lead, each succeeding paragraph should be of declining importance. This is using the inverted pyramid technique.

Be brief when writing a news release. One double-spaced typewritten page has a better chance of being used than two pages. Your information must be accurate and to the point. Never guess on names, dates, times or places.

Have someone edit your news release before it is submitted to the paper. The higher the quality of writing, the less work the editor has to do to prepare it for printing, the higher the chance your news release has of being used.

## Garnering Parental Support

Parents, just like their sons/daughters, want to get involved. Informing, attracting, and involving parents in the Students For Change initiative is important and necessary. There are numerous ways to promote interest and garner support from parents.

To begin with, you can trust the interested students within your seed group/class/club to “spread the word”. This should generate some genuine interest. If you want to foster further interest do the following:

- Use the school newspaper (if you have one)
- Pass out brochures, pamphlets and newsletters at other events taking place at the school. These events include parent-teacher interviews and meet-the-teacher nights.

Parental support for any activity at a school is always important and this is especially true for your Students For Change group. It will be relatively easy to involve parents once they have learned about the significant opportunities, and/or activities offered. You will need parents to:

- Supervise events,
- Advertise activities and involve media,

- Help with transportation,
- Raise funds, and
- Provide links to the community

As your Students For Change group evolves it may be necessary to formalize parental interest and involvement. This will depend on how keen you parents are. If they are very keen and realize the viability of an initiative like this then garnering support will not be an issue.

Try to identify parents that are particularly interested and ask them if they would be willing to take a leadership role (as the head of a committee) just like you do with the students. Supervision schedule(s) – like the ones provided in the appendix of this manual – can be used and adapted for transportation, fundraising, and advertising needs. This will help organize your events/opportunities, help them run smoothly and make life manageable for everyone.

Parental support will eventually take care of itself. You will find that parents are always willing to work with teachers who promote cooperative social action and global awareness for their children. Some parents have even said, “let’s start a Parents For Change group.”

## Motivating Other Teachers

Success is an excellent motivator. Teachers will desire to become engaged as they see the affect on the students and on the school community. This desire will be challenged by the impending demand of their involvement. Take it slow. You will need the support of your colleagues for any endeavour that:

- A. **Uses resources:** You will need to identify which resources will be used for events and how they will be financed. You will be challenged or questioned if your organization consumes a considerable amount of paper or supplies for its events. Are you raising funds to cover the costs of supplies? Are the students paying for these materials? It is difficult to garner support if you don’t have all the angles covered.

- B. **Uses school space:** Some schools have defined classes for teachers. Remind your group that this is the teacher’s space and should not be invaded without proper permission. Your colleagues will become agitated if they have to reset their room the morning after an event. Make sure all the stakeholders are involved for all decisions regarding use of school space. Remember that the gymnasium is often booked in advance for sports events or community use. You may be competing for space.
- C. **Uses students’ time:** On occasion, students may need to miss class time for a special event or engagement. These rare opportunities should be weighed by their educational value in providing an opportunity that cannot be found in a classroom. For example,

students involved in the school's band program might miss some class time to play at an engagement. When this happens, all of the stakeholders need to be informed that students will be missing class. Some students are quite happy to find reasons to miss classes they don't enjoy. Communicate all of your intentions with your colleagues so that there are no surprise absences from tests or regular class assignments.

- D. **Demands extra supervision:** Like it or not, there are minimum numbers of

teacher supervisors required for any event. The administration and school division define these supervision minimums. Remember that pre-arranged supervision is essential if your organization is planning an event like the 30 Hour Famine.

Other teachers will be motivated to be involved if the organization is well run, if the students are enthusiastic and if everyone seems to be having fun.

## Knowing When It's Over

Sometimes, no matter how much you plan for success, group cohesion slips away. Since it's important that cooperative social action remains voluntary in nature, you should know when to let it end. Evaluate the difficulties that the group

encountered. Was there enough time and energy involved?

Remember, an ending is also a new beginning. Start with a seed group and begin again.





## Finding Incredible Resources

### Discovering the NGOs

The United Nations defines a non-governmental organization (NGO) as any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of services and humanitarian functions, bring citizens' concerns to Governments, monitor policies and encourage political participation at the community level. They provide analysis and expertise; serve as early warning mechanisms and help monitor and implement international agreements. Some are organized around specific issues, such as human rights, the environment or health. Their relationship with government offices and agencies differs depending on their goals, their venue and their mandate.

It is essential to understand the value that these organizations can bring to your Students for Change group. As we have stated, there is no sense in reinventing the wheel. Many NGOs have well-established devices for fund-raising

and many, too, have activities, resources and events that are supplied to schools at no cost.

Some NGO campaigns are extremely successful and well known. Consider, for instance, the 30 Hour Famine that is held each year by World Vision. All of the materials are provided free of charge. Before the "Famine Date," students raise money through donors and sponsors to help the millions of starving and hurting children in some of the world's poorest countries. Students then engage in a 30 hour famine to find out what hunger is all about. During this time, they engage in activities that are planned at the school level. The money that is raised is sent to World Vision and they put it to work in areas like Peru, Ethiopia and other developing nations.

Check out our list of NGOs. They'll help you to define your cause.



## A Guide to NGOs and Organizations

This directory includes organization and contact information that is essential to your success as a change agency. Many, but not all, of these organizations are based in Alberta. As you will see by their descriptions, many of these organizations have educational material that will be useful to your cause. They also appreciate volunteers and therefore are a good output for your organization's energy. The organizations are listed alphabetically. We have included the site name and website address. You may find additional contact information on the organizations' sites.

Alberta Council for Global Cooperation	
acgc@web.ca	www.web.net/acgc
The Alberta Council for Global Cooperation (ACGC) is a coalition of non-governmental organizations (NGOs) working in Alberta and committed to advocating harmonious relations among nations and to promoting equitable community development within nations which is people-centred, democratic, just, sustainable, inclusive and respectful of indigenous cultures.	

Alberta Civil Liberties Research Centre	
aclrc@ucalgary.ca	www.aclrc.com
Undertakes research, education and law reform on civil liberties and human rights. The Human Rights Education Project for secondary students and their teachers focuses on teaching students about human rights law from the international level to the local level. The project provides presentations to students and teachers, resource materials, in-services for teachers and it serves as a resource on human rights law for educators and students.	

Activist Network	
activist@activist.ca	www.activist.ca
During the late summer of 1999, a couple of activists were reflecting on the poor attendance at most local protests. They decided that an e-mail list and a website should be set up to publicize such events. So, the computer geek of the two did just that. Currently we have this web site and email lists for event and organization listings. Efforts are underway to expand the reach of this project. Chief among these is the work toward regular print listings for those with limited or no internet access.	

Alternatives for a Different World	
alternatives@alternatives.ca	www.alternatives.ca
Alternatives meets the needs and responds to the demands of progressive Canadians, and tries to create a more equitable and sustainable world for all. Through innovative and comprehensive programming, they continue to build a base, so that the alternatives they propose, truly mirror the expectations of all Canadians.	



Alberta Environment Network	
aen@web.ca	www.web.net/~aen
An independent environmental news and networking forum that publishes "Field Notes" 6 times a year, as well as the "Alberta Environmental Directory", an annotated guide to Alberta's environmental organizations and agencies.	

Aga Khan Foundation Canada	
general@afkc.ca	www.partnershipwalk.com
The Aga Khan Foundation Canada supports international development projects to assist the poor in East Africa and South Asia emphasizing health, rural development, education and women's development. They mount educational campaigns to promote a better understanding of global partnership in Canada.	

Alberta Human Rights Education Council	
humanrights@gov.ab.ca	www.albertahumanrights.ab.ca
To call toll-free within Alberta, dial 310-0000 and then enter the area code and phone number. works in partnership with education groups that deal with human rights to develop a better understanding for the importance of the principles of human rights. They operate a speakers' bureau and distributes materials such as the "Human Rights Directory"	

Arusha International Development Research Centre	
arusha@arusha.org	www.arusha.org
Arusha is a collectively run, member supported organization that provides resources and programming on local and global social justice.	

Amnesty International	
info@amnesty.ca	www.amnesty.ca In Alberta: www.amnesty.ab.ca
Amnesty International is a worldwide movement of people dedicated to the protection and promotion of human rights.	

Alberta Native Friendship Centre Association	
anfca4@telusplanet.net	www.albertafriendshipcentres.ca
<p>The Alberta Native Friendship Centre Association along with its member Centres are committed to:</p> <ul style="list-style-type: none"> <li>• Improving the quality of life for Aboriginal people in an urban and rural environment by supporting self-determined activities which encourage the development of human and community resources and the improvement of socio-economic and physical conditions.</li> <li>• Promotion of better understanding and relations between Aboriginal and non-Aboriginal citizens.</li> <li>• Encouraging and facilitating the enhancement of Aboriginal culture among Aboriginal people and the communities they reside in.</li> </ul>	

Association for Progressive Communications	
outreach@web.net	www.apc.org   www.web.net
<p>The Association for Progressive Communications (APC) is an international network of civil society organizations dedicated to empowering and supporting groups and individuals working for peace, human rights, development and protection of the environment, through the strategic use of information and communication technologies (ICTs), including the Internet.</p>	

Alberta Teachers' Association	
	www.teachers.ab.ca
<p>An extensive global education library (housed within the ATA library) is available to ATA members to provide books, periodicals and videos for classroom use. The ATA also administers "Project Overseas" which places teachers abroad for short term (3-5 weeks) Third World assignments (9 teachers per year)</p>	

Alberta Wilderness Association	
info@albertawilderness.ca	www.albertawilderness.ca
<p>The AWA remains Alberta's frontline advocacy organization advancing the establishment of protected areas; all done through the coordination of its grassroots work with that done at the provincial and national levels- It has also tenaciously striven for better public policy for the conservation, management and ecologically sustainable use of all public lands, waters and wildlife in Alberta. Virtually all of Alberta's waters, all of its wildlife and 73 percent of the land are public.</p> <p>The AWA is a non-profit, federally registered, charitable society with the vast majority of its work being carried out by volunteers--. It has a provincial office and resource centre in Calgary, chapters and active members throughout Alberta, and staff includes a Conservation Manager, an Office Manager, Executive director and other contract staff.</p>	

Campaign 2000	
liyugu@fsatoronto.com	www.campaign2000.ca
<p>Campaign 2000 is a cross-Canada public education movement to build Canadian awareness and support for the 1989 all-party House of Commons resolution to end child poverty in Canada by the year 2000. Campaign 2000 began in 1991 out of concern about the lack of government progress in addressing child poverty. Campaign 2000 is non-partisan in urging all Canadian elected officials to keep their promise to Canada's children.</p> <p>Since 1989, the number of children living in poverty has increased by 402,000 and child poverty is clearly a signal of the increasing hardship for Canadian families.</p>	

CANESI: Canadian Network to End Sanctions on Iraq	
canesica@telus.net	www.canesi.org
<p>CANESI is a network of organizations and individuals in Canada who are compelled to respond to the injustice, death and suffering in Iraq that result from the UN sanctions. These sanctions are primarily driven by the foreign policy interests of the US and its allies (including Canada). They recognize that the peace and security of the Iraqi people is dependent on many factors, including ones internal to Iraq. Their primary point of intervention is with the Canadian government and its allies. CANESI's collective goal is to have the UN economic sanctions removed in an effort to promote peace and security for the Iraqi people.</p>	

CAUSE Canada	
causecan@telusplanet.net	www.cause.ca
<p>CAUSE Canada sees development as being a process, not an end; to develop is to become, not only to have. Development does not necessarily mean industrialization. One of CC's preferred definitions for development relates to the unfolding of people's collective imagination in defining not only who they are, but where they want to go. To this end, CC is committed to the challenge of assisting our Southern partners in the establishment and strengthening of their own Non-Government Organization (NGO) communities.</p>	

Council of Canadians	
inquiries@canadians.org	www.canadians.org
<p>Founded in 1985, The Council of Canadians is Canada's pre-eminent citizens' watchdog organization, comprised of over 100,000 members and more than 70 Chapters across the country. Strictly non-partisan, the Council lobbies Members of Parliament, conducts research, and runs national campaigns aimed at putting some of the country's most important issues into the spotlight: safeguarding our social programs, promoting economic justice, renewing our democracy, asserting Canadian sovereignty, advancing alternatives to corporate-style free trade, and preserving our environment.</p> <p>The Council does not accept money from corporations or governments, and is sustained entirely by the volunteer energy and financial assistance of its members.</p>	

Change for Children Association	
webmaster@changeformchildren.org	www.changeformchildren.org
Change for Children Association promotes action for systemic change and sustainable development through solidarity and partnership, by nurturing community, and by maintaining an integral, vital and stable organization.	

Canadian Crossroads International	
west@cciorg.ca	www.cciorg.ca Western Region: www.cciorg.ca/west
Canadian Crossroads International is a volunteer organization that actively contributes to creating a sustainable and equitable world by working in partnership, facilitating learning and exchange across cultures, and raising awareness of global issues. CCI provides opportunities to live and work in a developing country. The Western office of CCI operates in Bolivia, Guatemala and Suriname.	

Canadian Council for International Cooperation	
	www.ccic.ca
The Council is a coalition of Canadian voluntary sector organizations working globally to achieve sustainable human development. CCIC seeks to end global poverty, and to promote social justice and human dignity for all	

Canadian Catholic Organization for Development and Peace	
devandpeace@look.ca	www.devop.org
The Canadian Catholic Organization for Development and Peace is the official agency of the Catholic Church in Canada, established by the Catholic Bishops to educate and involve Canadian Catholics. They welcome the opportunity to share their knowledge and perspectives with all Canadians to all schools, community groups and church groups regardless of denomination. The CCODP provides support groups in developing nations. They can provide educational and liturgical materials, audio-visuals and volunteer resource people to Catholic Schools. The CCODP also conducts two campaigns a year, the Educational and Action Campaign during the Fall and the Fundraising Campaign, Share Lent, during Lent.	

Canadian Council on Social Development	
council@ccsd.ca	www.ccsd.ca
<p>The Canadian Council on Social Development (CCSD) is a non-governmental, not-for-profit organization, which was founded in 1920. Their mission is to develop and promote progressive social policies inspired by social justice, equality and the empowerment of individuals and communities. They do this through research, consultation, public education and advocacy. Their main product is information. Their sources of funding include research contracts, the sale of publications and memberships, and donations.</p>	

Canadian Foodgrains Bank	
cfgb@foodgrainsbank.ca	www.foodgrainsbank.ca
<p>Canadian Foodgrains Bank is a Christian-based food aid and development organization that collects donations of grain, cash and other agricultural commodities for distribution to the world's hungry.</p> <p>It is owned by 13 Canadian church members who work with international partners to ensure food gets to where it is intended to go.</p> <p>The Foodgrains Bank manages a centralized food/grain collection system on behalf of its member churches, negotiates master agreements with CIDA, the Canadian Wheat Board and other organizations, manages procurement and shipping for members, provides expert advice and services to members on food programming, and engages in policy and development education activities related to hunger and food security.</p>	

Child and Family Canada	
	www.cfc-efc.ca
<p>Child &amp; Family Canada is a unique Canadian public education website. Fifty Canadian non-profit organizations have come together under the banner of Child &amp; Family Canada to provide quality, credible resources on children and families on an easy-to-navigate website. The managing partner of the consortium is the Canadian Child Care Federation</p>	

Canadian Hunger Foundation: Partners in Rural Development	
info@partners.ca	www.partners.ca
<p>Provides rural development programs in developing countries. Publishes various development education packages: classroom activity book related to basic needs such as food, water, shelter and energy; videos and journal on the alternative energy source of biogas; Global Link newsletter and discussion papers highlighting topics on rural development etc. Provides curriculum and professional development activities with teachers involved in development education. School program for students and teachers (k-13) with speakers available for age-appropriate, interactive presentations, classroom resource kit and spell-a-thon: students learn to spell new words while assisting basic human needs projects.</p>	

Canada's Human Security Program	
human.security@dfait-maeci.gc.ca	www.humansecurity.gc.ca
Through both its Human Security Program as well its multilateral and bilateral partnerships, Canada will continue to work to strengthen the international community's ability to respond to threats to human security and support peaceful governance. They invite you to explore their website further to learn more about Canada's approach to human security and the various Program initiatives undertaken to help build a world where people can live in freedom from fear.	

CivilRights.Org	
	www.civilrights.org
Civilrights.org's mission is to empower the civil rights community to lead the fight for equality and social justice in the emerging digital society through the establish of an online social justice network. Civilrights.org leverages communications technologies to create an online society committed to the continued pursuit of equality and fostering greater understanding and mutual respect for difference	

Canadian Kindness Movement	
	www.kindness.ca
The Canadian Kindness Movement is a national network of individuals and organizations dedicated to building a more compassionate nation and world through the sharing of ideas and initiatives that move us beyond all political, religious and cultural boundaries.	

Canadian Organization for Development Through Education	
codehq@codecan.org	www.codecan.org
Since 1959, CODE has supported innovative literacy and education programs in the developing world by providing appropriate learning materials and support for literacy educators. Working with indigenous partner groups overseas, CODE provides training programs for literacy trainers as well as support for the development of community libraries. CODE's focus group is primary school aged children. In Canada, CODE organizes "Project Love" in cooperation with students, teachers and parents. Through this global education program held every February, students in Canada pack kits of school supplies for students in developing countries.	

Canadian Parks and Wilderness Society (CPAWS)	
info@cpaws.org	www.cpaws.org
Publishes an Alberta newsletter. Produces current information on preserving Eco-systems through the establishment of protected areas such as parks and other protected wilderness areas.	

Canadian Red Cross Society	
wz-feedback@redcross.ca	www.redcross.ca
Provides elementary and secondary booklets, videos and kits on International Red Cross relief and development work, human rights and Geneva conventions. Some materials are available in French.	

Centre for Social Justice	
justice@socialjustice.org	www.socialjustice.org
<p>The Centre for Social Justice is an advocacy organization that seeks to strengthen the struggle for social justice. They are committed to working for change in partnership with various social movements and recognize that effective change requires the active participation of all sectors of our community. Their work increasingly takes them across Canada and into the international arena.</p> <p>The programmatic content of the Centre's work may change from year to year, but there is an on-going interest in working strategically to narrow the gap between rich and poor, challenging the corporate domination of Canadian politics, and pressing for policy changes that promote economic and social justice.</p>	

CUSO	
cuso.prairies@cuso.ca	www.cuso.org
<p>CUSO is a Canadian organization which supports alliances for global social justice. They work with people striving for freedom, gender and racial equality, self-determination and cultural survival. They achieve their goals by sharing information, human and material resources, and by promoting policies for developing global sustainability.</p> <p>CUSO sends Canadians overseas to work in social justice. Positions are various: from community development to sustainable environment and agriculture. Some resources are available for sale or loan: Basics and Tools (Popular Education) Here to Stay (Sustainable Environment). Returned cooperants may also be available as speakers.</p>	

Canadian Women for Women in Afghanistan	
w4wafghan@praxis.ca	www.w4wafghan.ca
<p>Canadian Women for Women in Afghanistan (W4WAfghan) is a volunteer solidarity group, established in 1996 and committed to raising awareness to the plight of women in Afghanistan. During two decades of war, Afghan women have endured extreme oppression, through the denial of their basic human rights. Under the imposed rule of the extremist Islamic Taliban regime, most women and children faced severe restrictions to their freedom of movement and were denied access to basic health care, education, security and employment. As we enter a new era of hope in Afghanistan, much support is needed to help Afghan women mend and redefine their shattered lives. Securing basic human rights for Afghan women and their families will require long-term commitments from within their own society and from all of us as members of the international community.</p>	

Canada World Youth	
west-ouest@cwj-jcm.org	cwj-jcm.org
Canada World Youth is a national, non-profit, non-governmental organization that has been coordinating international programs for youth since 1971. Our programs promote intercultural understanding, increased awareness of development issues, and personal and professional skills development. Canada World Youth receives funding support from the Canadian International Development Agency (CIDA), Industry Canada, and thousands of individual, institutional and corporate donors from across the country.	

EcoCity Society	
info@ecocity.ab.ca	www.ecocity.ab.ca
EcoCity Society is an Edmonton based pro-environmental activism organization. They are working proactively to protect and ensure sustainability of our physical, mental and social environments. Through broad-based programs, including teach-ins, workshops, camps, internal discussions, solidarity actions and community involvement they confront the current environmental crisis and provide positive alternatives for the future.	

Energy Efficiency Association of Alberta	
energy@compusmart.ab.ca	
Provides programs and energy efficiency teaching kits to schools on energy conservation and environmental concerns related to energy use.	

Edmonton Multicultural Society	
info@edmontonmulticultural.com	www.edmontonmulticultural.com
Promotes and publicizes the concepts of multiculturalism. Provides speakers from Edmonton's ethnic communities.	

Environmental Resource Centre	
	(780) 432-9151
Offers "Destination Conservation" School Program for school districts wishing to become more energy efficient. Through a Conservation Team, created within the school district and in each school are trained to perform student-based auditing and create effective campaigning within their school. Curriculum kits for the program are provided allowing teachers to enable environmental education in the classroom for grades 1-12.	



ETC Group: Action Group on Erosion, Technology and Concentration	
	<a href="http://www.etcgroup.org">www.etcgroup.org</a>
<p>The ETC group is dedicated to the conservation and sustainable advancement of cultural and ecological diversity and human rights. To this end, the ETC group supports socially responsible developments of technologies useful to the poor and marginalized and it addresses international governance issues and corporate power.</p> <p>They work in partnership with civil society organizations (CSOs) for cooperative and sustainable self-reliance within disadvantaged societies, by providing information and analysis of socioeconomic and technological trends and alternatives. This work requires joint actions in community, regional, and global fora.</p> <p>Their strength is in the research and analysis of technological information (particularly but not exclusively plant genetic resources, biotechnologies, and [in general] biological diversity), and in the development of strategic options related to the socioeconomic ramifications of new technologies.</p> <p>The ETC group works primarily at the global and regional (continental or sub-continental) levels. They do not undertake grassroots, community, or national work. They support partnerships with community, national, or regional CSOs but ETC does not make grants or funds available to other organizations. They do not have members.</p> <p>The ETC provides electronic mail-outs of updated information.</p>	

FEESA: An Environmental Education Society	
<a href="mailto:info@feesa.ab.ca">info@feesa.ab.ca</a>	<a href="http://www.feesa.ab.ca">www.feesa.ab.ca</a>
<p>FEESA is a non-profit education organization established to promote, coordinate and support bias-balanced environmental education across Alberta. Provides education programs, resources and services for Alberta educators at low or no cost. Professional development is offered including multi-day, field-based programs. School presentations are offered to classrooms across Alberta. Extensive learning resources such as posters, videos, field and learning kits have been developed. All programs and services are offered at low or no cost with sponsorship coming from government, industry and foundations. Topics addressed by the programs include forests, energy, climate change, water, and waste. FEESA also operates several field programs including those at the Jumpingpound Demonstration Forest (Kananaskis), Des Crossley Demonstration Forest (Sundre) and the River Valley Forest (Edmonton). They publish the quarterly electronic newsletter "FEESA Update".</p>	

Free the Children	
<a href="mailto:info@freethechildren.com">info@freethechildren.com</a>	<a href="http://www.freethechildren.org">www.freethechildren.org</a>
<p>Free the Children has two main purposes:</p> <ul style="list-style-type: none"> <li>• To free children from poverty, exploitation and abuse.</li> <li>• To give children a voice, leadership training, and opportunities to take action on issues which affect them from a local to an international level.</li> </ul> <p>Free the Children is dedicated to eliminating the exploitation of children around the world, by encouraging youth to volunteer in, as well as to create programs and activities that relieve the plight of underprivileged children.</p>	

Global Exchange	
info@globalexchange.org	www.globalexchange.org
Global Exchange is a non-profit research, education, and action center dedicated to promoting people-to-people ties around the world. Since their founding in 1988, they have been striving to increase global awareness among the US public while building international partnerships around the world. Based in San Francisco	

Global Environmental and Outdoor Education Council	
	www.geoec.org
This group is one of 23 specialist Councils of the Alberta Teachers' Association, and we are educators who are interested in teaching global, environmental, and outdoor education. If you choose to join, you'll receive news items in the quarterly newsletter "Connections", as well as information about our workshop series and our annual conference. There are numerous free lesson plans on their site, links to useful related sites, as well as information about their exciting Global Education Initiative.	

Greenpeace Canada	
	www.greenpeace.ca
Greenpeace is an independently funded organization that works to protect the environment. We challenge government and industry to halt harmful practices by negotiating solutions, conducting scientific research, introducing clean alternatives, carrying out peaceful acts of civil disobedience and educating and engaging the public.	

Green Teacher	
info@greenteacher.com	www.greenteacher.com
<p>The world's best-selling environmental education magazine, Green Teacher is a non-profit, practical, quarterly magazine for all K-12 educators and parents who seek to promote environmental literacy and global awareness with young people. One year (4 issue) subscriptions cost Cdn\$30 to Canadian addresses and US\$26 to US addresses. Sample copies cost \$7. They can be contacted for 2 year and overseas rates.</p> <p>Green Teacher is both an environmental and a global education magazine. As an educational resource, Green Teacher addresses most of the issues found in the Global Classroom site. Green Teacher's magazine articles are mostly curriculum based, providing educators with teaching ideas, activities and perspective articles.</p>	

Habitat for Humanity Canada	
	<a href="http://www.habitat.ca">www.habitat.ca</a>
<p>Habitat for Humanity is an independent, charitable, faith-based housing program dedicated to the elimination of poverty housing by building homes in partnership with families in need. They build simple, decent, and affordable houses and provide interest-free mortgages to families who would otherwise not be able to purchase their own home. The Habitat program is about home ownership and providing a long-term solution designed to break the poverty cycle.</p>	

International Development Studies Network	
<a href="mailto:info@idsnet.org">info@idsnet.org</a>	<a href="http://www.idsnet.org">www.idsnet.org</a>
<p>IDSNet was created to enable individuals and organizations to communicate, provide information services and enhance the delivery of International development educational programs in Canada and around the world.</p>	

International Institute for Sustainable Development	
<a href="mailto:info@iisd.ca">info@iisd.ca</a>	<a href="http://www.iisd.org">www.iisd.org</a>
<p>For development to be sustainable it must integrate environmental stewardship, economic development and the well-being of all people—not just for today but for countless generations to come. This is the challenge facing governments, non-governmental organizations, private enterprises, communities and individuals.</p> <p>The International Institute for Sustainable Development meets this challenge by advancing policy recommendations on international trade and investment, economic policy, climate change, measurement and indicators, and natural resource management to make development sustainable. By using Internet communications, they cover and report on international negotiations and broker knowledge gained through collaborative projects with global partners, resulting in more rigorous research, capacity building in developing countries and a better dialogue between North and South.</p>	

IMPACS: Institute for Media, Policy and Civil Society	
<a href="mailto:media@impacs.org">media@impacs.org</a>	<a href="http://www.impacs.org">www.impacs.org</a>
<p>IMPACS is a young and dynamic registered Canadian charity, filling an important niche in civil society. They work to strengthen communications between not-for-profit organizations, government and the media, both in Canada and internationally.</p>	

Justice 4 Youth	
feedback@justice4youth.com	www.justice4youth.com
Justice 4 Youth is a website dedicated to informing the people about issues that affect them or their kids. For instance, youth justice is a major piece of this site. Justice 4 Youth focuses on the youth justice system in Canada.	

KAIROS	
info@kairoscanada.org	www.kairoscanada.org
<p>KAIROS is a coalition of Canadian churches, church based agencies and religious organizations dedicated to promoting human rights, justice and peace, viable human development and universal solidarity among the peoples of the Earth. KAIROS is a decisive and faithful response to God's call for respect of the Earth and justice for its peoples. KAIROS produces a wide range of print, web, and video global education materials suitable for classrooms, community groups, and researchers."</p> <p>Areas of special interest: Aboriginal rights, Canadian Social Development (including refugees/ migrants, health care, and anti-poverty work), Ecology, Education and Animation, Global Economic Justice (including trade, debt, and corporate social responsibility), and Global Partnerships</p>	

Learning Network	
learnnet@ualberta.ca	www.learning-network.org
<p>Learning Network is an educational service agency that assists Alberta schools with professional development, educational exchanges, and global education. Professional development services are primarily provided for member schools and jurisdictions in East Central Alberta (although anyone is welcome to attend), whereas the entire province may access our global education and educational exchange services.</p>	

Learning for a Sustainable Future (UNESCO)	
	www.unesco.org/education/tlsf
<p>Teaching and Learning for a Sustainable Future is one of several programs initiated by UNESCO's program on Educating for a Sustainable Future. UNESCO has developed it in its function as task manager for the International Work Program on Education, Public Awareness and Training for Sustainability of the United Nations Commission on Sustainable Development and for the 2002 World Summit on Sustainable Development.</p>	

Maquila Solidarity Network	
info@maquilasolidarity.org	www.maquilasolidarity.org
<p>The Maquila Solidarity Network (MSN) is a Canadian network promoting solidarity with groups in Mexico, Central America, and Asia organizing in maquiladora factories and export processing zones to improve conditions and win a living wage. In a global economy it is essential that groups in the North and South work together for employment with dignity, fair wages and working conditions, and healthy workplaces and communities.</p>	

The Mustard Seed	
info@theseed.ca	www.theseed.ab.ca
<p>The Mustard Seed Calgary is a non-profit, Christian humanitarian organization that responds compassionately to the needs of the inner-city's less fortunate through mobilizing and working with the church and the community.</p> <p>Since 1984, The SEED has offered ways of meeting the homeless' most basic necessities of life. Each year, issues around homelessness continue to grow in the city of Calgary and The SEED continues to expand its services to meet the growing needs.</p>	

National Film Board of Canada	
	www.nfb.ca
<p>An excellent source of internationally recognized Canadian films. Education catalogues and thematic brochures are available by telephone order or from their website.</p>	

Natural Resources Services – Government of Alberta	
env.infocent@gov.ab.ca	www3.gov.ab.ca/srd
<p>Developed to provide Albertans with effective, balanced and easily accessed information about Alberta's natural resources, this site now includes news, publications, and answers to frequently asked questions, as well as details on the programs and initiatives from their resource staff across the province. Information will be updated regularly to ensure Albertans are kept informed.</p>	

Oxfam Canada	
enquire@oxfam.ca	www.oxfam.ca
<p>Oxfam Canada works with partner organizations in over 20 countries in Africa, Central and South America and the Caribbean to help people tackle the root causes of poverty, social injustice and inequality, creating self-reliant and sustainable communities. They also respond in times of emergency situations. At home, Oxfam educates people on issues of global poverty and advocates for positive changes in policies that directly affect the world's poor.</p>	

Parkland Institute	
parkland@ualberta.ca	www.ualberta.ca/parkland
The Parkland Institute is an Alberta wide research network that examines public policy issues. Their research themes are: Revitalizing Democracy and the Role of Government; Building a Just and Sustainable Economy; and Improving the Quality of Life. The Parkland Institute is based out of the Faculty of Arts at the University of Alberta.	

Pembina Institute for Appropriate Development	
info@pembina.org	www.pembina.org
Develops and publishes print and electronic resources for formal and non-formal educational programs. Main topic focuses are global climate change, waste reduction, renewable energy, environmental economics and appropriate technology. The institute offers professional development workshops for teachers and community animators in these and other topic areas. Publishes "Climate Change Awareness and Action", a high school multimedia resource kit.	

Random Acts of Kindness Foundation	
rakinfo@actsofkindness.org	www.actsofkindness.org
<p>They provide help with brainstorming, project planning, publicity, training, materials development, and public speaking, interviews, assemblies and general consultation. They are a clearinghouse for ideas and are compiling a Project Plan library so that their coordinators may read about and implement projects that others have done successfully.</p> <p>They also are building a network of kindness participants who wish to communicate with one another through email and share ideas, suggestions, and their own experiences. If you would like to be among these participants, please email them at rakinfo@actsofkindness.org.</p> <p>They continue to create, improve, and expand a collection of free materials for the promotion of kindness. It is their hope that as we all are reminded of the importance and power of kindness, we will be encouraged to practice kindness consistently in our daily lives.</p>	

Ryan's Well Foundation	
ryan@ryanswell.ca	www.ryanswell.ca
Ryan Hreljac has been raising funds for projects in developing countries with the help of many others, since the age of six. His work has helped to change the lives of thousands of people in Africa who might not otherwise have been able to lead healthy, normal lives. Without access to clean water people become ill and sometimes even die. When Ryan learned this, he decided to dedicate his young life to building commitment, support and opportunities for children and youth to contribute to society through international co-operation. Ryan has also recognized the value of teamwork and partnership. As a result, the Ryan's Well Foundation has chosen to work with partners in the public and private sector to address health needs in developing countries.	

South Asia Partnership Canada	
sap@sapcanada.org	www.sapcanada.org
<p>SAP Canada's vision is to maintain and improve itself within Canada as a centre of knowledge on South Asia and as a force for closer ties between Canadians and South Asians for human development.</p> <p>SAP Canada serves as a forum of Canadian organizations that, together and with South Asian partners, works for sustainable human development in the region.</p>	

Sierra Club – Prairie Chapter	
prairie.chapter@sierraclub.org	www.prairie.sierraclub.ca
<p>See also the Sierra Club <a href="http://www.sierraclub.org">www.sierraclub.org</a>   Sierra Club of Canada <a href="http://www.sierraclub.ca">www.sierraclub.ca</a></p> <p>John Muir founded the Sierra Club in 1892 to protect the wilderness of the Sierra Nevada. Muir believed that if people could experience the wilderness and understand its value they would cherish it and work to protect and preserve it. The Sierra Club has been active in Canada since 1969, working to influence public policy and raise environmental awareness. The Prairie Chapter has been active since 1995 and runs a number of campaigns out of the Edmonton Office.</p>	

Street Kids International	
ski@streetkids.org	www.streetkids.org
<p>Street Kids International (SKI) is an international charity based in Canada that aims to give street kids around the world the choices, skills, and opportunities to make a better life for themselves.</p>	

Sierra Youth Coalition	
sierrayc@web.ca	www.sierrayouthcoalition.org
<p>The SYC is the youth-run branch of the Sierra Club of Canada that serves as an action centre for youth concerned about the environment. It embraces all the diverse peoples of Canada ages 15 to 25 and students of any age. As a part of the Sierra Club the SYC connects the youngest activists to the oldest, and to the largest organization for environmental protection on our continent. It works on environmental campaigns (locally and nationally), internships, youth skills building and empowerment, conferences, creating a voice for youth in policy making, networking young people, and linking social justice and environment issues. Sierra Youth Coalition is unique as it is Canada's only national youth environmental group.</p>	

University of Alberta International Centre	
international@ualberta.ca	www.international.ualberta.ca/intlcent.htm
Provides international students to classrooms in the Edmonton area from among the foreign student population of the university through "Bridges: Student Speakers for Global Awareness." Topics include environment, politics, religion, culture, gender and social justice.	

UNICEF	
ab.secretary@unicef.ca	www.unicef.org Canada Specific www.unicef.ca
Publishes teaching materials for elementary and junior high students which examine health, food, education, respect, conflict resolution, cooperation, and child rights. (Rescue Mission Planet Earth, Children's Guide to Agenda 21) organizes annual Hallowe'en UNICEF collection, provides speakers, audio-visual material is also available.	

USC Canada	
info@usc-canada.org uscalberta@shaw.ca	www.usc-canada.org
Established in 1945 by Lotta Hitschmanova, USC Canada is the oldest solely Canadian international development agency. Highly respected for its innovative project programming, USC Canada seeks out the expertise and partnership of local peoples in Africa and Asia to effect long term solutions to poverty.	

Woodlot Association of Alberta	
louise@woodlot.org	www.woodlot.org
<p>The Woodlot Association of Alberta is a non-profit organization established by woodlot owners. It is run by a volunteer board of directors representing different regions throughout Alberta. Their membership includes people with a diverse background and interest in woodlot management.</p> <p>They promote leadership in sustainable forest management by increasing awareness of the forests inherent social, economic and environmental values. Brochures and posters are available for distribution. They also publish a newsletter.</p>	



War Child Canada	
info@warchild.ca	www.warchild.ca
<p>Founded in 1999 by Dr. Samantha Nutt, Dr. Steven Hick and Frank O'Dea, the registered Canadian charity is spearheading humanitarian programs around the world, from Sierra Leone and Iraq, to the Thai-Burmese border and most recently Afghanistan. With projects in war-affected countries in Africa, Asia, Latin America and the Middle East, War Child Canada is assisting thousands of children and youth in some of the most devastated areas on earth. War Child Canada works with youth in North America to promote awareness of human rights issues and the cause of war-affected children. War Child Canada also works closely with the music industry to help raise funds and build awareness for the cause of war-affected children and youth worldwide. For more information on War Child Canada's humanitarian programs and outreach initiatives, please visit War Child Canada Projects.</p>	

World Resources Institute	
lauralee@wri.org	www.wri.org
<p>World Resources Institute is an independent nonprofit organization with a staff of more than 100 scientists, economists, policy experts, business analysts, statistical analysts, mapmakers, and communicators working to protect the Earth and improve people's lives.</p>	

## Finding Government Resources

There are many resources and very relevant information available from all levels of government. A Students For Change group should actively try to use resources that are made available each year to schools across Canada. These resources are varied and very useful when teachers decide to implement the Students For Change Initiative in their school. Teacher sponsors should encourage principals/department heads/curriculum leaders to inform colleagues of the myriad of resources that are sent to them. In most schools, someone disseminates this information. Make it known that you want to be included in the "loop". This way relevant and pertinent information will come your way.

Teachers that have used these resources have noted they are ready made, full of ideas; colourful, grade and age appropriate, and provide a variety of suggested activities. These resources are also packaged in order for teachers to pick and choose. This packaging lessens the planning and preparing requirement to organize a citizenship day, global awareness event, or celebration of Anti-Racism Day.

Best of all, most of the materials are free for educators to use in the classroom and school.



Here is a list of places to start:

1. **Canadian International Development Agency (CIDA)**

[www.acid-cida.gc.ca](http://www.acid-cida.gc.ca)

Development is a complex, long-term process that involves all of the world's people, governments and organizations at all levels. Working with partners in the private and public sectors in Canada and in developing countries, and with international organizations and agencies, CIDA supports foreign aid projects in more than 100 of the poorest countries of the world. The objective: to work with developing countries and countries in transition to develop the tools to eventually meet their own needs.

2. **Department of Foreign Affairs**

[www.dfait-maeci.gc.ca](http://www.dfait-maeci.gc.ca)

This site provides information about Canada's foreign policy, related issues, and Canada's perspective. Educators can also subscribe to Canada: World View for free. It is an excellent resource that can keep teachers informed about Canada's role in the global community.

3. **Canadian Heritage**

[www.pch.gc.ca](http://www.pch.gc.ca)

This informative site has considerable resources to promote and celebrate Anti-Racism Day in Schools. You will find information under the Diversity and Multiculturalism banner on the website.

4. **Department of Justice**

<http://canada.justice.gc.ca/en>

This is an excellent site to use for Human Rights initiatives at schools including Justice Canada 2000 and the Youth Justice Project.

5. **Status of Women Canada**

[www.swc-cfc.gc.ca](http://www.swc-cfc.gc.ca)

There is great information on this link to organize, plan and remember the contributions that women have made to Canada and the World.

## A Note on CIDA and DFAIT

The **Canadian International Development Agency's** Global Classroom Initiative funded this resource. CIDA is a federal agency that supports sustainable development activities in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

Development is a complex, long-term process that involves all of the world's people, governments and organizations at all levels. Working with partners in the private and public sectors in Canada and in developing countries, and with international organizations and agencies, CIDA supports foreign aid projects in more than 100 of the poorest countries of the world. The objective: to work with developing countries and countries in transition to develop the tools to eventually meet their own needs.

Canada's Official Development Assistance (ODA) program concentrates resources on the following six priorities.

1. Basic human needs: to support efforts to provide primary health care, basic education, family planning, nutrition, water and sanitation, and shelter. Canada will continue to respond to emergencies with humanitarian assistance. Canada will commit 25% of its ODA to basic human needs as a means of enhancing its focus on addressing the security of the individual.

Over the next five years, CIDA will strengthen its programming in four areas of social development: health and nutrition, basic education, HIV/AIDS, and child protection.

2. Gender Equality: to support the achievement of equality between women and men to ensure sustainable development.
3. Infrastructure services: to help developing countries to deliver environmentally sound infrastructure services, with an emphasis on poorer groups and on capacity building.
4. Human rights, democracy, and good governance: to increase respect for human rights, including children's rights; to promote democracy and better governance; and to strengthen

both civil society and the security of the individual.

5. Private sector development: to promote sustained and equitable economic growth by supporting private sector development in developing countries.
6. Environment: to help developing countries to protect their environment and to contribute to addressing global and regional environmental issues.

CIDA works in partnership with all elements of Canadian society, including the business community, non-governmental organizations (NGOs), professional associations, co-operatives, educational institutions and international agencies. Developing countries are also essential partners.

CIDA's Global Classroom Initiative (GCI) encourages young Canadians to become informed and involved global citizens. This initiative will help engage Canadian school-aged children and their educators—from Grades 1 to 12 in most of Canada and Primary I to Secondary V in Quebec—in active exploration of international development and cooperation issues.

Managed by CIDA's Development Information Program, GCI financially supports projects that develop and deliver effective school-based, global education resources and activities.

The objectives of the Global Classroom Initiative are to:

- Encourage the integration of a global perspective in teaching;
- Increase knowledge of international-development and cooperation issues, and help teachers deliver related resources and curricula;
- Instill an understanding of global interdependence and Canada's responsibilities as a member of the global village;
- Instill a sense of global citizenship and increase awareness of the difference that individual and collective actions can make on issues of global importance;
- Raise awareness of the role Canadian individuals and organizations play in

overseas relief and development assistance; and

- Promote tolerance and respect for the many diverse cultures in Canada and around the world.

The **Department of Foreign Affairs and International Trade** represents Canada abroad through a network of embassies and offices around the world. Their objectives are to promote prosperity, ensure Canadians' security within a global framework, and promote Canadian values and culture on the international stage.

The Department's legal mandate is to:

- Conduct all diplomatic and consular relations on behalf of Canada;
- Conduct all official communication between the Government of Canada and the government of any other country and between the Government of Canada and any international organization;
- Conduct and manage international negotiations as they relate to Canada;
- Coordinate Canada's economic relations;

- Foster the expansion of Canada's international trade;
- Coordinate the direction given by the Government of Canada to the heads of Canada's diplomatic and consular missions and to manage these missions;
- Administer the foreign service of Canada;
- Foster the development of international law and its application in Canada's external relations.

In addition to creating foreign policy and monitoring international trade, the Department of Foreign Affairs and International Trade helps to boost the international marketing efforts of Canada's educational institutions to attract foreign students and foster the development of professionals sympathetic to the Canadian way of life and values. They support programs for Canadian studies, encourage collaboration with international institutions of higher learning and promote international scholarships.

CIDA	DFAIT
<a href="http://www.acdi-cida.gc.ca">www.acdi-cida.gc.ca</a>	<a href="http://www.dfait.gc.ca">www.dfait.gc.ca</a>

# Interpreting Media

## Music

Constantly changing, music is an excellent medium to promote cooperative social action. Students may discover that the lyrics in their favourite songs carry a valuable and powerful message about the state of our world.

There are several ways to use music in the classroom. An examination of the lyrics as poetry can provide a solid starting point for poetry analysis. Students can try to create a

visual message of an appropriate, message bearing song through video or on a poster board. Whatever the method, music analysis is an essential ingredient to create interest among students.

There are literally thousands of songs that are appropriate for active awareness. The following is Glyn Hughes' play list of songs used in the classroom to enrich his social studies program.

- |   |  |
|---|--|
| 1. Billy Joel<br>From the CD STORMFRONT   | We didn't start the Fire               |
| 2. Mark Knopfler<br>From the CD GOLDEN HEART  | Done with Bonaparte                    |
| 3. Neville Brothers<br>From the CD FAMILY GROOVE                                    | One More Day                           |
| 4. James Keelaghan<br>From the CD SMALL REBELLIONS                                  | The Ones Who Made Home                 |
| 5. Gil Scott-Heron<br>From the CD SPIRITS   | Work for Peace                         |
| 6. John Mellencamp<br>From the CD SCARECROW   | Rain on the Scarecrow                  |
| 7. John McDermott<br>From the CD DANNY BOY  | And the Band Played Waltzing Matilda   |
| 8. Disposable Heroes of Hiphopcrisy<br>From the CD HYPOCRISY IS THE GREATEST LUXURY | Everyday life has become a health risk |
| 9. Emmylou Harris<br>From the CD A TRIBUTE TO WOODY GUTHRIE AND LEADBELLY           | Hobo's Lullaby                         |
| 10. Bruce Cockburn<br>From the CD's STEALING FIRE AND YOU PAYS YOUR MONEY           | Nicaragua, and Call it Democracy       |
| 11. John Trudell<br>From the CD BLUE INDIANS  | Terminal Neon                          |
| 12. Sting<br>From the CD NOTHING LIKE THE SUN                                       | They dance alone                       |

## Movies and Film

### **Erin Brockovich (2000)**

This is the true story of a determined single parent who takes on a huge utility company (Pacific Gas and Electric) that is contaminating southern California. It is a story of betrayal, mistrust, power, determination, and fortitude against all odds. Julia Roberts gives the performance of a lifetime to win an Academy Award for this role. WARNING This film contains course language and is not suitable for classroom use without parental consent. Rated R

### **Norma Rae (1979)**

The true story of union organizer Crsytal Lee Sutton brilliantly portrayed by Sally Field. She received an Academy Award for her incredible performance. It shows the sad story of a mill town run by an unscrupulous textile company, and the fight to organize a union, improve working and the determination of one woman to make it all happen. This movie makes you believe that anything is possible. Rated PG

### **Gandhi (1982)**

The brilliant portrayal of Mohandas K. Gandhi and his struggle for an independent India. Ben Kingsley received an Academy Award for his stunning performance as the Mahatma! Rated PG

### **The Killing Fields (1984)**

The disturbing story of Pol Pot and the Khmer Rouge's takeover of Cambodia in 1975. In the midst of all the chaos you follow one man as he tries to survive forced labour, torture, and confinement only to survive. Hang S. Ngor is completely believable in his Academy Award Winning role. An inspirational story of the will to live!

### **Missing (1982)**

This is the very real account of the coup d'état in Chile in 1974. The story follows the life of a young idealist American couple at the time of Augusto Pinochet's rise to power in Chile. An awesome indictment of US duplicity in South America, Democratic Freedom, and coverup.

## Media Awareness

The media, both print, visual, auditory and cyber, is an excellent source of information, stories and data about virtually anything, anywhere. It is an easy starting point when trying to find out more information about any topic. For example, if your student group decides that homelessness is a topic that they would like to try to work with, it is natural for you to consult the internet to find out what has been done in the past, and what has worked and what has not. This information would help the group decide on appropriate lines of action. What your students have read, heard or seen about homelessness will likely play a large part in their core beliefs about the topic.

Whether we are conscious of it or not, the media is constantly bombarding us with its message. Many of our individual and societal perceptions and beliefs are greatly influenced by what the media serves up to us. We are all, in affect, consumers of media information all of the time.

Imagine that your students all viewed a newscast the night before your noon hour meeting. In this newscast, the audience saw footage of homeless people listening to discmans, talking on cell phones, and buying lottery tickets. The footage goes on to show an interview of a particular homeless man saying that he chooses to be homeless because he likes the freedom, and enjoys the monthly checks from the government that he can pick up at the local shelter. What impression would this leave on your students? Would they be generally sympathetic about the plight of the homeless?

Given the fact that your students will be consuming media images, what can be done to help them become informed consumers? It is important that your students learn to become media literate. One of the most important aspects of media literacy is the ability to deconstruct the media.

## Deconstructing the Media

Deconstruction of a media piece is a deliberate, detailed analysis to understand its deeper meanings and messages. One can imagine that media is like an onion. When you peel off an outer layer, you find another. Each layer is covering a hidden layer. Likewise, when you look closely at a media piece, you start to reveal not only the obvious messages, but you soon start to recognize the more hidden ones. It is important to understand that there is no “right” way to deconstruct a media clip. All individuals bring their own life experiences and understandings into the consumption and deconstruction of the piece. However, the following kinds of questions can be asked to start the deconstruction process.

- Who paid for the media piece? Why do you think that they paid for it?
- What is the target audience for the media piece? (What text, images or sounds lead you to this conclusion?)
- What is the literal meaning of the media piece?
- What is the hidden or underlying message?
- What kind of lifestyle is presented? Is it glamorized? How?
- What are the expressed values of the piece?

- What are the unexpressed values of the piece?
- What tools or techniques of persuasion are used?
- What story or whose story is not being told?
- In what ways is this message a healthy and/or unhealthy media message?

The answers to these questions provide very good insight into the deeper meaning of the media piece.

The arrival of “new media,” a term that describes alternative methods to represent information, has generated a considerable amount of text on media awareness. There are two excellent starting points for media awareness:

The first place to become informed about media literacy is the **Media Awareness Network**. Mnet is home to one of the world’s most comprehensive collections of media education and Internet literacy resources. It is a Canadian non-profit organization that has been pioneering the development of media literacy programs since its incorporation in 1996. Members of the MNet team have backgrounds in education, journalism, mass communications, and cultural

policy. They promote media and Internet education by producing online programs and resources, working in partnership with Canadian and international organizations, and speaking to audiences across Canada and around the world.

Media Awareness Network's work is based on the belief that to be functionally literate in the world today – to be able to "read" the messages that inform, entertain and sell to us daily – young people need critical thinking skills. To this end, it focuses its efforts on equipping

adults with information and tools to help young people to understand how the media work, how the media may affect their lifestyle choices and the extent to which they, as consumers and citizens, are being well informed. MNet also provides reference materials for use by teachers and youth alike in examining media issues from a variety of perspectives.

For more information on the Media Awareness Network, check out:

**Media Awareness Network**

1500 Merivale Road

3rd floor

Ottawa, ON

K2E 6Z5

Main Telephone: 613-224-7721

Fax: 613-224-1958

Email: [info@media-awareness.ca](mailto:info@media-awareness.ca)

Web: [www.media-awareness.ca](http://www.media-awareness.ca)



Our second suggestion is the **New Mexico Media Literacy Project**. Founded by veteran newscaster Hugh Downs and his daughter Diedre Downs, The New Mexico Media Literacy Project is the largest and most successful independent, activist media literacy project in the United States. The New Mexico Media Literacy Project has several essential handouts for media literacy.

We have included three of these as an excellent media resource:

1. **General Tools for Media Literacy** contains a list of observations to increase awareness of media issues.
2. **The Language of Persuasion** contains a list of twenty-seven strategies that media agencies use to create bias or sell a product.
3. **Creating Counter-Ads** lists a classroom strategy to engage students in media awareness activities.

For more information on media literacy, check out

**New Mexico Media Literacy Project**

6400 Wyoming Blvd. NE

Albuquerque NM 87109

Main Telephone: 505-828-3129

Fax: 505-828-3142

Email: [nmmlp@nmmlp.org](mailto:nmmlp@nmmlp.org)

Web: [www.nmmlp.org](http://www.nmmlp.org)

For centuries, “literacy” has referred to the ability to read and write text. But in the past century, we have replaced much text-based discourse with image-based discourse. Most Americans now get most of their information from screens: primarily television, and increasingly, computers and the Internet. Textual literacy is still critically important, but it’s no longer an adequate measure of one’s ability to understand and use communications media.

Media literacy -- the ability to access, analyze, evaluate, and produce messages using verbal and visual symbols – has become an essential skill in

today’s media-saturated world. Media literate individuals are better able to decipher the complex messages they receive from television, radio, newspapers, magazines, books, billboards and signs, packaging and marketing materials, video games, and the Internet. Media literacy skills can help one understand not only the surface content of media messages but the deeper and often more important “subtextual” meanings beneath the surface. Media literacy education seeks to give media consumers greater freedom by teaching them to analyze, access, evaluate and produce media, to tell the stories that are important to you that are not being told.

# Media Handout: General Tools for Media Literacy

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The following observations can serve as general tools for more critical consumption of media:

- **Media construct our culture.** The media we use to communicate with one another shapes our perception of reality.
- **Media contain ideological and value messages.** Some of these messages are intended and some are unintended. Media messages often target specific groups, and they can be positive or negative. They can be intentionally obvious (texts) or intentionally hidden (subtexts).
- **Media use identifiable techniques.** TV commercials, for example, are very carefully constructed to influence our attitudes and behavior, using identifiable persuasion techniques. Flattery, repetition, fear, humor, powerful words and sexual images are especially common and effective techniques of media persuasion.
- **Individuals construct their own meanings from media.** Although media makers attempt to convey specific messages, people receive and interpret them differently. All meanings and interpretations should be respected.
- **The human brain processes moving images in a different manner than text.** TV images move at 30 frames per second. The information they transmit often bypasses the analytic brain and triggers emotions and memory in the unconscious and reactive parts of the brain. Only a small proportion surfaces in consciousness.
- **Media is most powerful when it operates at an emotional level.** Most fiction seeks to engage our hearts as well as our minds. Advertisements take this further, and seek to transfer feelings from an emotionally-charged symbol to a product. Most ads tell us nothing truly useful about the product except its name and appearance.
- **Filmic techniques and techno-effects enhance the emotional impact of media.** Camera angles, framing, reaction shots, quick cuts, lighting tricks, computer graphics, music, sound effects and other techniques are used to reinforce the messages in the script.
- **Commercial interests control most media.** In the United States, the marketplace largely determines what we see on television, what we hear on the radio, what we read in newspapers or magazines. As we use media, we should always be alert to the commercial self-interest of most media makers. As global media monopolies grow and corporate interests become harder to identify, asking questions becomes even more important.
- **Media constructs fantasy worlds.** The reality presented in media is often far removed from the world in which the media was created. It is necessary to recognize fantasy and constructively integrate it with reality.
- **Media messages can be decoded.** By “deconstructing” media, we can identify the techniques of persuasion being used and recognize how media makers are trying to influence us.
- **Media literate individuals are active consumers of media.** Many forms of media – especially television – seek to create passive, yet impulsive, consumers. Media literate individuals attempt to consume media with a critical eye, evaluating sources, intended purposes, techniques and deeper meanings.

# Media Handout: The Language of Persuasion

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Media makers – particularly advertisers -- use a number of identifiable techniques to inform and persuade media consumers. We can use our understanding of these techniques as specific tools for decoding media messages.

1. **Symbols** can be words, designs, places, ideas, music, etc., symbolizing tradition, nationalism, power, religion, sex, family or any concept with emotional content. In media, people and things often symbolize some larger concept.
2. **Hyperbole** is exaggeration or “hype”. (For example, “The greatest automobile advance of the century!”) Ads often use “glittering generalities” -- impressive-sounding language that is nonetheless vague and meaningless. This technique seeks to impress the target and make him/her more susceptible to the sales pitch.
3. **Fear**. Media often try to make us afraid that if we don’t do or buy something, something bad could happen to us, our families and friends, or our country.
4. **Scapegoating** is a powerful technique that blames many problems on one person, group, race, religion, etc.
5. **Humor** is a powerful tool of persuasion. If you can make people laugh, you can persuade them.
6. **The Big Lie**. Most people want to believe what they see. Lies work -- on cereal boxes, in ads and on television news. According to Adolf Hitler, one of the 20th century’s most dangerous propagandists, people are more suspicious of a small lie than a big one.
7. **Testimonials** use famous people or respected institutions to sell a person, idea or product. They need have nothing in common.
8. **Repetition** drives the message home many times. Even unpleasant ads work if they are repeated enough to pound their message into our skulls.
9. **Führerprinzip** (a term coined by Nazi propaganda chief Josef Goebbels) means “leadership principle,” or charisma. Be firm, bold, and strong; have dramatic confidence; and frequently, combine this appeal with the “plain folks” technique. It’s amazingly effective.
10. **Name calling or *ad hominem*** is frequently used in media. It can be direct or delicately indirect. Audiences love it. Our violent, aggressive, sexualized media teaches us from an early age to love to hear dirt. (Just tune in to daytime talk radio or TV!)
11. **Flattery** is based on the idea that if you make people feel good, they are more likely to buy your product. We like people who like us, and we tend to believe people we like. (We’re sure that someone as brilliant as yourself will easily understand this technique!)
12. **Bribery** seems to give us something desirable: “Buy one, get one free.” This technique plays on people’s acquisitiveness and greed. Unfortunately, there is no free lunch.
13. **Diversion** seems to tackle a problem or issue, but then throws in an emotional non sequitur or distraction.
14. **Straw man** builds up an illogical (or deliberately damaged) idea and presents it as something that one’s opponent supports or represents. Knocking down the straw man reduces the opponent and builds up the attacker.

15. **Denial** is used to escape responsibility for saying something unpopular. It can be either direct or indirect. A politician who says, “I won’t bring up my opponent’s problems with the IRS,” has just brought up the issue.
16. **Card-stacking** provides a false context, telling only part of the story, to give a misleading impression. Read the critics’ quotations in any movie ad; only the compliments are included.
17. **Bandwagon** insists that “everyone is doing it.” It plays upon feelings of loneliness and isolation. In the United States, with our incredible addiction to sports, this technique is often accompanied by the concept of being on “the winning team.”
18. **Plain folks.** Many advertisers and politicians promote themselves or their products as being of humble origins, common, one of the gals/guys. Unfortunately, this technique reinforces anti-intellectualism, implying that to be “common” is unquestionably good.
19. **Nostalgia.** People tend to forget the bad parts of the past, and remember the good. A nostalgic setting usually gives a product a better image.
20. **Warm & fuzzy.** Using sentimental images (especially families, kids and animals) to sell products.
21. **Beautiful people.** Using good-looking models in ads to suggest we’ll look like the models if we buy the product. (How many times have you seen this one used?)
22. **Simple solutions.** Avoid complexities, unless you’re talking to intellectuals. Attach many problems to one simple solution.
23. **Scientific evidence** uses the paraphernalia of science (charts, graphs, etc.) to “prove” something that’s often bogus.
24. **Maybe.** Exaggerated or outrageous claims are commonly preceded by “maybe”, “might”, or “could.” You could win a million dollars!
25. **Group dynamics** replaces the weakness of the individual with the strength of the group. Live audiences, rallies, pep rallies...
26. **Rhetorical questions** get the target to say “yes” to preliminary questions, in order to build agreement and trust before the sales pitch.
27. **Timing** can be as simple as planning your sell for when your target is tired. In sophisticated propaganda, timing is the organization of multiple techniques in a pattern or “strategy” which increases the emotional impact of the sell.

# Media Handout: Creating Counter-Ads

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You can “talk back” to deceptive or harmful media messages by creating counter-ads.

These are parodies of advertisements, delivering more truthful or constructive messages using the same persuasion techniques as real ads. By creating counter-ads, you can apply media literacy skills to communicate positive messages, in a fun and engaging exercise.

The simplest way to create a counter-ad is to alter a real ad (magazine or newspaper ads work best) by changing the text or adding graphic elements; just write or draw over the original ad, or paste new materials onto it. (An example: change “Come to Marlboro Country” to “Come to Marlboro’s Graveyard” and add a few tombstones to the landscape.)

A counter-ad can also be created by drawing a new image, copying the design and layout of a real ad. Collage techniques work well, too. You can also write scripts for radio or TV counter-ads, and read them to a class or group. Or take it a step further and record or videotape your counter-ad.

Here are a few tips to help you make effective counter-ads:

- **Analyze.** Look at several real ads and try to figure out why they’re effective. The best counter-ads use the same techniques to deliver a different message.
- **Power.** Your message has to break through the clutter of all the real ads that people see or hear. Think about what makes an ad memorable to you. What techniques does it use to grab your attention? Use them.
- **Persuade.** Use the same persuasion techniques found in real ads – like humor, repetition, or flattery -- to deliver your alternative message.
- **Pictures.** Visual images are incredibly powerful. People often forget what they read or hear, but remember what they see. The best counter-ads, like the best ads, tell their stories through pictures.
- **Rebellion.** Advertising targeted at young people often appeals to a sense of youthful rebellion. Effective counter-ads expose misleading and manipulative advertising methods and turn their rebellious spirit toward the corporate sponsors who use them.
- **“KISS”** – Keep It Short & Simple. Use only one idea for your main message. Focus everything on getting this message across.
- **Plan.** Try to think of everything – words, images, design – before you begin production. Make a few sketches or rough drafts before you start crafting the final product.

# How to Detect Bias in the News

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Despite the journalistic ideal of “objectivity,” every news story is influenced by the attitudes and background of its interviewers, writers, photographers and editors. Not all bias is deliberate. You can become a more aware new reader or viewer by watching for the following journalistic techniques (from the Media Awareness Network) that allow bias to appear in the news:

## **Bias Through Selection and Omission**

An editor can express a bias by choosing to use or not to use a specific news item. Within a given story, some details can be ignored, and others included, to give readers or viewers a different opinion about the events reported. If, during a speech, a few people boo, the reaction can be described as “remarks greeted by jeers” or they can be ignored as “a handful of dissidents.”

Bias through omission is difficult to detect. Only by comparing news reports from a wide variety of outlets can the form of bias be observed.

## **Bias Through Placement**

Readers of papers judge first page stories to be more significant than those buried in the back. Television and radio newscasts run the most important stories first and leave the less significant for later. Where a story is placed, therefore, influences what a reader or viewer thinks about its importance.

## **Bias By Headline**

Many people read only the headlines of a news item. Most people scan nearly all the headlines in a newspaper. Headlines are the most-read part of a paper. They can summarize as well as present carefully hidden bias and prejudices. They can convey excitement where little exists. They can express approval or condemnation.

## **Bias By Photos, Captions, and Camera Angles**

Some pictures flatter a person, others make the person look unpleasant. A paper can choose photos to influence opinion about, for example, a candidate for election. On television, the choice of which visual images to display is extremely important. The captions newspapers run below photos are also potential sources of bias.

## **Bias Through Use of Names and Titles**

News media often use labels and titles to describe people, places, and events. A person can be called an “ex-con” or be referred to as someone who “served time twenty years ago for a minor offence.” Whether a person is described as a “terrorist” or a “freedom fighter” is a clear indication of editorial bias.

## **Bias Through Statistics and Crowd Counts**

To make a disaster seem more spectacular, numbers can be inflated. “A hundred injured in aircrash” can be the same as “only minor injuries in air crash,” reflecting the opinion of the person doing the counting.

## **Bias By Source Control**

To detect bias, always consider where the news item comes from. Is the information supplied by a reporter, an eyewitness, police, or fire officials, executives, or elected or appointed government officials? Each may have a particular bias that is introduced into the story. Companies and public relations directors supply news outlets with information through news releases, photos, or videos. Often news outlets depend on pseudo-events (demonstrations, sit-ins, ribbon cuttings, speeches and ceremonies) that take place mainly to gain news coverage.

## **Word Choice and Tone**

Showing the same kind of bias that appears in headlines, the use of positive or negative words with a particular connotations can strongly influence the reader or viewer.

Akasha notes that when your students learn to deconstruct media messages, they will be able to more easily select what they consume and what they do not. They will be able to detect bias in media and be able to decipher the hidden messages that the media is presenting them. They will be able to filter through the media to find the sources that provide the most unbiased and objective view of news and information. Media deconstruction is a skill that is not mastered overnight. The more that your students practice deconstruction, the better they will become at it and the more natural that it will become. Soon, students will start to deconstruct the media as they view it, and will be able to interpret the information instantly.





# Student Activist Manual

## Implementation Advice for Educators

We have included the following pages for you to distribute to your student activists. Much of the advice and most of the writing in this section comes from students and is intended to spread the word.

### Consider Megan's narrative...

I joined "Students for Change" in September because I was invited to attend a meeting. It amazed me to see what the group was accomplishing and I became curious to learn more about them. When attending the meetings I became more aware of the issues that Students for Change was attempting to make aware to the public and that they tackled these issues on a small scale. It was interesting to see that this group was so diverse and that they wanted to acquire knowledge and first hand skills in various areas.

At first I was nervous to join any of the events they were taking into action. When I was asked to attend a Refugee Simulation Camp in September through the YMCA, I was eager to go to. It was a weekend that opened my eyes up to the reality of refugee's lifestyles. After that weekend I became involved with the group as much as possible.

I think that a group like this is crucial to have within a school. It creates globally aware students and active citizens in our community. I also think that it has filled a gap for those students who want to be involved within their school but aren't athletes. I have never heard of a group like this before in a school and I believe that is essential to involve students in programs other than academics. I have benefited as a student and as a citizen in my community sharing the ideas of "Students for Change" with friends and family.

As a teenager we need to open our eyes to the society surrounding us and not just live our own everyday lives. "Students for Change" has been a benefit for myself and the other students that have been involved. It is essential for an organization similar to "Students for Change" to be expanded throughout schools and create awareness to adolescents.

**Please distribute the following student section to eager volunteers.**



## Students 4 Change – A Call to Action



You have this document for a reason. You've expressed an interest in your planet. You've shown concern for others around you. You aren't willing to see the environment compromised any further than it already is. You're tired of military responses to global

problems. You've become dismayed by corporate media brainwashing that asks you to ignore the social reality of sweatshops and unfair trade in an effort to get you to trade cash for sweatshop produced clothes...

### YOU WANT TO MAKE A DIFFERENCE – NOW!

Whether you agree with the reasons listed above, or whether you have your own issues, it doesn't matter. The point is that you want to make a difference in the way the world works. Somewhere, deep down, you believe that every person makes a difference. Somewhere, deep down, you know you can make a difference too.

This handout is about a grassroots movement. We are trying to show people that students can make a difference – and we're succeeding.

We call ourselves Students For Change.

We liked that name. It seemed like something that we could understand. "If you're not happy with the way things are then you've got to change the way things are." The word 'change' anchors us to what we are about – we make

change happen. That said, it isn't about the name, it's about what we can do.

It isn't easy starting something like Students for Change, but then again is anything rewarding ever really that easy? If you have received this package you have got to be a student up for the challenge, and don't ever forget that. This package is part of a larger manual about cooperative social action for students. It was written by teachers of all grades and, more importantly, by active students like us. Part of this guide helps teachers to identify student activists.

One piece of advice is that "activism and academics don't always play in the same ballpark. You may find that the best leaders are not always the strongest students." It doesn't matter what kind of student you are.

Either you're up to the challenge of engaging others in social activism – or you aren't. You can always hand this back to the person that gave it to you...

...but you're curious about the potential to really make a difference.

Okay then, let's get started. We should point out that we're not experts at social activism – but we're experienced. We've had some setbacks and some conflicts that we will share with you but, more importantly, we have some great

successes. We've provided some easy steps to follow on your road to active citizenship. These steps will provide you with a basic understanding of what exactly can be done.

## Getting Started

### **First, you need to find an issue that you are passionate about!**

It's important to make a conscious decision that you really want to work for change. It is imperative to be passionate about what you are doing because that sort of attitude is infectious. Maybe there is something in the news or something you briefly read in a magazine that had a profound impact on your life. If you don't have any ideas you can ask your sponsor teacher about our list of topics in the Action Manual. We've included a few hundred to think about. There is an overabundance of topics to choose from.

Hopefully you'll want to see that list after you've tackled some of your own issues. There is a perfect topic out there for you; you just need to grab a hold of it!

You'll also have to be creative. Haven't you ever had one of those earth-shattering ideas that are foolproof and so incredibly workable? Let those creative juices flow! Everyone loves a good time it's just a matter of harnessing those ideas and turning a pipedream into reality. It is also those original activities that will help to establish your group in your school as well.

It is easy to get really, really, really excited about something and have it balloon to unattainable heights. To establish your group as "a force to reckon with" you need to create a strong base of credibility and keep your actions and issues in reach. Just be aware that in due time everything will naturally balloon without having to be forced.

Try not to let anything get you down and remember you are doing this for the sole reason that you are passionate about the cause. Have fun. These topics can be disheartening at times and you might start to feel weighed down. Don't fret! For lack of a non-corny pep talk, if you are changing one life you are making a difference – that life can even be your own.

1. Find an issue that you're passionate about.
2. Make a conscious decision that you want to work for change.
3. Be passionate about what you're doing.
4. Pick an important issue to be active about.
5. Use your creativity to find active solutions
6. Keep your actions within reach.
7. Don't let anything get you down.
8. Remember that at least you're changing your own life.
9. Be consistent in your approach.
10. Encourage group dynamics to ensure innovation.
11. Share your ideas and encourage others to share their ideas.
12. Take advantage of the resources provided by many NGOs.
13. Publicize, publicize, publicize.
14. Fundraise to raise awareness.
15. Celebrate your success.

## Creating a Strong Group

It helps to be consistent. Make sure your meetings and activities are outlined far in advance. This will allow students to get into the groove of the group, and will also encourage an open door policy throughout the student body. We are all creatures of habit so why not succumb to basic instinct.

Encourage group dynamics. In order for any group to work towards a common goal,

everyone needs to know that they are being heard and that they are contributing to the end product.

Make sure everyone in the group has a clear understanding of how things work and that everyone has a chance to share opinions and ideas. This will bring you closer as a team and create an inviting atmosphere for new members.

## Getting Involved

It also helps to take advantage of resources. You've heard the expression, "why reinvent the wheel?" Everything is already supplied to you. There are tons of non-governmental organizations (NGOs) that already have copious amounts of information already laid out for you. This includes posters, speakers, pre-scheduled events... any thing you can think of. Most are more than willing (bordering overeager) to help out. So find a good organization and work in correlation with them. We've included an NGO Web List to get you started. The person that provided you with this handout has a full list of contact information.



Publicize, publicize, publicize. Face it, we teenagers are lazy. Most don't even notice if their shoes are untied let alone notice an important global issue. Use all the outlets available to you like announcements, posters, and bulletin boards – even hand out flyers.

Whatever it takes to get the point across to the general masses is a huge step in the right direction. Publicity can make or break your campaign. If no one knows about it of course they aren't going to attend!

You can start with raising money for an issue. Fundraising is a great way to serve a cause. If someone is willing to give up their hard earned cash in the name of a cause, it usually means that they have some idea of what is going on with the issue and care enough to support it. There are so many different activities that can be effective and this is a prime opportunity to use those wonderfully creative ideas mentioned above.

The list of in-school fundraising activities is endless. Check out our suggestions and modify them to fit your fundraising need:

1. Sell stuff to students and staff for lunch snacks (lollipops, ice-cream floats, hot dogs, pizzas, baked goods)
2. Host a School Dance and have activities at the dance.
  - a) For instance, one school had the Calgary Hitman organization donate four hockey tickets. A limousine company donated a ride to and from the game. This became their early bird draw prize.
  - b) You may find a bakery that will donate buns and a meat company that will donate hotdogs. These can be sold at the dance in addition to other items, such as mints, ice cream floats and other food.

- c) You can set up a pie throwing station where kids will pay a dollar and aim for their favourite teacher or student.
  - d) You can set up a white sheet on the stage and put a lamp behind it. Kids can pay a quarter and shadow dance behind the sheet to the thrill of the crowd dancing and watching below.
3. Hold a School Carnival (summer, spring, winter or fall)
  4. Hold Carnation Sales in Spring or for Valentines
  5. Set up Candy-Grams
  6. Host a Talent Show
  7. Organize a Community Fun Run
  8. Sell frozen Food through a local company.
  9. Hold a Bottle Drive
  10. Have a Community Garage Sale

You can also raise funds in the community, but remember that you're competing for resources. While our Students for Change group has engaged in several fundraising activities, we try to keep it from being the focus of what we're about. We have something that's just as good as money – time and energy.

People also respond well when they receive something for their generosity. Be creative and find some way you can swing a stellar prize to get the student body riled up about an issue. Think about all the volunteer t-shirts you've ever seen. There's a reason people are wearing them. Also keep in mind that you don't necessarily need to raise monetary funds to serve your cause, awareness and knowledge can be considered even more powerful tools.

Finally, remember to celebrate and have fun. You are making a huge difference in both the lives of the other students involved in your cause, and with the cause itself.



## SEE? YOU REALLY CAN MAKE A DIFFERENCE!

Consider what some of the Students for Change group has to say about their involvement...

"It's definitely about finding something you are passionate about and deciding to act on it through a variety of sources, people and actions. This initiative made me realize what I care about and what I can accomplish."

"The biggest opposition in this is PR. Teenagers are unmotivated and apathetic so you have to work that much harder to get the message across."



"...it means being willing to express views on controversial issues. Everyone has a point of view, and it is much more honest to present it than to try to keep it hidden below the surface."

Rather than neutrality, our goal should be open, honest and respectful dialogue."

"I'm refreshingly out of my comfort zone because now I feel like I'm empowered to be recognized as a thoughtful enlightened individual."

"For a change we're helping someone else instead of expecting someone to help us. It's a fulfilling feeling knowing that I can make a difference."

"I've always known that there are a lot of issues in the world, and I felt like I should do something but I never knew how. There was nothing organized to make it easy for me to get involved, that's why I like S4C."

"Students for change are anti-fascist hooligans who question the thought police spreading their propaganda virus on all who come in contact."

"As an unmotivated youth, such faucets of change such as Students for Change allow me to broaden my view and assist me in understanding the world around me without using the narrow minded American media. Now is the time to make a difference, go change!"

"Politics and social issues never interested me to this point until I took part in just a few of the many opportunities to make change in my community or abroad. I feel fortunate and grateful that this group formed before I graduate."

People changed because I changed, what a concept. Apparently Gandhi's wisdom holds true, "We need to be the change we want to see."

## A Student Guide to NGOs and Organizations

This directory includes organization and contact information that is essential to your success as a change agency. Many, but not all, of these organizations are based in Alberta. Many of these organizations have excellent material that will be useful to your cause. They also appreciate volunteers and therefore are a good output for your organization's energy. The organizations are listed alphabetically. We have included the site name and website address. You may find additional contact information on the organizations' sites.

Alberta Council for Global Cooperation

[acgc@web.ca](mailto:acgc@web.ca)

[www.web.net/acgc](http://www.web.net/acgc)

Alberta Civil Liberties Research Centre

[aclrc@ucalgary.ca](mailto:aclrc@ucalgary.ca)

[www.aclrc.com](http://www.aclrc.com)

Activist Network

[activist@activist.ca](mailto:activist@activist.ca)

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

Alternatives for a Different World

[alternatives@alternatives.ca](mailto:alternatives@alternatives.ca)

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

Alberta Environment Network

[aen@web.ca](mailto:aen@web.ca)

[www.web.net/~aen](http://www.web.net/~aen)

Aga Khan Foundation Canada

[general@afkc.ca](mailto:general@afkc.ca)

[www.partnershipwalk.com](http://www.partnershipwalk.com)

Alberta Human Rights Education Council

[humanrights@gov.ab.ca](mailto:humanrights@gov.ab.ca)

[www.albertahumanrights.ab.ca](http://www.albertahumanrights.ab.ca)

Arusha International Development Research Centre

[arusha@arusha.org](mailto:arusha@arusha.org)

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

Amnesty International

[info@amnesty.ca](mailto:info@amnesty.ca)

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

In Alberta: [www.amnesty.ab.ca](http://www.amnesty.ab.ca)

Alberta Native Friendship Centre Association

[anfca4@telusplanet.net](mailto:anfca4@telusplanet.net)

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

Association for Progressive Communications

[outreach@web.net](mailto:outreach@web.net)

[www.apc.org](http://www.apc.org) | [www.web.net](http://www.web.net)



Alberta Wilderness Association

info@albertawilderness.ca

www.albertawilderness.ca

Campaign 2000

liyugu@fsatoronto.com

www.campaign2000.ca

CANESI: Canadian Network to End Sanctions on Iraq

canesica@telus.net

www.canesi.org

CAUSE Canada

causecan@telusplanet.net

www.cause.ca

Council of Canadians

inquiries@canadians.org

www.canadians.org

Change for Children Association

webmaster@changeforchildren.org

www.changeforchildren.org

Canadian Crossroads International

west@cciorg.ca

www.cciorg.ca

Canadian Council for International Cooperation

www.ccic.ca

Canadian Catholic Organization for Development and Peace

devandpeace@look.ca

www.devop.org

Canadian Council on Social Development

council@ccsd.ca

www.ccsd.ca

Canadian Foodgrains Bank

cfgb@foodgrainsbank.ca

www.foodgrainsbank.ca

Child and Family Canada

www.cfc-efc.ca

Canadian Hunger Foundation: Partners in Rural Development

info@partners.ca

www.partners.ca

Canada's Human Security Program

human.security@dfait-maeci.gc.ca

www.humansecurity.gc.ca

CivilRights.Org

www.civilrights.org

Canadian Kindness Movement

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

Canadian Organization for Development Through Education

[codehq@codecan.org](mailto:codehq@codecan.org)

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

Canadian Parks and Wilderness Society (CPAWS)

[info@cpaws.org](mailto:info@cpaws.org)

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

Canadian Red Cross Society

[wz-feedback@redcross.ca](mailto:wz-feedback@redcross.ca)

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

Centre for Social Justice

[justice@socialjustice.org](mailto:justice@socialjustice.org)

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

CUSO

[cuso.prairies@cuso.ca](mailto:cuso.prairies@cuso.ca)

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

Canadian Women for Women in Afghanistan

[w4wafghan@praxis.ca](mailto:w4wafghan@praxis.ca)

[www.w4wafghan.ca](http://www.w4wafghan.ca)

Canada World Youth

[west-ouest@cwj-jcm.org](mailto:west-ouest@cwj-jcm.org)

[cwj-jcm.org](http://cwj-jcm.org)

EcoCity Society

[info@ecocity.ab.ca](mailto:info@ecocity.ab.ca)

[www.ecocity.ab.ca](http://www.ecocity.ab.ca)

Edmonton Multicultural Society

[info@edmontonmulticultural.com](mailto:info@edmontonmulticultural.com)

[www.edmontonmulticultural.com](http://www.edmontonmulticultural.com)

ETC Group: Action Group on Erosion, Technology and Concentration

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

FEESA: An Environmental Education Society

[info@feesa.ab.ca](mailto:info@feesa.ab.ca)

[www.feesa.ab.ca](http://www.feesa.ab.ca)

Free the Children

[info@freethechildren.com](mailto:info@freethechildren.com)

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

Global Exchange

[info@globalexchange.org](mailto:info@globalexchange.org)

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

Greenpeace Canada

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

Habitat for Humanity Canada

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

International Development Studies Network

[info@idsnet.org](mailto:info@idsnet.org)

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

International Institute for Sustainable Development

[info@iisd.ca](mailto:info@iisd.ca)

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

IMPACS: Institute for Media, Policy and Civil Society

[media@impacs.org](mailto:media@impacs.org)

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

Justice 4 Youth

[feedback@justice4youth.com](mailto:feedback@justice4youth.com)

[www.justice4youth.com](http://www.justice4youth.com)

KAIROS

[info@kairoscanada.org](mailto:info@kairoscanada.org)

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

Learning for a Sustainable Future (UNESCO)

[www.unesco.org/education/tlsf](http://www.unesco.org/education/tlsf)

Maquila Solidarity Network

[info@maquilasolidarity.org](mailto:info@maquilasolidarity.org)

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

The Mustard Seed

[info@theseed.ca](mailto:info@theseed.ca)

[www.theseed.ab.ca](http://www.theseed.ab.ca)

Oxfam Canada

[enquire@oxfam.ca](mailto:enquire@oxfam.ca)

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

Parkland Institute

[parkland@ualberta.ca](mailto:parkland@ualberta.ca)

[www.ualberta.ca/parkland](http://www.ualberta.ca/parkland)

Pembina Institute for Appropriate Development

[info@pembina.org](mailto:info@pembina.org)

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

Random Acts of Kindness Foundation

[rakinfo@actsofkindness.org](mailto:rakinfo@actsofkindness.org)

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

Ryan's Well Foundation

[ryan@ryanswell.ca](mailto:ryan@ryanswell.ca)

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

Sierra Club – Prairie Chapter

[prairie.chapter@sierraclub.org](mailto:prairie.chapter@sierraclub.org)

[www.prairie.sierraclub.ca](http://www.prairie.sierraclub.ca)

Street Kids International

[ski@streetkids.org](mailto:ski@streetkids.org)

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

Sierra Youth Coalition

[sierrayc@web.ca](mailto:sierrayc@web.ca)

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

University of Alberta International Centre

[international@ualberta.ca](mailto:international@ualberta.ca)

[www.international.ualberta.ca/intlcent.htm](http://www.international.ualberta.ca/intlcent.htm)

UNICEF

[ab.secretary@unicef.ca](mailto:ab.secretary@unicef.ca)

[www.unicef.org](http://www.unicef.org)  
Canada Specific [www.unicef.ca](http://www.unicef.ca)

USC Canada

[info@usc-canada.org](mailto:info@usc-canada.org) [uscalberta@shaw.ca](mailto:uscalberta@shaw.ca)

[www.usc-canada.org](http://www.usc-canada.org)

Woodlot Association of Alberta

[louise@woodlot.org](mailto:louise@woodlot.org)

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

War Child Canada

[info@warchild.ca](mailto:info@warchild.ca)

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

World Resources Institute

[lauralee@wri.org](mailto:lauralee@wri.org)

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

## Supplementary Resources

### Those Great Books We Mentioned

- Bhalla, Shalu. *Quotes by Gandhi*. New Delhi: UBS Publishers, 1997.
- Chomsky, Noam. *The Prosperous Few and the Restless Many*. Berkeley: Odianian Press, 1993.
- Csikszentmihalyi, Mihaly. *Flow: The Psychology of Optimal Experience*. New York: Harper and Row Publishers Inc., 1990.
- Davis, Wade. *The Clouded Leopard: Travels to Landscapes of Spirit and Desire*. Vancouver: Douglas & McIntyre, 1998.
- Easwaran, Eknarth. *Gandhi the Man*. Bangalore/Delhi: Jaico Publishing House, 1998.
- Ellis, Deborah. *The Breadwinner*. Toronto: Douglas & McIntyre, 2001.
- Ellis, Deborah. *Parvana's Journey*. Toronto: Douglas & McIntyre, 2002.
- Fitch, Sheree. *If You Could Wear My Sneakers*. Firefly, 1998.
- Heffermehl, Frederik S. *Peace is Possible*. Oslo: International Peace Bureau, 2000.
- Kaplan, Robert. *The Ends of the Earth*. New York: Random House, 1996.
- Kielburger, Craig. Major, Kevin. *Free the Children*. Toronto: McClelland & Stewart, 1998.
- Kingwell, Mark. *The World We Want*.
- Klein, Naomi. *No Logo: Taking Aim at the Brand Bullies*.
- Kohn, Alfie. *The Schools Our Children Deserve*. New York: Houghton Mifflin Company, 1999.
- McConnel, Amanda and Suzuki, David. *The Sacred Balance: Rediscovering Our Place in Nature*. Vancouver: Douglas & McIntyre, 2002.
- Rebick, Judy. *Imagine Democracy*.
- Rushkoff, Douglas. *Playing The Future: What We Can Learn From Digital Kids*. US: Riverhead Books, 1999.
- Saul, John Raulston. *The Unconscious Civilization*. Ontario: Anansi Press, 1996.

## Organizational Templates

We have included several templates for you to photocopy and use.

1. **Student Narrative Template:** Use this to gather information from your students about their involvement with NGOs or special events. You will find that these narratives provide a powerful voice in favour of activism to promote citizenship.
2. **Student Sign-Up Sheet:** These are essential to track involvement in your group's activities. Remember to consider FOIP and restrict access to these sheets as they will contain contact information.
3. **Parent/Supervisor Sign-Up Sheet:** Keep track of the people that are involved with your events. This provides an easy mechanism to engage interested people in your next event. These can also be used to track volunteer time to ensure that you aren't burning out any of your parent or teacher volunteers.
4. **Coordinator Committee Sign-Up Sheet:** This form keeps track of an individual's responsibility for a select group. For instance, the person responsible for fundraising may want to keep track of her individual fundraising committee.
5. **Coordinator Checklist:** This form is used to ensure that all planning and organization steps have occurred prior to an event. Make this readily available to all who are involved in organizing your events.

# Students for Change

## “Making Change Happen”

FULL NAME:

EVENT(S):

NARRATIVE:

This image shows a full page of blank handwriting practice paper. It features multiple sets of three horizontal lines each, designed to guide letter formation. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated vertically down the entire page, providing ample space for practicing cursive or other handwriting styles. The paper is otherwise completely blank, with no margins, text, or illustrations.

Students for Change  
“Making Change Happen”

STUDENT SIGN UP SHEET

EVENT: \_\_\_\_\_

PLACE

DATE: \_\_\_\_\_

---

FULL NAME	GRADE	PHONE/EMAIL



# Students for Change

"Making Change Happen"

## PARENT/SUPERVISOR SIGN UP SHEET

EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_ PLACE \_\_\_\_\_

FULL NAME	GRADE	PHONE/EMAIL

# Students for Change

"Making Change Happen"

EVENT COORDINATOR/COMMITTEE  
SIGN UP SHEET  
(MAXIMUM 10 STUDENTS)

EVENT: \_\_\_\_\_  
DATE: \_\_\_\_\_  
COORDINATOR: \_\_\_\_\_

Name	Phone	Email

# Students for Change

## “Making Change Happen”

### Event Coordinator Checklist

As a volunteer coordinator with Students For Change you are accepting the responsibility of organizing this event. Planning and organizing well in advance will make your task easier and ensure that your event will run smoothly.

The following checklist will help to ensure your event is a success.

- 1 ☐ A committee is organized to oversee the event.
- 2 ☐ Responsibility is delegated for certain tasks. A checklist was created to indicate the person(s) responsible for each task.
- 3 ☐ Meetings are planned well in advance of the event of the day
- 4 ☐ All sponsors have approved any and all promotional activity. This includes approval from the sponsor(s) for any promotion or activity that is planned for, during or after the event
- 5 ☐ The school administration has approved any and all activities including the promotion planned for the event.
- 6 ☐ Fundraising is underway. Sponsors have been contacted. These sponsors could include an NGO, the Government of Alberta, the Government of Canada and/ or businesses in the community.
- 7 ☐ Supervision by teachers and parents is arranged. A supervision schedule is created.
- 8 ☐ Organizations have been contacted for guest speakers, materials, suggested activities, posters, banners, stickers, and any other information that will help to make the event a success.
- 9 ☐ Media has been contacted. This includes newspapers and radio. Calls or emails have verified the event one day prior to the event to re-confirm.
- 10 ☐ Anything used during the event is cleaned, put back or returned. Posters are removed from bulletin boards. No garbage or evidence of the event remains.