EDUCATING *for*
GLOBAL CITIZENSHIP
in a CHANGING WORLD

– *a teacher's resource handbook*

OISE UT

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Mark Evans & Cecilia Reynolds

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Introduction: Educating for Global Citizenship in a Changing World

By Mark Evans and Cecilia Reynolds
Project Coordinators

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

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

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

All provinces and territories in Canada have made some form of citizenship education a part of their core curriculum for elementary and secondary students. At best this curriculum is fragmented. We wrote this resource to help fill the gaps.

You will find *Educating for Global Citizenship in a Changing World* helpful if you are Canadian secondary school teacher addressing the following learning expectations:

- Increase knowledge of international-development and cooperation issues (e.g. rights of children, gender inequities, human rights, environmental global issues).

- Instill an understanding of global interdependence and Canada's responsibilities as a member of the global village (and other related concepts e.g., globalization, rights and responsibilities, social justice, diversity, equity, peace and conflict).

- Raise awareness of the role Canadian individuals and organizations play in overseas relief and development assistance.

- Instill a sense of global citizenship and increase awareness of the difference that individual and collective actions can make on issues of global importance.

- Promote tolerance and respect for the many diverse cultures in Canada and around the world.
  (Excerpted from the Learning Expectations of CIDA's Global Classroom Initiative)

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[1] **The opinions presented here do not necessarily reflect the perspective of the Canadian International Development Agency.**

Educating for Global Citizenship in a Changing World is also designed to complement the Ontario Grade 10 Civics Course addressing the following learning expectations:

- *Informed citizenship*. In a diverse and rapidly changing society that invites political participation, the informed citizen should be able to demonstrate an understanding of the reasons for and dimensions of democracy. In the Civics course, students will gain an understanding of contrasting views of citizenship within personal, community, national, and global contexts.

- *Purposeful citizenship*. Students need to reflect upon their personal sense of civic identity, moral purpose, and legal responsibility—and to compare their views with those of others. They should examine important civic questions and consider the challenges of governing communities in which contrasting values, multiple perspectives, and differing purposes coexist.

- *Active citizenship*. Civic literacy skills include inquiry strategies, critical and creative thinking, decision making, resolving conflicts, and collaborating. Full participatory citizenship requires an understanding of practices used in civic affairs to influence public decision-making practices used in civic affairs to influence public decision-making. As well, students will learn about the work and contributions of agencies serving community interests and needs.

(Excerpted from the CHV20)

Professional Learning Orientation: A Circle of Learners

The research team for *Educating for Global Citizenship in a Changing World*—teachers, community activists, researchers and instructors in the Teacher Education Program at OISE/UT—approached the inquiry as a "circle of learners." The "circle" enabled our team to:

- Bring varying perspectives and knowledge bases to the research
- Provide collegial support rather than top-down direction
- Increase our collective sense of responsibility for the study's findings and our excitement about the potential of the resource to influence classroom practice

The central intent of this initiative was to investigate the ways in which varying perspectives and practices of global citizenship could be integrated into secondary school curricula. A professional learning orientation referred to as "a circle of learners" (Evans & Myers, 2003) was used to guide our professional learning in this project. The "circle" approach emphasizes inquiry, partnership, conversation, action and reflection, and professional choice and responsibility.

Guiding Principles Underpinning Our "Circles of Learning"

Guiding principles	Characteristics
Enquiry	• common focus with sub-themes • enquiry process underpins project phases with application a key outcome of the process • respect for and attention to the links between research and evidence-informed practice
Partnerships	• partnerships include multiple knowledge bases, perspectives, and contexts • emphasizes collegial support and mutual benefits rather than hierarchical instructional support • diversity of the Circle's membership encourages a broader and deepened enquiry
Conversation	• two formats – face-to-face meetings and online conferencing • face-to-face meetings consist primarily of talking, listening, sharing, planning, and reflecting • online conferencing allows face-to-face conversations to be extended and is responsive to different geographical locations and busy schedules
Action and reflection	• agreement that application, communication of the findings, and reflection are essential outcomes of the process • initial phase of enquiry focuses primarily on learning about the project focus through meetings, discussions of professional experience and important research literature • second phase, focus shifts to challenges, conceptual designs, and application considerations
Professional choice and responsibility	• respects personal choice and shared governance of one's professional learning • fundamental intent is to develop the teacher's capacity for informed problem-solving • professional responsibility to personal and institutional improvement

Adapted from M. Evans and J. Myers (1999). *Circles of Learning: Expanding Opportunities for University-School Collaboration.* Paper presentation at Association for Supervision and Curriculum Development Annual Conference, San Francisco: March 6-8.

We began with a common question: *What* and *how* should young people learn about global citizenship in a changing world? More specific questions, related to such themes as *interdependence*, *diversity*, *international and cooperation issues*, and *the role*

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

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

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

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

What is Citizenship? What is Citizenship Education?

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

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

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

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

1. A sense of membership or identity with some wider community, from the local to the global.

2. A set of rights and freedoms, such as freedom of thought or the right to vote.

3. A corresponding set of duties or responsibilities, such as an obligation to respect the rights of others or a duty to obey the law.

4. A set of virtues and capacities that enable a citizen to effectively engage in and reflect upon questions and concerns of civic interest.

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

Classroom Practices

Attention has also been directed towards *how* we educate for citizenship. As understandings of citizenship and citizenship education broaden, educators are exploring classroom and school-wide practices that will effectively accommodate the multiplicity and complexity of learning goals associated with citizenship education. Teachers wishing to explore and integrate new understandings of citizenship into their curriculum are finding a host of useful ideas to inform and guide their work. In particular, there has been important work with discrete aspects of instruction related to citizenship education. These include the following: controversial issues/conflict (Bickmore, 2001; Evans, 1996); decision-making and deliberation (Parker, 1996); pluralism and equity (Banks, 2002); political participation (Avery, 1997); and global/international orientations (Merryfield, 1997; Pike and Selby, 1999, 2000).

Recent reforms in curricula across Canada have sparked pedagogical work related to emerging new understandings of citizenship education. Various websites, texts, and resource materials (e.g. Historica's *YouthLinks*, UNICEF Canada's *Global Schoolhouse*, Kielburgers' (2002) *Take Action: A Guide to Active Citizenship*, and Classroom

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

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

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

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

1. Deepened conceptual understanding

2. Public issues investigation (from the local to the global)

3. Capacity building (e.g., skills of inquiry, research, communication; skills which are central to the disciplines; skills used by practitioners)

4. Personal and interpersonal understanding (e.g., personal reflection and decision-making; co-operation and collaboration; respect for diversity and multiple perspectives; local and global mindedness)

5. Provision for community involvement and political participation (new knowledge shared with the community; community service; working with community members; participation in the political process)

6. Authenticity (e.g., the practitioners' environment; sense of purpose and reality; opportunities for insights into the work-place)

Impact of Global Developments

Recently, international forces of change have prompted hard questions to be asked about what it means to educate for citizenship within the global context and the location and representation of global citizenship in school curricula. Audrey Osler (2002, p. 2) writes:

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

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

Forces of change that surround us include:

- Growing awareness of the interconnectedness of our everyday lives with others throughout the world has prompted discussion about the tensions and contradictions that accompany diverse allegiances to one's community, culture, nation, and now, a global context (Huntington 1996).

- Attention to Canada's growing cultural diversity has prompted discussion about the challenges of fostering a sense of citizenship that encourages social cohesion and is respectful of social difference (Kymlicka, 1995).

- Recognition of the need to re-examine historical understandings concerning First Nations peoples in Canada and to develop deeper understandings of Indigenous knowledge within Aboriginal, Inuit and Metis cultures (Reynolds & Griffith 2002).

- Rapid shifts in information technology and "our immediate access to a wealth of on-line news sources, government documents…" etc. (Alexander & Pal, 1998) have prompted discussion about uneven access and its implications for civic participation.

- Expansion and deepening of a global economy and the increasing power of multinationals and transnational conglomerates have prompted concerns about an emerging democratic deficit and the sustainability of democratic citizenship as we currently understand it.

- Proliferation of civil society organizations intent on building and sustaining democratic communities, distinct from the operation of formal governmental processes, has prompted discussion about new forms of civic engagement and activism worldwide (Van Rooy, 1999).

The Research Base for This Resource

Various initiatives have been undertaken as educators, policy-makers, and researchers attempt to understand and assess what and how young people should learn about citizenship within the global context. Traditional understandings of citizenship education that emphasized structures and functions of government in official curriculum guidelines are shifting to understandings that stress its multidimensional character. Understandings that forefront such themes as human rights, diversity and inclusion, issues exploration and analysis, and active, purposeful participation are stressed as are the complexities of our fast-changing and interconnected world.

Notions of appropriate teaching and learning practices are also shifting. Participatory forms of learning that actively engage young people in real public issues and meaningful civic engagement are receiving more attention. What is becoming abundantly clear is that earlier approaches to educating for citizenship, that focused primarily on knowing about citizenship are no longer sufficient.

Educating for Global Citizenship in a Changing World grows out of these new understandings. Four key research pieces guided our initial thinking about instructional practices for the resource and are summarized below:

Open-mindedness, Full-mindedness, Fair-mindedness
According to Case (1997), a global perspective refers to a point of view or lens for viewing people, places and things around the world. He encourages explicit attention to two dimensions: a substantive dimension and a perceptual dimension. The substantive dimension, "the object of focus of a global perspective," he suggests, should encourage awareness and deepened understandings of:

- Universal and cultural values and practices
- Global interconnections
- Present worldwide concerns and conditions
- Origins and patterns of worldwide affairs
- Alternative future directions in worldwide affairs

The perceptual dimension, the "point of view" or "lens of a global perspective," ought to infuse into the curriculum a sense of:

- Open-mindedness (recognize differences in point of view, entertain contrary positions)

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

Approaching Problems Globally

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

1. Ability to look at and approach problems as a member of a global society.

2. Ability to work with others in a cooperative way and to take responsibility for one's roles (and) duties within society.

3. Ability to understand, accept, appreciate, and tolerate cultural differences.

4. Capacity to think in a critical and systemic way.

5. Willingness to resolve conflict in a non-violent manner.

6. Willingness to change one's (way of life) and habits (of consumption) to protect the environment.

7. Ability to be sensitive towards and to defend human rights.

8. Willingness to participate in politics locally, nationally, and internationally.

Thinking Holistically

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

- Self-knowledge (identity, heritage, privilege).
- Cross-cultural experience and skills (listening, cooperation, conflict management).
- Perspective consciousness (multiple perspectives on a range of local and global issues).
- Values analysis (analyze values, beliefs and attitudes that underpin public information).
- Authentic learning and authentic applications.

Being World-Minded and Child-Centred
Pike and Selby (2000, p. 11) emphasize that thinking globally involves two strands. The first strand is *worldmindedness*, "a commitment to the principle of one world," in which the interests of individual nations must be viewed in light of the overall needs of the planet. Education, they reason, "has a role to play in the development of young citizens who demonstrate tolerance of, and respect for, people of other cultures, faiths, and worldviews, and who have an understanding of global issues and trends". The second strand is *child-centeredness*, the idea that children learn best when encouraged to explore and discover for themselves and when addressed as individuals with a unique set of beliefs, experiences, and talents".

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

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

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

Pike and Selby do indicate, however, that an emphasis on student involvement, whole-person development, and activity-based learning is more congruent with pedagogical orientations at the transformation end of the teaching-learning spectrum. They also stress the critical importance of classroom climate and the need to infuse such values as respect for rights and freedoms, environmental consciousness, nonviolence, and social responsibility into day-to-day classroom realities. They argue that there are countless possibilities for infusing a sense of worldmindedness into all the traditional subjects and through more integrated approaches.

Various international organizations are taking a close look at classroom practices related to educating for global citizenship. Oxfam provides guidance in terms of how it views a global citizen and the type of curriculum that would nurture this image:

How This Resource Is Organized

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

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

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

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

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Chapter 1: Exploring the Dimensions of Global Citizenship

By Jill Goodreau, Dick Holland, and David Montemurro

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

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

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

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

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

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

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

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

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

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

Learning Expectations
- Analyze connections between different parts of Canada, and between Canada and other countries (e.g., migration patterns, cultural activities, foreign ownership, trade).

- Encourage an understanding of global interdependence and Canada's responsibilities as a member of the global village.

- Demonstrate an understanding of citizenship within a global context.

- Demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

You Will Need
- Flip chart paper
- Marker
- Tape

Steps at a Glance
Step 1: "A Day in My Life"
(Student Journal)
Students are asked to keep a journal of all their activities for a day. Have them title the journal entry "A Day in My Life." Their list should include everything from brushing their teeth to using the Internet to chatting with friends to eating at a local fast food restaurant. This journal will be used the next day for Step 2.

Step 2: Connections with the Global World
(Class activity: 25 minutes)
- In pairs, have students divide a piece of flipchart paper in two. Each person will draw their partner in the centre of the paper and as they listen to their story will draw the connections their partner has to the global world. They will put these up around the room. The teacher will ask some people to present these to the class.

- *Teacher note*: To ensure student understanding the teacher could begin with one student and make the global links. For instance: the Colgate we use to brush our teeth was made in the U.S., the person they challenged in an Internet game was from Germany, or the bananas we put on our cereal were imported from Ecuador, etc. The teacher should ensure that the students are considering trends as well as products.

- *Debriefing questions*:
⇒ Is it important to understand what is happening in other places around the world? Why?
⇒ Did anything surprise you about this exercise?

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

Step 3: Village "Mind Map"
(Class activity: 15 minutes)
- Have students write the word "village" in the centre of a piece of paper. Have students close their eyes and picture a village. Around the word "village" they will write down some words or draw pictures that come to their head when they think of a village.

- On the board give each student an opportunity to share one thing they wrote.

Step 4: Our Global Village
(Class activity: 15 minutes)
- Ask the class: Do you think we live in a global village? Why or why not?

- Create a class note on why we live in a global village. Ask for input from the class. Note will include ideas of: communications, trade, common culture, environment, travel, etc.

- *Debriefing questions:*
⇒ If we live in a global village should we care about the people in our village?
⇒ Should a goal be to ensure that our global village is healthy for ourselves, our children, and everyone else in the world?

- For homework have students respond to the following in paragraph form: What are some things we can do in our own life to make sure that we are keeping our village safe and healthy for everyone? Be sure to include at least four concrete things.

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

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

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

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

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

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

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

Learning Expectations
- Introduce the concept of global perspective and ways in which a global perspective might be enhanced.

- Raise awareness of a range of issues of international significance (e.g., health and nutrition, food, human rights, environmental quality) and identify information from different types of sources that would be helpful in encouraging a global perspective.

- Investigate and analyze a contemporary global issue (e.g., coffee) and consider different perspectives and types of participation and involvement as a global citizen.

You Will Need
- Sufficient copies of handouts

- Internet access

Steps at a Glance
Step 1: Guess the Country
This step introduces the concept of perspective by using sets of clues to determine which country is being talked about.
- Students receive a set of 7 clues and are asked to determine what country is being discussed.
- Half the class will have Country A and the other half Country B. They are both talking about India but list A discusses clues that reflect aspects linked to Western nations and list B reflects aspects linked to non-Western states.

Country A Guess the country associated with the clues listed below	Country B Guess the country associated with the clues listed below
• strong entertainment industry	• most of the population dependent on rice
• thriving computer industry	• majority of people are rural
• rail network links all major centres	• huge slums in major cities
• constitutional democracy with an assembly of elected representatives	• problems of flooding, but also drought
• well developed tourism industry	• religious violence sometimes spoils the multicultural society
• fourth in the world in the number of universities	• 845 of the world's 4,400 languages are spoken here
• extensive cell phone network throughout the country	• has a sacred river which attracts thousands of tourists every year

- *Debriefing questions:*
⇒ Why was India hard to see?
⇒ Where do we get our ideas about other countries? It is important for students to realize that a global perspective is mediated by many things including media bias, films, racism, industry, distance and more.
⇒ What is the ideal?
⇒ How can we gain a global perspective which is not ethnocentric? Ideas may include: reading world literature, creating email connections with classes around the world, taking part in international projects like No-War Zone, reading newspapers from other parts of the world.

Step 2: Information about Issues
This step provides a transition to using perspective to examine a particular issue by providing students with a number of examples of the different sources of information for global issues.

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

Information About Issues
(Blank Chart)

Global Issue	Examples In Our Lives	Sources Of Information

Information about Issues
(Sample Chart)

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

Step 3: Investigating Coffee
In this exercise six small groups of students use source material to investigate a different aspect of coffee production and consumption as a global issue.

- The teacher's introduction sets the context for the investigation by looking at one of the global issues involved in coffee production and consumption and at one of the ways that that issue intersects in our lives. The chart "Information About the Issues" explains the research approach. Group members can take on roles to share the work

- In small groups students brainstorm possible answers to help fill in the blanks in the chart below. Include more than one example if possible—especially for the third column.

- A fair method should be used by each group to choose their spokesperson. The panel discussion could include videotaping, or involve a wider audience than just the class.

- After the different individual reports and class discussion, the teacher can make a transition to Strategy 3 by having students answer the question:
⇒ What can we do as Canadians to make a difference for coffee workers?

Step 4: What's in Your Coffee?
This exercise will give small groups of students a chance to investigate coffee—one example of the foodstuffs we consume that brings into focus how we can take a global perspective. This is just one example of the many issues that could be chosen—it is important to remember that each global issue helps us understand the complex global interactions that make up our world.

- Listed below are six different topics that are part of understanding the world of coffee from the perspective of the people living in the South. Small groups investigate one of the topics each and report back to the class.

1. Labour   How does the coffee industry affect the lives of the workers?
2. Activism   What is being done to change the coffee industry?
3. Land Ownership   How is land ownership a key issue in coffee production?
4. Environment   What are the environmental effects of different ways of producing coffee?
5. Trade   What are the economic realities of the coffee trade?
6. Health   What are the health effects of different ways of producing coffee?

Some Helpful Websites

Topics	Source material
all groups	• Coffee – Spilling the Beans http://www.newint.org/issue271/contents.html issue of New Internationalist magazine which follows coffee from the farm to the store • http://www.sptimes.com/2002/08/11/Worldandnation/Waking_up_to_world_co.shtml • http://www.globalexchange.org/education/speakers/JorgeCuevas.html
Labour	• http://www.newint.org/issue271/bonanza.htm • http://www.commondreams.org/views02/1206-05.htm • http://salc.wsu.edu/Fair_F02/FS15/environmental/coffeeplantationworkers.htm
Activism	• http://www.newint.org/issue271/enjoy.html • http://www.newint.org/issue271/brewing.html
Land ownership	• http://www.newint.org/issue271/simply.html • http://www.deansbeans.com/ic/field_notes/cepco.html
environment	• http://www.newint.org/issue271/beauty.htm
Trade	• http://www.newint.org/issue271/violence.htm • http://www.newint.org/issue271/facts.html
Health	• http://www.usleap.org/Coffee/justiceforcoffee.html • http://www.greenleft.org.au/back/1995/207/207p15b.htm

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

Strategy 3: Images of a Global Citizen (Building a Definition)
Reflections on the Strategy Applied

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

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

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

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

a research activity might be assigned to learn about examples of the range of citizen actions. Students could be provided with case studies of local initiatives within the school such as letter writing campaigns and street protests (attempting to use diverse sources and voices). After reviewing case studies with a jigsaw or small group presentation model, students would be in a more informed position to complete Steps 2 and 3 of the strategy.

Learning Expectations
- Demonstrate an understanding of contrasting images of citizenship and citizen action within a global context.

- Contrast aspects of the role Canadian individuals and organizations play in overseas assistance and understand the global impact of their choices and actions in connection with notions of social justice.

- Demonstrate an ability to research questions and issues of civic importance, and to think critically about these issues.

- Demonstrate an ability to collaborate effectively when participating in group enquiries.

You Will Need
- Flipchart paper
- Markers
- Tape
- Handouts "Images of Global Citizenship" and "Action Slips of Global Citizenship" (see next two pages!)
- Envelopes
- (optional) *Take Action! A Guide to Active Citizenship* (Kielburger) for help in developing student action plans

GLOBAL JUSTICE

WTO • DAY OF ACTION • 2001

GLOBAL UNIONS

COMPUTERS
AGAINST
ISOLATION

YEA!
Youth For Environmental Action

恆生指數
HANG SENG INDEX
13637.87
↑301.92

INTERNATIONAL
TRAVEL CONSULTANTS
GGC

FAIR TRADE
CERTIFIED®
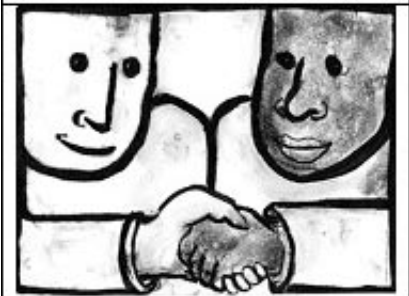
Action Slips of Global Citizenship

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

Steps at a Glance

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

Step 1: Building a Definition
- Request that students brainstorm a series of images and/or key words that come to mind when they think of "seeing" a global citizen. Have pairs compare their results and discuss: What are the similarities/differences? Are these images/terms mutually exclusive? Could a global citizen be all these things?
- Provide the students with a copy of the hand-out "Images of Global Citizenship"

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

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

Step 2: The Axis of Global Citizenship
- Provide pairs of students with 15-20 action slips of global citizenship (one item per action slip) placed within an envelope (see hand-out "Action Slips of Global Citizenship" to get ideas).

- Students are to place each slip on an axis contrasting positive/negative impacts and more/less effective actions for creating a more just world. Example:

Less Effective	More Effective
Positive	
Negative	

- Once finished placing the action slips on the axis, students return to their definitions constructed in Step 1. How well does their definition fit the sort of actions located in the "Positive and More Effective" section? How could they modify their definitions to accommodate the differences?

- Students are now requested to focus on the different actions placed in the "Positive and More Effective" section, placing these action slips on a continuum of least to most effective for creating a more just world. (E.g. More effective to start a social justice club that initiates a fair trade coffee campaign than "smart shopping" on an individual basis).

- Students are then invited to place a strip of paper to show where they best fit on the continuum. The statements to the left of the paper indicate actions they would take and those to the right those they feel are ineffective and/or that they do not feel comfortable with.

- Once finished their continuum, pairs gather together in groups of six and explain how they have arranged their continuum.

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

Assessment (The Action Report)
- Students go back to the first activity in Strategy 1 and select one aspect in their life that they would like to take action on. They individually need to determine which definition of global citizenship they agree with most and what type of actions they feel are the most effective to bring about a more just world.

- Having selected the area/issue they wish to address, each student will complete an Action Report that:

a) Defines what being an active global citizen means to them.
b) Explains why they selected this particular issue to address. What compels them to react?
c) Creates a "Continuum of Action" with a minimum range of five distinct actions (use experience from Step 2) to address their specific issue (from more passive to more radical).
d) Selects one action from the created continuum and performs it (e.g. Learn more about the issue). Summarize the experience of taking a step forward to change.

- *Debrief*

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

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Chapter 2: Creating Inclusive Classrooms for Global Perspectives

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

In this chapter we provide a rationale and three strategies for classroom teachers to create a learning environment that builds inclusiveness and community as requisite skill sets for global citizenship education. Helping students to develop the abilities and attitudes necessary for empathetic participation in an interdependent world is a core foundation in this context (Moore, 1992**).** This emphasis also fosters tolerance and respect for diversity both within and beyond the Candian context**.** Fortunately, we have much to build on, since as Jeanne Gibbs (2001) suggests, when following early adolescents for a day (exhausting—yes!) it becomes obvious that making connections is what drives their "energizer batteries." Our task as educators, then, is to channel this natural proclivity for connecting beyond the limited realm of teenagers' own lives to the larger global context.

Most teachers recognize the power of healthy interactions between learners, but in the global classroom it is essential to nurture safe zones from day one, since controversial issues can arise at any time and provoke a range of emotional responses. Brain research reveals that when a threatening situation (real or perceived) occurs, a flight or fight mechanism may "hijack" otherwise rational thinking. Because poor relationships are salient stressors, we need to provide students with places of learning that the brain perceives as non-threatening (Jensen, in Gibbs, 2000). For participatory learning, students need an affirming and secure environment in which they examine their own assumptions, take chances in their learning, share their opinions, and are receptive to the feelings, ideas and perspectives of others (Pike, 2000). In other words, students should feel included and valued before they take risks.

Inclusiveness starts with the process of inviting people to reflect upon and share their own experiences (Gibbs, 2000); it is vital to successful community-building, since only then do students have a vested interest in the process and begin to appreciate their classmates. For global educators, having students "experience connectedness through empathy with the personal stories of real people from other parts of the world" is the right place to initiate their own global awareness (Pike, 1996). As Moore (1992) reminds us, intercultural communication is the doorway to human fulfillment. In turn, inclusiveness and community building are the cornerstones of effective co-operative learning, which simultaneously addresses civic values and constructive conflict. When students participate in co-operative communities they begin to internalize the civic values that recognize and support the long-term benefits of contributing to the welfare of others, the common good, and one's own well-being (Johnson & Johnson 1998).

The high school in which we worked was searching for ways to enhance student interaction and relationships among its very multicultural population. Over two-thirds of the students attending the school were born outside of Canada. A partnership between the OISE/UT teacher education program and the school emerged that focused on training selected staff and teacher candidates in a collaborative process called "Tribes," with co-operative learning strategies at its core. One of

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

The strategies that were selected are co-operative ones that foster a perspective shift from "me" to "we" to "the world." While they can be used independently, they will have more impact in a global classroom when done in the sequence suggested, since they build in complexity, interdependence and social skills. Pike (1996) recommends that the "perceptual dimension" of global education should include, among other things, open-mindedness, resistance to stereotyping, and inclination to empathize. These strategies also move students from homogeneity to multicultural diversity in respectful ways. The goal is "co-operative pluralism," wherein linkages between and among students raise awareness of interconnections and interdependence (Gibbs, 2000).

The strategies are adapted from an instructional process called Tribes. Tribes is a democratic group process designed to create positive environments that promote human growth and learning (Gibbs, 2000, p. 21). It starts by having students practice some of the essential collaborative skills that people need in order to work together in families, schools, work settings, government, and all organizational systems. These are the ability to listen attentively, encourage others, express ideas, make decisions, and resolve conflict. All interactions are based on a set of community agreements that include attentive listening, mutual respect, appreciation/no putdowns, and the right to participate/pass. We strongly encourage these foundations be in place *before* the strategies recommended here are attempted. Equally important, each strategy needs to be debriefed with a series of reflection questions, since the activity alone is not enough to shift thinking or influence patterns of interaction. Research clearly shows that such group processing increases students' meta-cognitive abilities, attitudes, and leads to greater retention (Yager, Johnson, & Johnson, 1986). This is of particular value as students gain a deeper understanding of development and co-operation issues (e.g., humanitarian assistance, protection, and promotion of the rights of children).

Strategy 1: History of Your Name [1]

Reflections on the Strategy Applied
The teachers who used this strategy reported that they were able to meet all of the learning expectations. The questions in Step 1 provided an excellent foundation for students to prepare for the activity. When asked if this step could be eliminated, the teachers recommended it remain because the preparation ahead ensured more students were able to participate and it raised the quality of comments. In fact, one teacher shared that a student said, "My Mom likes you because you made me have a conversation with her about our family." The students loved this opportunity to reveal personal information about themselves in a safe environment. Teachers cautioned that the trust factor had been established because the Tribes community agreements were in place. In fact, one teacher had the students in previous classes create posters that

personalized their understanding of the agreements, as Figure 3.1 illustrates. An adaptation suggested by one teacher was to spread the sharing of names over three periods (approximately one-third of the class reported each time), so that it was integrated with existing curriculum. Another adaptation implemented by one teacher was to have students respond to the reflection questions in Step 6 as a journal activity instead of verbally, since this was a better fit with subject expectations.

Learning Expectations
- Build inclusion and community by encouraging students to learn the names/origins of classmates.

- Explore one's personal identity/heritage.

- Demonstrate effective speaking and listening skills in a group/whole class settings.

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

You Will Need
- Push pins or stars
- Wall map of the world

Steps at a Glance
Step 1
- For homework, have the students ask their parents/guardians about the 'history or origin' of their name. It is advised that you as the teacher first model this, to set a positive tone while providing a concrete example. For younger students, you may want to send home an instruction page with prompt questions such as these:
  ⇒ How was your name picked?
  ⇒ Are you named after someone? If so, why?
  ⇒ Does your name have a special meaning?
  ⇒ Is this meaning related to your family's culture?

Step 2
- Have students stand in a circle, making sure that everyone is part of the circle and can see each other.

Step 3
- Ask students to take turns sharing the 'history of their name'. Remind students of the community agreements while information is being shared, to ensure a "culture of respect and acceptance."

Step 4
- Once all students have shared around the circle, use a world map to create a visual representation of the class. On a wall map of the world, have students mark with a pin/star the location of the country where their name originated.

Step 5
- As an extension, students could explore the origins of the names of other family members and add these to the class map. A further idea would be to research the history of surnames and add these to the map.

Step 6
- Ask the following suggested post-activity reflection questions. This "processing" is a critical piece of the learning experience, since we know that for most students, this is the stage in which new learning is realized and retained.
  ⇒ What similarities did you notice about how people's names were selected?
  ⇒ How did you feel when you learned how your name was selected for you?
  ⇒ What similarities did you notice about the meanings of people's names?
  ⇒ How did you feel when you learned the meaning of your name?
  ⇒ Why is it important to know how you got your name?
  ⇒ What did this activity do for our class?

<u>Figure 3.1: The Tribes Agreements (poster made by students)</u>

Strategy 2: Life Map
Reflections on the Strategy Applied

Response to this strategy was clearly positive; in fact, in two classes, only one student in 70 passed when it came time to share life maps in class. Teachers reported that it was "time well spent." One teacher commented that the activity on the surface appeared juvenile, yet the results proved otherwise. It reinforced the global connections in this very diverse group of learners who discovered commonalities as they shared their journeys. For example, when the finished life maps were displayed on bulletin boards by country of origin, less than one-third of the class was first generation Canadian. In fact, it was clearly visible on the life maps that many students had family origins concentrated in the Middle East, as Figure 3.2 illustrates.

In one class, a number of students had already completed a similar activity, so the teacher modified the assignment by allowing students the choice of completing the traditional life map or a life map of their hobbies, talents, or jobs. Because these topics were perceived by some students to be less personal, they had the unanticipated positive effect of increasing disclosures because students were working within their comfort zone. An implementation tip arises from the different ways to share life maps. If students are working in small teams and simultaneously sharing, then a large portion of their history can be told. If however you choose to use a full class community circle, then it is best to limit each participant to one key event so each voice can be heard within one class period.

Learning Expectations
- Build inclusion and community by creating/sharing a visual illustration of one's life.

- Explore one's personal identity/heritage, and to learn about the identify/heritage of classmates.

- Demonstrate an ability to contribute to a positive climate in group settings (eg: respect the rights and opinions of others).

- Research and describe how family, gender, ethnicity, class or nationality may affect one's ability to participate.

You Will Need
- Chart paper
- Markers
- Bulletin board space
- Region/province/state/country names on poster paper

Steps at a Glance
Step 1
- Give each student a piece of chart paper and some markers. Have him/her draw a visual illustration of "my life to date," including city/town/country where they were born, cities/towns/countries where they have lived, selected significant events, dates, people, in the form of a map. Ask them not to include anything on their map that they are not

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comfortable sharing with the class. Again, it is recommended that you as the teacher first model this, to set a positive tone while providing a concrete example. If you so choose, indicate that "road signs," "place names," ups and downs, and so on can be used to enhance this visual journey.

Step 2

- Once all life maps are complete, invite students to share in turn, explaining the rationale for "road signs" etc. that they chose. Depending on the class size, and time permitting, this could be done as a whole class in a community circle, or in small groups of 3-4 students.

Step 3

- Ask the students to give their full attention to the speaker. Remind students of the community agreements while the life maps are being shared, to continue to instill a "culture of respect and acceptance."

Step 4

- Once everyone has shared, have the students thank each other for sharing their life story. Then, create a class bulletin board of the life maps, grouping them by location/country of origin.

Step 5

- Ask the following suggested post-activity reflection questions:
  ⇒ Why is it important to be able to draw a "life map"?
  ⇒ In what ways were the life maps of class similar? Different?
  ⇒ From how many different countries did the people in your group/class originate?
  ⇒ What did you learn about your group/class members?
  ⇒ How did you feel as you shared your life map?
  ⇒ What did you learn about yourself?
  ⇒ How did your group/class members help each other during this activity?

Figure 3.2: Sample LIFE MAPS

Strategy 3: Every's and Only's
Reflections on the Strategy Applied

All teachers reported this since this strategy was the most complex, it was best implemented once students were familiar with one another. This complexity did lead to a deeper sharing of personal and cultural beliefs about individuals and families. It also became apparent that groups wanted to personalize their visual presentations by stylizing their own versions of graphic organizers, as illustrated in the Figure 3.3.

The easiest way to ensure success with this strategy is to have students experience the first two strategies suggested in this chapter, or equivalent class-builder exercises. Even with this base, one teacher suggested that in addition to brainstorming, an exemplar would have increased student awareness of the types of topics to explore in groups. Teachers were most excited about the way students discovered and valued each other's strengths. As summed up by one student, "Now we know what our skills and talents are for the next project." In this case, the teacher used this strategy as a base for an upcoming multi-day group assignment and it enhanced the working relationships within groups because they already had an understanding of their similarities and differences. In fact, they also chose to maintain the same roles.

When roles were introduced in this strategy, teachers reported that the students willingly performed them, and even adapted some to fit their personalities. For example, one student declared himself the "creative consultant." However, use of the roles varied among the teachers, depending upon expectations and operating norms previously established in each class. In every case, students had experienced co-operative group learning before, so they had been exposed to the logistical roles, which allowed one teacher to experiment with the support roles. If this is the first time students are encountering the use of roles, it was recommended to focus on the logistical roles only.

Learning Expectations
- Build inclusion and community by assisting students in identifying commonalities and differences in personal skills, interests, achievements, etc.

- Practice co-operative team skills and demonstrate/analyze effective roles in small groups.

- Demonstrate an ability to contribute to a positive climate in group settings (eg: respect the rights and opinions of others, accept personal responsibility for group duties, provide leadership when appropriate, and encourage others to participate).

- Demonstrate an ability to organize information effectively (e.g., using visual organizers).

- Compare various personal, societal and cultural beliefs about individuals and the functions of families.

You Will Need
- Chart paper
- Markers
- Role cards for the following team roles [2]

Logistical Roles:

Materials Handler	- get/return materials for activities
Recorder	- record ideas and decisions
Reporter	- share with class
Timer	- keep track of time

Support Roles:

Peacemaker	- make sure that all participate positively
Supporter	- praise the efforts and ideas of team mates
Checker	- check for understanding and agreement
Observer	- keeps a checklist of the group's social skills

Steps at a Glance

Step 1
- Divide class into groups of four (for variety, consider using similar colour of clothing, birthday month, type of footwear, etc.).

Step 2
- Clarify the expectations of each role. Each member should select one logistical and one support role. The materials handler picks up a set of role cards (only needed for the support roles, since this is the more challenging) and has each member place one front of them.

Step 3
- Have the materials handler pick up a piece of chart paper/markers, and the recorders copy the visual organizer illustrated next. Model the activity by using an example of a group of people students would be aware of (maybe the student council, teaching staff, or for fun, characters on a commonly known television show). Explain that each group will be creating one of these organizers for their own team.

ONLY's

EVERY's

Unique Talent

Student Name
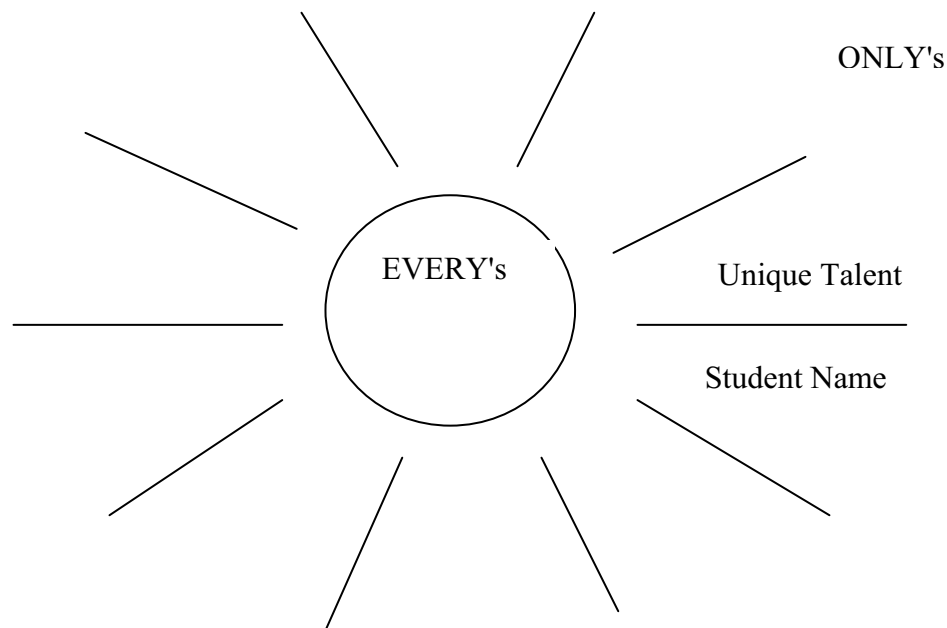
Step 4

- Instruct the groups to verbally brainstorm (approximately ten minutes) the qualities/talents/skills/ beliefs of members, distinguishing between:
  EVERYs ... those items common to EVERY team member
  ONLYs ... an items unique to ONLY one team member

- Remind all team members to practice/observe roles while brainstorming.

Step 5

- Have the recorder list all common qualities/talents/skills/beliefs in the centre of the circle. Then have the recorder write each UNIQUE item on a line and the name of the person to whom it belongs below the line. Add more lines as necessary. Tell the timers they have ten minutes for this.

Step 6

- Direct reporters to share their graphic organizers, either as a whole class, or by joining up two or three groups.

Step 7

- Observers should report to their teams what social skills they observed being practiced by their group. For this to be a productive session, it is assumed that students would have had previous lessons on how specific social skills look/sound/feel.

Step 8

- As an extension, this activity can also be repeated with multiple themes (e.g., birthdays, holidays, family traditions, places in which they have lived, to which they have traveled, etc.).

Step 9

- Ask the following suggested post-activity reflection questions:
- ⇒ Why is finding out what you have in common a good way to get to know somebody?
- ⇒ What do you appreciate about this community?
- ⇒ How did you feel about sharing what you had in common?
- ⇒ How did you feel about finding out what made you unique?
- ⇒ Did you and your teammates honour the community agreements?
- ⇒ How did you and your teammates perform your assigned roles?
- ⇒ Was it easier to perform the logistical role or the support role? Why?
- ⇒ What will your team do differently to function even better next time?

Figure 3.3: Every's and Only's
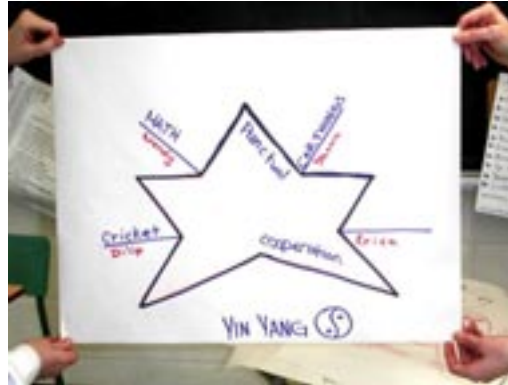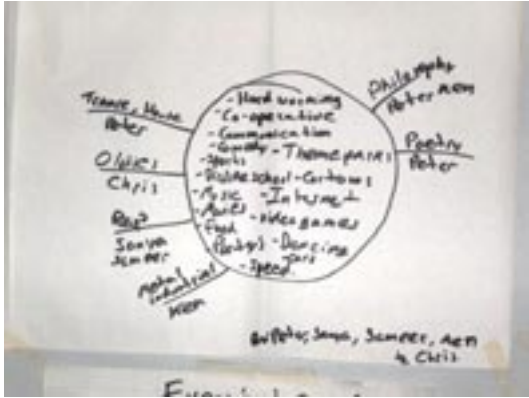
Notes

1. Adapted from: Gibbs (2000, p. 276) and Pike & Selby (1991, p. 140).

2. Adapted from: Bennett, Rolheiser-Bennett, & Stevahn (1991, p. 67) &. Pike & Selby (1991, p. 131).

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Chapter 3: Examining Social Justice and Our Human Rights: Developing the Skills of Critical Inquiry

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

When asked to identify barriers they face integrating equity and human rights issues into their daily curriculum, teachers frequently cite a lack of confidence and support (Bell, et al, 1997; Evans, 2003:36). They fear they will be criticized by school and school board authorities for lacking balance if they encourage students to acknowledge that significant degrees of social, economic, and political inequality actually do exist both in their own communities and internationally. For a variety of reasons, beginning and newer teachers, in particular, often identify uncertainty about how to defend as responsible the posing of controversial issues from social justice perspectives. For example, adding to an already well-documented body of research on the fear and resistance of many teachers to equity education, Wane (2003) notes that student teachers often "perceive anti-racist approaches as risky, as something volatile, to be avoided all together." In our experience as equity-minded educators, an important strategy for surmounting these barriers is the thoughtful combination of human rights-focused teaching with an explicit emphasis on the development of critical inquiry skills. (See also Clark, 1997, p. 272.)

Both new and more experienced educators with whom we have worked have found a relatively formal human rights-focused framework to be very useful for focusing and deepening classroom discussions of social justice themes and helping students to think critically and creatively about a fair and just world (see also Pike & Selby, 1988, pp. 49-50). Such a framework has usually included a careful examination of key international and national human rights documents, which provide vital historical and comparative contexts (Fountain, 1995, p. 149; Misgeld, 1996, p. 17). The inquiry works best, however, when teachers begin by helping students first to understand and explore the concept of human rights (different rights, what are they, what do they mean), and subsequently encourage them to apply these concepts to compelling local and global issues.

Since human rights have not been enforced "equally" or "justly" around the world, students also need to be given clear information on the necessity "for a determined and energetic pursuit of the implementation of human rights" (Misgeld, 1996, p. 17) if they are to become a reality for all human beings. Teachers should draw connections from the international to the school community through stories focused on young people and their own experiences (Fountain, 1995, p. 149). Equity and human rights issues presented through inquiry are also a natural outgrowth and complement to the creation of an inclusive classroom environment (Adams, 1997, pp. 42-43).

A *caveat*. When human rights challenges are presented as a focus and concern primarily in other parts of the world but *not* Canada, the United States, or Western Europe, problematic stereotypes about "the West and the rest," "enlightened versus backward," "free versus oppressed," and so on (O'Sullivan, 1999, pp. 152-153), are easily reinforced. That assumption is challenged *explicitly* in this chapter by the incorporation of stories about young people from North America and Western Europe confronting social injustice with the existing stories about human rights violations in the global south. It is further challenged in this chapter through the critical examination of Canada's immigration and refugee policy in the post-September 11th world, one in which human rights and social justice have taken a back seat to issues of "national security" and the "war on terrorism."

Strategy 1: Children's Rights as Human Rights, the Universal Declaration of Human Rights (UDHR), and the United Nations Convention on the Rights of the Child (UNCRC)
Reflections on the Strategy Applied

This strategy was applied in two fairly different academically focused high schools: a small, private/independent all-girls school, with a relatively ethnically and socio-economically homogeneous student body; and a large urban "collegiate" with a socio-economically diverse, multi-racial, multi-cultural student population.

Both teachers who participated in the field application sought to integrate this strategy into programs and courses that emphasized literacy and language development.

The teacher in the smaller school was attracted to this focus and strategy for a number of reasons. She believed that (1) literacy skills can be developed using a wide variety of resources; (2) the lesson plans allow students to develop computer literacy; (3) the strategy encourages critical thinking; and (4) the strategy fit very well with our theme of study this term: politics, media, and society.

The teacher in the larger school developed the activities. She was interested in using them with her English as a Second Language (ESL) students because of the opportunity it gave her class to integrate a more formal study of human rights with a reading of Michele Marineau's *The Road to Chlifa*. The novel study encouraged students to examine the role

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

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

> [The] fact that [many] schools disable the sound capability of most computers means that [in the activity that includes audio] when students are supposed to listen to stories, students lose the writer's intended impact of immediately hearing children tell their own stories in their own languages. This consequence for the ESL classroom also means that the intended objective of students having their home languages validated and promoted was somewhat dampened. In such cases, students could always be instructed to re- view the web sites on their home computers; however, 'the teachable moment' should be with the classroom teacher. (ESL teacher at the larger school)

For the teacher at the smaller school, a central feature of the strategy was seen as both positive and demanding:

> An interesting aspect of these lesson plans is that they are very open-ended. It seems that this is both the strength and, at times, the challenge of facilitating these strategies. There was no set goal or concrete series of concepts to "arrive at." As a class, we all continued to pose questions and wonder about issues relating to human rights. We did not experience a full sense of closure with the activities, or a sense of "arriving" at a point of full comprehension of the dimensions of the issue. It felt more like a true beginning; the sense of being a novice fumbling with the ideas confronted by the students.

Both teachers reported that the activities of the strategy outlined met all learning expectations extremely well. For the teacher in the smaller school, the sense of success was experienced through the questions posed and the comments made by her students.

> Their engagement with the issues was clear. Many did not realize that there are *universal* human rights that apply directly to them. More shocking was their realization that many children in the world do not experience the same level of

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

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

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

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

1. [Next time], I would try to really set the context for discussing and exploring human rights in a powerful way. Perhaps this could be achieved by showing a film that explores situations where human rights are not being protected, or by focusing more on their lived experience and sense of personal empowerment and connecting this to the issue of rights. I like how the activity at the end ("Taking the Human Rights Temperature of Your School") explored this dimension; perhaps a modified version of this could be used at the beginning to help set the context more clearly for students.

2. Students comprehend and internalize more of the objective concepts if they are actively asked to create a product that shows their understanding. Their UDHR posters, the graphic charts they generated after completing the Taking the Human Rights Temperature of Your School survey, the provided organizers for recording

information from the web sites, all were necessary for students to keep track of a deluge of new materials and ideas.

3. It would be helpful if students had more background knowledge of the countries examined in "The Whole Picture: What's Missing?" The students had many questions about human rights in the countries used in the exercises that went beyond what the web site could provide. It would be worthwhile to come to class with more information on these countries so students could explore their interest more fully.

4. Teachers need to check to make sure the computer labs in their schools allow students to download the browsers or players necessary to view cartoons and otherwise make full use of the activities—and/or be prepared with other "back-up" strategies. It might be helpful also to have some specific alternative web sites that students could visit in the event of suggested sites not being available.

Learning Expectations
- Summarize rights and responsibilities of citizenship within the global context based on an examination of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989).

- Analyze ways in which human rights have been upheld and/or restricted in Canadian society (e.g., homelessness, environment) and in different parts of the world.

- Describe ways citizens are involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes co-exist, and determine their own sense of responsibility in relation to these opportunities for involvement.

- Use computer-based systems effectively to organize information for research and report preparation.

You Will Need Chart paper
Markers
Cue cards each individually listing push factors for population movement
Access to the following support resources:
⇒ www.unicef.org/voy/learning/whole/wh1a.html
⇒ "Voices of Youth: The Whole Picture" – Interactive Web site- Children's Rights
⇒ www.unicef.org/idpuzzle/index.html
"Voices of Youth: Identity Puzzle" – Interactive Web site- Children's Rights
⇒ www.unicef.org/crcartoons/
"Cartoons for Children's Rights"
⇒ http://www.unicef.org/specialsession/documentation/childrens-statement.htm

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

Steps at a Glance
Part A: What Makes Up Human Rights?
Step 1
- Model a chart for students regarding what they think Canada's attitudes are on human rights.

- Guide students with basic 5W questions.

Step 2
- Begin and record a discussion on the relationship between quality of life and human rights.

Step 3
- Explain the term "human rights" by using the Information Sheet, reproduced below.

Human Rights
(Information Sheet)

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

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

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

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

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

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

Universal Declaration of Human Rights
Rights for all members of the human family were first articulated in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty of much of the world's population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every persons in the world was entitled, and ensure that the future of humankind would be different.

The 30 articles of the Declaration together form a comprehensive statement covering economic, social, cultural, political, and civil rights. The document is both universal (it applies to people everywhere) and indivisible (all rights are equally important to the full realization of one's humanity). A declaration, however, is not a treaty and lacks any enforcement provisions. Rather it is a statement of intent, a set of principles to which the United Nations member states commit themselves in an effort to provide all people a life of human dignity.

Over the past 50 years, the UDHR has acquired the status of customary international law because most states treat it as though it were law. However, governments have not

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

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

_____

Step 4
- Ask students to identify from the Human Rights Information Sheet the terms they think describe general categories of human rights: economic, social, cultural, political, civil, social welfare, etc.

Step 5
- Assist students in creating an organizer of these general categories of rights so that it resembles a BINGO card in which they will classify each article from the UDHR as read aloud.

Step 6
- Direct students to http://www0.un.org/cyberschoolbus/humanrights/index.asp Human Rights in Action: Interactive Version of the UDHR, or to the plain language version available at http://www0.un.org/cyberschoolbus/humanrights/resources/plain.asp .

Step 7
- Ask students in groups/teams of nine to take turns reading aloud the Articles of the UDHR for their fellow group members to enter under a heading.

Step 8
- Prompt students to consider needs that are often not guaranteed in our society, thereby creating basic inequality as identified in the Information Sheet: homelessness, poverty, unequal opportunity, pollution, etc.

- Instruct students to complete the definition on "What Are Human Rights?" (Activity Sheet), reproduced on the next page.

What Are Human Rights?
(Activity Sheet)

Make up questions using the information provided in class.

Ask a partner for his or her answers.

- *What _____?*
- *Who _____?*
- *Where _____?*
- *When _____?*
- *How _____?*

With your class and teacher, complete the organizer below: WHAT ARE HUMAN RIGHTS?

Human Rights
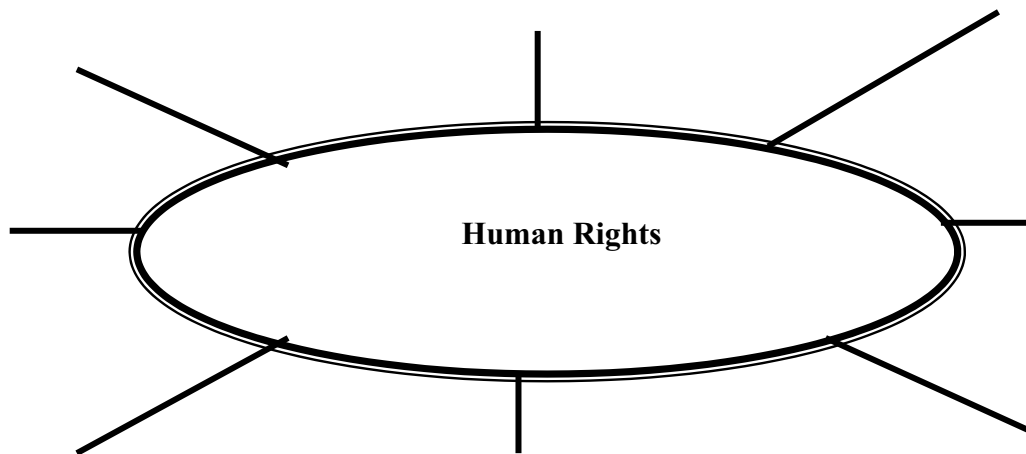
Part B: *What Do Children Want and Need in Their Lives?*
Step 1:

- In the computer lab, distribute "What Do Children Want and Need in Their Lives?' (Activity Sheet).

- Instruct students to go to www.unicef.org/voy/learning/whole/wh1a.html to complete the activity "The Whole Picture: What's Missing?"

- After they complete this chart, ask if they can see any aspects of human rights that they forgot to include in their definition of human rights (Part A). What is missing? Invite them to add these aspects to their organizer "What Are Human Rights."

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

To complete the organizer below, you will need to go to the web site "The Whole Picture: What's Missing": www.unicef.org/voy/learning/whole/wh1a.html.

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

Step 2
- Ask them to verify the definition that they have completed for human rights (Part A) for any element that they overlooked. These may include vaccinations, landmine education, access to energy, nutrition, peace, gender equity.

Step 3
- Guide students to focus on the issues presented in the pictures of the web site as specific examples of human rights that all people should have: health, safety, education, etc.

Part C: What Rights Should Children Have?
Step 1
- Group students into nine groups to correspond to the number of pages of cartoons listed at the web site. Direct students to web site: http://www.unicef.org/crcartoons/ and have students click on "Cartoons List," a button in the left margin.

Step 2
- Focus student groups on the question: What rights should children have?

Step 3
- Instruct the groups to compile and record the children's rights illustrated while they view the site, noting in particular the relevance of the illustrations/animation images to their understanding of the Children's Rights article, their own experiences, and to the lives of children from other local, national, and international communities.

Part D: What Kind of World Is Fit for Us?
Step 1
- Direct students to the website or distribute copies of "A World Fit for Us" (from the web site): http://www.unicef.org/specialsession/documentation/childrens-statement.htm

Step 2:
- Instruct students to complete "My Community Needs" (Activity Sheet), reproduced on the following page.

My Community Needs
(Activity Sheet)
Work in groups and record your answers to the following questions:

1.   What human rights issues/ problems do the children in your country of origin face?

2.   What human rights issues/ problems do the children in your community in Canada face?

3.   What do you and your peers need for all human/ children's rights to be satisfactorily met?

4.   What does your community need to immediately solve local human/ children's rights issues for you and your peers?

Step 3

- Refer students to the following web sites:
  www.unicef.org/voy/misc/chforum.html;
  www.unicef.org/voy/en/meeting/gir/girhome.html;
  www.unicef.org/idpuzzle/index.html;
  http://www.bbc.co.uk/worldservice/people/features/childrensrights/worldnewsround/index.shtml

Step 4

- Lead students to speculate on the Canadian government's reaction to human rights abuses in the international community. Use the same chart format as in the initial brainstorming session.

Step 5

- Either redirect students to
  http://www0.un.org/cyberschoolbus/humanrights/index.asp to view an Interactive Version of the UDHR, or to the plain language version available at
  http://www0.un.org/cyberschoolbus/humanrights/resources/plain.asp .

Step 6

- In pairs, ask students to compare the articles included in the UDHR and the UN Convention on the Rights of the Child using Venn diagrams. (The latter is available at http://www0.un.org/cyberschoolbus/humanrights/resources/child.asp . A plain language version is available at
  http://www0.un.org/cyberschoolbus/humanrights/resources/plainchild.asp .

Part E: What Does the World of Children Look Like?
Step 1

- Use "A World for Children: Children Report on Children's Rights":
  http://www.bbc.co.uk/worldservice/people/features/childrensrights/worldnewsround/index.shtml .

Step 2

- Ask students to compare their own experiences with regard to this/ these specific right(s) to those of the child of the different country; and write journal responses about their feelings and the actions they think should be taken.

Part F: What Is the Human Rights Temperature at Our School?
Step 1

- Refocus students on their own local situation.
- Distribute "Taking the Human Rights Temperature of Your School"(Activity Sheet) and support students in completing it. It is reproduced below.

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

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

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

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

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

Do students get harassed at your school?

Are there places where people feel unwelcome—e.g., parts of the school where females feel unsafe or where students of colour feel uncomfortable?

2. **Is information on human rights readily available?**

Are students and staff trained on your school board's equity and human rights policies?

Is the staff encouraged to attend equity and human rights workshops and share with the rest of the school?

Are copies of your school board's equity policy and human rights policy available in your school?

Is information available regarding equity and human rights issues through teaching and learning resources such as posters, brochures, books, and videos?

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

Is the school accessible to people with disabilities?

Do all students enjoy the equal right to participate in all curricular and extra-curricular activities, regardless of their socio-economic status?

Is participation encouraged in events such as African Heritage Month, Asian Heritage Month, International Women's Day, Mayworks, and Pride Week?

Do equity and human rights issues play a role in school assemblies and meetings?

Are all members of the school community treated with respect and dignity?

4. **Are human rights complaints taken seriously and given quick response?**

> Is the staff knowledgeable about human rights complaints procedures?
>
> For assistance and support do people in your school consult staff in your school board and/or experts in the community who work on equity and human rights issues?

Step 2
- Debrief the activity's objectives with an ask-answer role-play interview or meeting between a Canadian student and their counterpart from one of the web site's stories.

Step 3
- Such an interview is demonstrated by the model as found in http://www.bbc.co.uk/worldservice/people/features/childrensrights/worldnewsround/inclusion.shtml

Strategy 2: Analyzing Canada's Immigration and Refugee Protection Act (IRPA)
Reflections on the Strategy Applied

Three teachers (including the author of the activities) in three grade 9 (Academic) Canadian Geography classes in a mid-size urban school applied the strategy. The Human Systems unit within which the strategy was situated focuses on issues related to human populations: growth, distribution, density, immigration, and refugees. Students in this multi-ethnic school are drawn from diverse socio-economic backgrounds, and approximately half of the students in the classes that participated in the field application were from recent newcomer families to Canada.

The relevance of the material to students' lived experiences and that of their families was key for us in choosing this focus. The teachers' ongoing interest in immigration and social justice issues also served as a strong motivation. Thus, the impact of fundamental changes made to Canada's Immigration and Refugee Policy by the Canadian Government since September 11th 2001 emerged as a shared *interest* of the teachers, the teacher educator, and the students. Indeed, one teacher reported that her students found the material "very compelling" and "had burning issues around Canada's … treatment of refugees post 9/11."

While all three teachers expected the inquiry to be engaging, they were equally eager to have students go beyond their own stories and to consider various perspectives on government policies. One teacher reported that she was intrigued by "the challenge of engaging grade 9 students in critical analysis. …I also wanted to move beyond the dry textbook coverage of immigration and treat it as a political issue." Another reported,

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

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

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

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

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

1. "Some added lessons on how to write a good letter, and how to participate in a debate might be in order, but in general this teaching strategy can be added and tailored to the particular class involved."

2. "Perhaps there could be some way to involve the community in some of the lessons?"

3. "My only advice is not to rush through this lesson—it may take longer than what is typically allotted to in the course profiles but it is definitely worthwhile."

Key Learning Expectations
- Research recently passed federal legislation about Canada's Immigration and Refugee Protection Act.

- Demonstrate an understanding of its content and the challenges of governing societies in which diverse perspectives coexist.

- Rank order objectives of IRPA to understand varied points of views and how these perspectives might guide citizen's actions.

- Assess the potential fairness of the application of these objectives to both immigrants and refugees.

- Prepare a letter to the Minister of Immigration and Citizenship which outlines your personal position and evidence to support this position.

You Will Need
- Colour markers
- Chart paper

Support Resources
Black Line Masters (reproduced at the end of this chapter)
BLM 1: Bill C-11 and the Immigration and Refugee Protection Act (IRPA)
BLM 2: Writing a Letter
BLM 3: Tips for Writing a Letter
BLM 4: Outline for Writing a Letter

Articles and On-line Resources/Documents:
A wide variety of articles and on-line resources should be used in this strategy that reflect varying perspectives. A few sources of information are identified below.

Citizenship and Immigration Canada:
http://www.cic.gc.ca/english/

Bill C-11:
   http://www.parl.gc.ca/37/1/parlbus/chambus/house/bills/ government/C-11/C-11_3/C-11_cover-E.html

Business Immigrants Fact Sheet:
http://www.ci.gc.ca/english/irpa/fs-business.html

Canadian Charter of Rights and Freedoms:
   http://laws.justice.gc.ca/en/const/annex_e.html
 Clark, Campbell. "Ministers back immigrant placement." *The Globe and Mail*, Thursday, October 7, 2002. All.
 Integrating Immigrants into the Canadian Workforce, Canadian Labour and Business Centre: http://www.clbc.ca/Fitting_In/
 Canadian Council for Refugees Press Release. Since September 11. A bad year for refugees in Canada.
 http://www.web.net/~ccr/sept11.htm

Immigration and Refugee Protection Act (IRPA):
 http://www.cic.gc.ca/english/irpa

International Convention and Protocol on Refugees:
 http://www.unhcr.ch/cgiin/texis/vtx/home/+LwwBmeJAISwwww3wwwwwwwxFqzvqXsK69s6mFqA72ZR0gRfZNhFqA72ZR0gRfZNtFqrpGdBnqBzFqmRbZAFqA72ZR0gRfZNDzmxwwwwwww1FqhuNlg2/opendoc.pdf

Skilled Workers Fact Sheet:
 http://www.ci.gc.ca/english/irpa/fs-skilled.html

Steps at a Glance
Part A: Why Does Canada Have an Immigration and Refugee Policy?
Step 1
- Brainstorm activity with students focusing on the question, "Why does Canada have an immigration and refugee policy?" Inform students that they should think of as many possible ideas as they can and that no judgments will be made. Create a brainstorm web on board or overhead with student responses.

Step 2
- Introductory mini-lecture on board or overhead using note based on BLM 1 *Bill C-11 and the Immigration and Refugee Protection Act (IRPA)* to provide students with context and background.

Step 3
- Introduce diamond-ranking activity to students on board or overhead.

- Students will negotiate a diamond-shaped arrangement with the most important statement at the top. Two statements of equal but lesser importance are placed below. On the third level are three statements of moderate importance, followed by two statements of relatively little importance. On the bottom level or lowest level of the diamond is the statement that has the least importance.

Step 4
- Students form home groups of three students each.

- Distribute copies of the objectives of the IRPA with respect to immigration (*Bill C-11*, see Support Resources). Read through the ten objectives with students and check for understanding, vocabulary, etc.

- Students discuss and rank the ten objectives using the diamond-ranking framework introduced in Step 3 above in order to highlight the most important objectives of the IRPA with respect to immigration. Students record their ranking of the objectives (by letter) on chart paper using colour markers and in their own notes.

- Each group provides a rationale (three reasons) for their number one choice and record it on chart paper and in their notebooks.

Step 5
- Each group presents their diamond ranking and rationale, and then as a class create a list of the three most important objectives of the IRPA.

- Students record in their notebooks.

Step 6
- Distribute copies of the objectives of the IRPA with respect to refugees (*Bill C-11*, see Support Resources). Read through the eight objectives with students and check for understanding, vocabulary, etc.

- Students discuss and rank the eight objectives using the diamond-ranking framework introduced in Step 3 above in order to highlight the most important objectives of the IRPA with respect to refugees.

- Students record their ranking of the objectives (by letter) on chart paper using colour markers and in their own notes.

- Each group provides a rationale (three reasons) for their number one choice and records it on chart paper and in their notebooks.

Step 7
- Each group presents their diamond ranking and rationale, and then as a class create a list of the three most important objectives of the IRPA with respect to refugees.

- Students record in their notebooks.

Part B: Business Immigrants Versus Skilled Workers?
Step 1
- Distribute copies of the Business Immigrants and Skilled Workers Fact Sheets (see Support Resources above).

Step 2
- Working in groups of four, students read the materials and create a chart with three columns that compares business immigrants to skilled workers. Use the following criteria: minimum number of points to be considered as an immigrant; different types of immigrants within each category; socio-economic class (poor, working-class, etc.); and geographic origin/location (developed countries, developing countries, etc.).

Step 3
- Debrief the chart on board or overhead and check for understanding.

Step 4
- Review the three most important objectives of the IRPA with respect to immigration from Part A with students.

Step 5
- Ask students to answer the following question in their notes: "Based on the objectives of the IRPA with respect to immigration, is it fair that business immigrants require fewer points than skilled workers? Why or why not? Provide three reasons."

Step 6
- Debrief student responses by asking students to line up along a continuum from left to right, where left is completely fair and right is completely unfair.

- Call on individual students along the continuum to give reasons for their positioning.

- Wrap up class discussion and check for understanding.

Part C: Immigrant Placement
Step 1:
- Distribute articles with varying perspectives towards the immigrant placement (e.g., *The Globe and Mail* article "Ministers back immigrant placement" [See Support Resources]).

Step 2
- Working in groups of four, students read newspaper articles and analyze them using the 5 Ws + H (Who, What, Where, Why, When, and How).

Step 3
- Debrief the 5Ws + H and the varying perspectives on board or overhead and check for understanding.

Step 4
- Students read the articles and create a T-Chart that compares views that support the immigrant placement proposal (name, title, reasons) views that do not support the immigrant placement proposal (name, title, reasons).

Step 5:
- Debrief T-Chart on board or overhead and check for understanding.

Step 6
- Review the three most important objectives of the IRPA with respect to immigration from Part A with students.

Step 7
- Ask students to answer the following question in their notes: "Based on the objectives of the IRPA with respect to immigration, to what extent do you believe the immigrant placement proposal is fair? Why or why not? Provide three reasons."

Step 8
- Debrief student responses.

- Call on individual students along the continuum to give reasons for their positioning.

- Discuss the challenges of governing societies in which diverse perspectives co-exist.

- Wrap up class discussion and check for understanding.

Part D: The Refugee Experience
Step 1
- Distribute articles with varying perspectives towards the current refugee experience (e.g., The Canadian Council for Refugees Press Release. *Since September 11: A bad year for refugees in Canada* (see Support Resources).

Step 2:
- Working individually, students read newspaper articles that express varying views towards the Refugee experience. Some of the questions condidered include:
  ⇒ What are some of the opportunities/challenges for refugees?
  ⇒ What is the Refugee Appeal Division?
  ⇒ What is the "safe third country" agreement?

Step 3
- Debrief student answers on board or overhead.

Step 4
- Review the three most important objectives of the IRPA with respect to refugees from Part A with students.

Step 5
- Ask students to answer the following question in their notes: "Based on the objectives of the IRPA with respect to refugees, *do you think* the 'safe third country' agreement with the United States fair? Why or why not? Provide three reasons."

Step 6
- Debrief student responses. Call on individual students along the continuum to give reasons for their positioning. Wrap up class discussion and check for understanding.

Step 7
- Conclude this section of the strategy by a teacher-led class discussion that focuses on the extent to which Canada's immigration and refugee policy lives up to the core objectives within the IRPA.

- Discuss the challenges of governing societies in which diverse perspectives co-exist. Ensure students examine this question based on the points system, the immigrant placement proposal, and the "safe third country" agreement.

Part E: The Canadian Charter of Rights and Freedoms
Step 1
- Distribute copies of Article 15, Part 1 of the *Canadian Charter of Rights and Freedoms* (see Support Resources).

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

Step 2
- Working in groups of four, students consider the skilled worker and business immigrant point system in the context of Article 15, Part 1 of the Charter.

Step 3
- Distribute Article 6, Parts 1 and 2 of the *Canadian Charter of Rights and Freedoms* (see Support Resources).

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

Step 4
- Working in groups of four, students consider the immigrant placement proposal in the context of Article 6, Parts 1 and 2 of the Charter.

Step 5
- Distribute copies of Articles 3, 31,32, and 33 from the *International Convention and Protocol on Refugees* (see Support Resources).

- Review vocabulary with students.

- Students use these articles to consider the "safe third country" agreement in the context of these articles.

Step 6:
- Teacher-led four corners activity based on the question, "To what extent does Canada's new immigration and refugee policy align with Canada's human rights commitments both here at home and internationally?"

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

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

Part F: Applying What They Have Learned
Step 1
- Students apply what they have learned in an imagined letter their MP or to the Minister of Immigration and Citizenship assignment.

- Distribute BLM 2 to students and read through the task, the criteria of the assignment, and the length of the assignment.

Step 2
- Distribute BLM 3 and read through the tips on how to write a letter.

- Ensure student understanding by next distributing a sample letter such as that provided on the Amnesty International web site (see Support Resources).

Step 3
- Distribute BLM 4 to students and read through to ensure student understanding of how to construct the letter.

Step 4
- Students use class time to work on the first draft of the letter using the Letter Outline.
- Remind students to compose the letter based on the criteria and length introduced in Step 1 above.

Part G: Extension Activity
- Have students visit CIDA Youth Zone (www.cida.gc.ca/youthzone) to find out more about Child Refugees in different parts of the world. A variety of case studies are provided for students to get a sense of various circumstance child refugees face around the world. International laws to protect refugee children. (e.g., the United Nations Convention on Refugees and the Convention on the Rights of the Child) and other forms of support are described.

Support Resources

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

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

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

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

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

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

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

(Excerpted from: *Bill C-11*, Statutes of Canada 2001, Chapter 27. First Session, Thirty-seventh Parliament, 49-50 Elizabeth II, 2001. Source: http://www.parl.gc.ca/37/1/parlbus/chambus/house/bills/ government/C-11/C-11_3/C-11_cover-E.html)

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Writing a Letter

(Black Line Master 2)

Task

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

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

Criteria

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

- Does the new points system for Business Immigrants and Skilled Workers in the IRPA live up to the stated objectives of the IRPA with respect to immigration and the *Canadian Charter of Rights and Freedoms*?

- Does Citizenship and Immigration Canada's new policy of requiring new skilled worker immigrants to settle outside of Canada's three major cities live up to the stated objectives of the IRPA with respect to immigration and the *Canadian Charter of Rights and Freedoms*?

- Does Canada's new policy on refugees live up to the stated objectives enshrined within the IRPA with respect to refugees and Canada's international obligations under the *International Convention and Protocol on Refugees*?

Length

The length of the letter should be approximately 200-300 words, typed or word-processed and double-spaced (ensure that you save your letter to disk or your hard-drive).

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

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

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

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

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

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

Complete the following outline in the space provided.

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

   _____

   _____

   _____

   _____

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

   _____

   _____

   _____

   _____

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

   _____

   _____

   _____

   _____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

Notes

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

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By John Myers , Jenifer Borda, Dawn Legrow, and Rachel Powell

This chapter looks at the *how* of teaching and learning public issues of global importance, beginning with a rationale for powerful pedagogies designed to make the issues meaningful and memorable. Following this will be descriptions of two powerful pedagogies that model authentic investigation of public issues in a democratic pluralistic context.

A Plea for Powerful Pedagogy: The Promise of Co-operative Learning

Co-operative learning is a form of group work that is structured so people learn from each other. There are many versions of this teaching model but they share the following elements.

- *Positive Interdependence*. Interdependence is structured to foster co-operation within the groups. Students need to have a reason for working together. Group tasks are co-operative when they structure positive interdependence among group members: a "sink or swim together" feeling and commitment to the group goal. Positive interdependence is considered the key attribute of classroom co-operation (Deutsch, 1949). It can take many forms. Successful democracies are by definition co-operative since conflicts are resolved under the assumption that we are all working towards the good of the society as a whole, even if we disagree, sometimes strongly, on the means to promote such good.

- *Individual Responsibility and Accountability*. Group goals are best achieved when every group member fulfills his or her role and contributes to the effort and product. Strategies in which individual as well as group efforts are recognized, such as individual quizzes based on the work done in a group or self-evaluation of one's efforts while working on a group task, also promote individual accountability.

- *Student-Student Interaction*. Co-operative groups are not students sitting beside each other doing their own thing. Students in small groups must interact in a meaningful way, usually through purposeful talk.

- Suitable Task. Tasks in which you want purposeful talk are best done when students work together in small groups. These include:
  ⇒ Tasks involving exploratory talk:
  ⇒ Tasks involving checking for understanding:
  ⇒ Tasks involving problem-solving and/or decision-making:

⇒ Tasks in which a variety of abilities are required:

⇒ Tasks involving review of previously encountered ideas or material:

⇒ Tasks in which students reflect on their efforts and results in a lesson.

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

- Frequent use of heterogeneous groups so that different interests, backgrounds, expertise, and perceptions can be combined to tackle social issues.

- Teaching and practice of group behaviours so that students are prepared to work together.

- Reflecting on the process and product of the group activity so that students learn from their efforts and improve performance in future.

- Group tasks in which many students are working simultaneously.

Whenever we interact with others, our behaviour is changed for better or worse. Co-operative learning researchers are interested in promoting the "better" of group or societal interaction. The research base for co-operative learning is among the most impressive for any educational innovation. Nearly a thousand studies going back more than a century have demonstrated the power of co-operative learning to promote academic achievement, especially when group goals and individual accountability are at the forefront. Depending on the co-operative approach used, the outcomes for which achievement is positively affected range from simple mastery to complex thinking, problem-solving, and decision-making. On the one hand, it can be used to raise awareness of the role Canadian individuals and organizations play in overseas relief and development assistance initiatives; on the other hand, it can be used to encourage youth to think critically about international issues such as peace building and conflict resolution or HIV/AIDS.

In the area of non-academic outcomes, important in citizenship education, co-operative group approaches seem to have universally positive effects. For example, in a Toronto study, grade 5 and 6 classes composed of recent European and West Indian immigrants and Anglo-Canadians learned social studies using a co-operative technique called Jigsaw II. In addition to greater achievement and time on-task for students in the treatment groups, more cross-ethnic friendships were established. The growth in such friendships, both close and casual, lasted after the treatment was concluded according to a follow-up ten weeks later (Zeigler, 1981).

While many co-operative learning approaches are used for content mastery, there are several which have as their purpose the investigation of complex and often contentious public issues. This chapter reports on two of these approaches: Academic Controversy and Complex Instruction.

Strategy 1: Using Academic Controversy to Investigate "*Does the world need an international body for resolving global issues?*"
Reflections on the Strategy Applied

Traditional debates are fun and many students like their competitive nature, but many other students do not fully participate because they are afraid of being put down. Academic (sometimes called "Creative") Controversy (Johnson & Johnson, 1995) appeals to both groups of students. Moreover, by striving for the best argument, rather than victory, Academic Controversy promotes rigorous, powerful learning and a deep understanding of important issues: key elements of citizenship in any democracy.

The strategy was used deep into a grade 10 Open Civics course. In this course students learn about democracy and the meaning of democratic citizenship in their neighbourhood, in Canada, and in the world. They learn about social change and decision-making processes in Canada. In addition, students learn to explore their own and others' beliefs and perspectives on civics questions by thinking and acting critically as well as creatively about public issues.

The Academic Controversy served as the final culminating activity of Unit 3 *The Global Citizen: A World View.* Students used the knowledge and skills learned, developed, and extended in the course to be active global citizens engaged in an authentic debate about the effectiveness of the United Nations as an international body for resolving global issues.

The tasks used throughout the course (available on request from the authors) were designed to help this diverse group of learners gain the needed expectations for engaging in the controversy. These tasks included completing a "News Inquiry Exercise," a "Civics Portfolio," and a "United Nations/Iraq clipping file" for the Academic Controversy that related respectively to Canada, the war going on in Iraq, and the United Nations" role in the situation. Overlap was encouraged so that students could read the articles about Canada, Iraq, and the United Nations to include as part of their Civics Portfolios in addition to being a source of information to prepare for the Academic Controversy.

As Civics is an Open-level course, each class is typically quite diverse. Our two Civics classes were no different. Therefore, it was necessary to provide the students with a brief overview of the situation in Iraq. Students completed the handout "Canada and Iraq 1990-1999"—an excerpt from *War and Peacekeeping*, by Jenifer. Borda. (Borda, 2002). This excerpt provided a simple outline of events from the Gulf War enabling the students to place the current news in an historical context.

In this class the students sit in co-operative groups of four. Co-operative learning is used systemically, so by the time we reached the Academic Controversy, the students were completely used to working in groups. Positive interdependence, individual responsibility and accountability, and student-student interaction are classroom norms. The teacher had changed the seating plan once, so the students had worked together for about two months. Due to absences, one or two of the groups were re-jigged, however, this minor alteration

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

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

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

How well did we attain our desired expectations? We did cover this topic/issue at the beginning of the course. We had some senior students do a 30-hour famine presentation (the students donated money) and we examined the issue of the soon-to-be-extinct Spirit Bear in northern BC. Simon Jackson, a remarkable 21 year old came and spoke to the students, who then wrote a letter to the premier of B.C. to save the Spirit Bear from extinction. Due to time constraints, we were unable to extend our conclusions from the controversy into specific actions. In future, students would be encouraged to write another to a person of his/her choice about the conclusions s/he reached at the end of the Academic Controversy. For instance students could make their beliefs known by writing a letter to editor, United Nations, MP, MPP, etc.

Learning Expectations
- Develop an understanding of the international conflict.

- Demonstrate an ability to research questions about the conflict, and to think critically about them.

- Demonstrate an ability to apply decision-making and conflict-resolution procedures and skills to cases of civic importance.

- Demonstrate an ability to collaborate effectively when participating in group inquiries.

- Analyze one's rights and responsibilities as a global citizen in times of international crisis and what it means to be a citizen within a global context

- Compare and evaluate the impact of various types of civic participation in resolving issues of global importance.

Preparation

Each student located a total of four sources, one of which was a text source; the rest could be Internet sources. Students used the Toronto District School Board's *Student Research Guide* to document sources and take comprehensive notes, synthesizing them into coherent themes and arguments. The students were encouraged to collaborate and share information as they realized that they were going to have to argue both sides. Due to time constraints, the teacher allowed the students to "share" the fourth source—a source dfrom another person. This worked well because the students exchanged articles and began actively seeking to acquire additional information. In addition, the students began to evaluate their sources. They compared information and discussed the value of different sources. In particular, we concentrated on determining the various points of view represented and made an effort to evaluate facts and how they were utilized with certain points of view. A formal evaluation of sources would be a welcome step, but time did not permit a formal full lesson to do so.

Steps at a Glance
Step 1: Identification of the Controversy
- The controversy is stated in positive terms. Example: "Be it resolved that all vehicles should be RED."

- *Our controversy: "Be it resolved that the world needs an international body for resolving global issues."*

- Note: You will be exploring both sides of the issue, so it does not matter what side you are on initially.

Step 2: Groups of Four
- The teacher will letter the students: AA/BB and assign PRO/CON positions.

- The A's sit on one side, the B's on the other. A's are PRO first; B's are CON first.

- Students number off as A1, A2 and B1, B2. This enables the teacher to tell which person starts the discussions. Example: The teacher will call out "A1" or "B2" to start the discussion.

Step 3: Time to Plan
- You will be given time in the library and time in class to research and plan your arguments, both PRO and CON.

Step 4: Time for Each Group to Share
- Sixty to 90 seconds is given to each side to present their position, either PRO or CON.

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

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

Step 5: Plan the Rebuttal
- Students are given time to withdraw from the group in pairs and discuss what they consider flaws in the other group's presentation. In order to do this effectively, students must have actively listened to what the other group presented.

Step 6: Present the Rebuttal
- In this step, B's begin, then A's. The teacher will identify which student begins. e Students will have approximately 60 to 90 seconds.

Step 7: Flip and Repeat Steps 3 to 6
- Students stand up and change seats to begin the process debating the other side of the issue. Example: student who begins the Academic controversy as A1 - PRO becomes B1 – CON.

Step 8: End with a Round Robin Discussion
- At this point in the Academic Controversy, students share with their group where they stand on the issue. The steps are diagrammed below:

1. **Identification of the controversy**

2. **Groups of four**

3. **Time to Plan**

4. **Time for Each Group to Share**

PRO (A) (A)

CON [B] [B]

5. **Plan the Rebuttal**

6. **Present the Rebuttal**

7. **Now Flip and Repeat steps 3 to 6.**

CON (A) (A)

PRO [B] [B]

8. **End with a Round Robin discussion**
   (striving for
   the best resolution)

   (A) (A)

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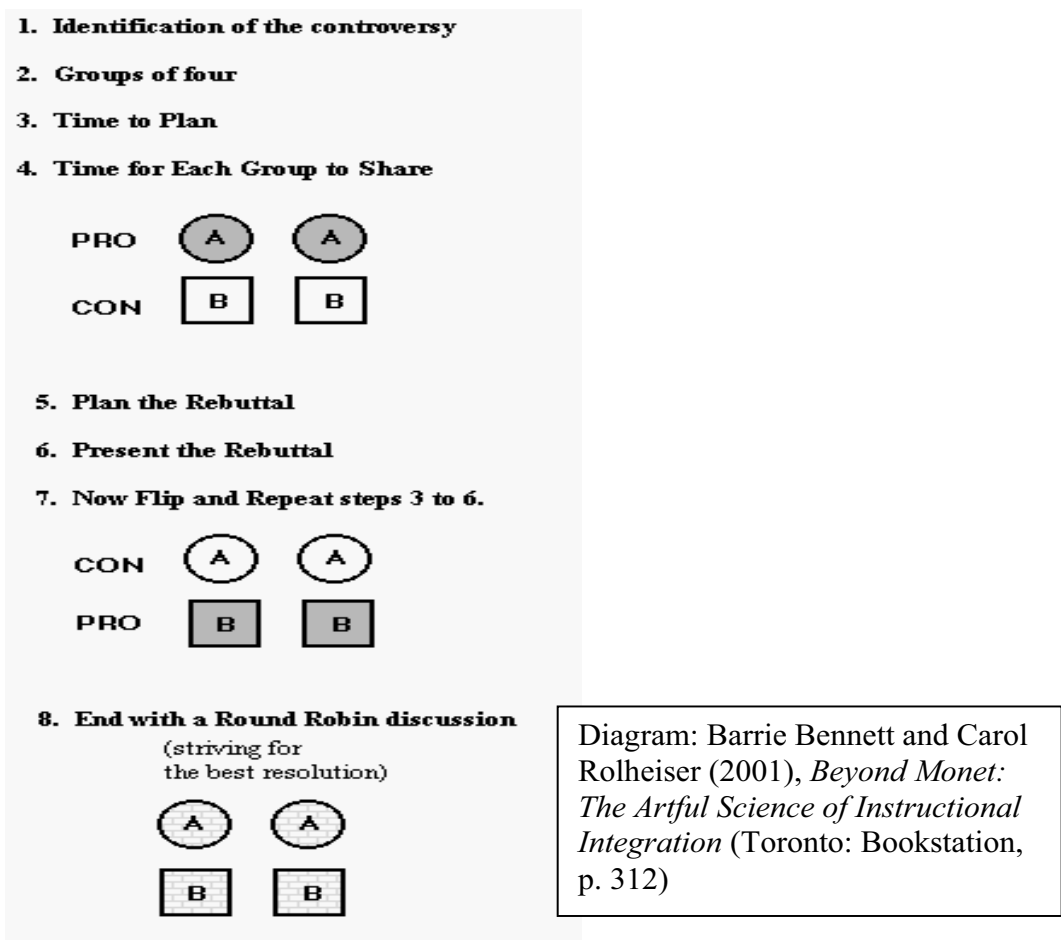
Diagram: Barrie Bennett and Carol Rolheiser (2001), *Beyond Monet: The Artful Science of Instructional Integration* (Toronto: Bookstation, p. 312)

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Evaluation: Rubric for Assessing Academic Controversy
Unit III – Demonstration – Academic Controversy
Grade 10 Civics CHV2O   Name: _____

CRITERIA	Level 4	Level 3	Level 2	Level 1
THINKING/ *INQUIRY* *Research*	Draws 3-4 sources, both text and Internet; takes comprehensive notes and synthesizes them into coherent themes and arguments	Draws 2-3 sources, both text and Internet; takes substantial notes and relates them to position.	Draws from 2-3 sources; takes adequate notes and relates them to position.	Draws from only one source; takes sparse and sketchy notes.
KNOWLEDGE **Advocating Own Position**	Demonstrates wide range of knowledge, clear understanding; presents 6 or more points, each with two or more pieces of supporting evidence.	Demonstrates solid understanding of subject matter; presents 5 or more points, each with at least one piece of supporting evidence.	Demonstrates basic familiarity with subject matter, presents 3-4 points, each with at least one piece of supporting evidence.	Demonstrates little of no grasp of subject matter; presents 1-2 arguments with little or no supporting evidence.
APPLICATION **Advocating Other Position**	Fully, forcefully, and completely presents the points and arguments made by the other side; captures emotional tone and underlying needs as well as facts.	Presents most of the points and arguments made by the other side; captures emotional tone and underlying needs as well as facts.	Presents at least half of the points and arguments made by the other side; shoes some understanding of the emotional tone and underlying needs.	Recalls and presents little or nothing of substance or tone of the other side's presentation.
COMMUNICATION **Assertive Speaking Skills**	States ideas and opinions clearly, firmly and respectfully; refrains from blaming, accusing, and put downs; shares the floor.	States ideas and opinions clearly, firmly and respectfully; mostly refrains from blaming, accusing, and put downs; shares the floor.	Usually states ideas and feelings clearly, firmly, and respectfully; mostly refrains from blaming, accusing and put downs, shares the floor.	Is withdrawn or unfriendly, uses blaming language and put downs; monopolizes the floor or says very little.
COMMUNICATION **Active Listening Skills**	Shows consistent attentiveness, calm and courtesy; never interrupts; asks clarifying questions and paraphrases extensively	Is attentive and clam most of the time; interrupts rarely; paraphrases and asks clarifying questions often.	Maintains attentive demeanour most of the time; interrupts sometimes; occasionally asks clarifying questions and paraphrases.	Interrupts often; appears inattentive; asks few or no questions; seldom or never paraphrases or reflects feelings; responds with apathy or hostility.

Student reflection:

One thing I did well is . . .

One thing I need to improve is . . .

Strategy 2: Using Complex Instruction to Investigate *"The Politics of Food"*
Reflections on the Strategy Applied

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

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

Status differences among students need to be treated for non-academic reasons as well. Allport's *The Nature of Prejudice* (1954) presented a contact hypothesis whereby prejudice is reduced by equal-status contact of groups seeking common goals.

Complex Instruction (or Multiple Ability Treatment) originated in the bilingual and multiethnic classrooms of California's elementary and middle schools in the early 1980s. It was designed to help small groups work more productively for all group members by dealing with status: differing expectations of competency. These differing expectations may prevent the operation of positive interdependence and individual accountability required to male groups truly co-operative.

Complex Instruction/Multiple Abilities approach has the following features:

1. Team-building to develop group skills.

2. Explicit establishment of a group norm that says that everyone will be good at something while no-one will be good at everything. This norm is reinforced throughout group activities, often through positive, public, and specific feedback to low-status group members who demonstrate competence.

3. Tasks which are "rich" in that they require students to demonstrate creative, musical, artistic, and spatial as well as logical, reading, and writing abilities: e.g., problem-solving, model making, and dramatic demonstration. Cohen has suggested that inquiry-based tasks need to be challenging, complex, and multifaceted so that while all group members have some ability to contribute to the task, no group member has all of the necessary abilities. Gardner's multiple intelligence framework (1983) is used to design appropriate tasks and evaluation strategies.

4. The assignment of roles to ensure that multiple abilities are performed within a group.

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

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

Some of the challenges that we faced in the design of the strategy:
- We spent a lot of time grouping the students according to their strengths and weaknesses in terms of Multiple Intelligences, as we were trying to develop the groups by way of a balance.

- We spent a lot of time and energy figuring out age-appropriate team-building activities; finding timelines of each class as the stages of the project progressed; and finding adequate space for co-operative learning, teambuilding, and video production.

Some of the challenges that we faced in the implementation of the strategy:
- Having the right technology (i.e., video cameras, tapes, editing machines, etc.), having enough technology so that more than one group could work on their videos at a time, having technology that actually worked, having the expertise to teach the students how to use it and fix things when they were not working, having the opportunity to sign out equipment that was shared throughout the school.

- We needed large areas, as well as separate areas for the students to work

- Getting the students to buy into public praise, either listening to it, reacting/responding to it and giving it to other students.

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

Changes if we were to use the strategy again:
- We would want the students to already be practicing/participating in public praise.

- We would want the students to be aware of their own strengths and weaknesses, and be able to identify them.

- We would want the students to have already participated in team-building and Multiple Intelligence activities.

- Learning log/progress log—students would fill this in after each class so that we could track their progress, and so they could always have a realistic idea in terms of timelines and a daily reminder of due dates.

- Try to develop a backup plan in case the technology failed us.

Cautions/suggestions:
- Make sure that your students are sensitive to public praise environments, this is something that needs to be fostered and explained on an ongoing basis.

- That the infomercial didn't necessarily need to be completed on video (the students could always act it out in front of the class).

Key Learning Expectations
- Analyze the causes and effects of economic disparities around the world.

- Analyze selected global trends and evaluate their effects on people and environments at the local, national, and global level.

- Research, evaluate, and report the effectiveness of methods used by different organizations, governments, and industries to find short, and long-term solutions to geographic problems and issues at the local, national, and global level.

Steps at a Glance
The following steps highlight the many subtasks leading to the major assessment. These are organized around the key components of Complex Instruction. Further details can be obtained from the authors.

Step 1: Orientation
This involved the following:
- Use of a Multiple Intelligences (MI) test.

- Discussion of MI theory and its relevance in this unit with students.

- Rationale to students regarding the nature and purpose of the CIDA project.

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

Step 2: Easing into Complex Instruction and the "Multiple Abilities Treatment"
- A number of "class builders" and "team-builders" based on the co-operative structures of Kagan (1992) and the Tribes approach of Gibbs (2000).

- Ensuring that the team builders were connected to the content—for example, the class constructed a mind-map of the "Myths of Hunger" on the third day of this unit.

- Public praise for all the mind maps created, for the explanations provided by students, for information gathered by students, and for the sharing of information, specifically focusing on the contributions of the low-status students.

- Assessment in the form of a reflection—students were to write a one-page response on 8 of the 12 myths of hunger

- Continued work on trust-building and practice in group inquiry.

- Public praise, continuous assessment, and tasks connected to Multiple Intelligences occurred throughout the unit.

Step 3: Introduction of the Culminating Task
- After being introduced to the major assignment students brainstormed the purpose of an infomercial as well as ideas for the group's infomercial [ideas for scrip (including solutions), props, sound, music and images].

- Students discussed questions in their groups and sought clarification from group members. The teachers provided any necessary clarification.

- The "Assessment" section on the assignment page was discussed thoroughly by teachers. This included the performance rubric that set the standard for the performance.

- Daily individual research time in which students were given class time to research the characteristics assigned to them by their groups in respect to their group's chosen region/country.

- Team Statement/Reflection in which group members came up with two positive statements about the lesson and a comment about their chosen region/country.

- Students were divided into pairs and assigned to read either the World Food Programme web site (http://www.wfp.org/) or a case study in their text on various solutions to world hunger.

- Students divided up research responsibilities in order to complete parts of their proposal. Time in the school library was put aside for this.

- Instruction on Script Writing

- Dress rehearsal occurred on Day 10 in which students practiced their scripts and began filming their infomercials. On Day 12 groups presented their infomercials to class. Students were assigned individually, by teachers, to peer evaluate 2 infomercials (see Peer Evaluation).

- Students handed in their answers to "Politics of Food - Unit Summary." Their two-page Personal Action Response was due the following period. Public praise had been prepared for each student in advance. This included a positive comment highlighting the student's contribution to their group during the unit, as well as a positive comment highlighting the student's contribution to their group's infomercial (final product). This praise was written on chart paper and displayed while the teachers read it out loud.

Complementary Resources and Strategies

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

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

1. Target Day: Using Newspapers on the Internet
The culminating task in this unit focuses on current events. The following activity will help to prepare students for the challenge of this task.

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

Procedure
- Set a Target Day. This could be a day picked at random or a day centred on a specific event, such as an election.

- Organize the class into equal-sized groups of three or four students.

- Have students participate in a random draw to select online versions of one of the following newspapers. (Teachers may be familiar with other online newspapers that they may wish to add to this list.):
  ⇒ Vancouver Sun
  ⇒ Calgary Sun
  ⇒ Leader-Post (Regina)
  ⇒ Winnipeg Free Press
  ⇒ Toronto Star
  ⇒ Gazette (Montreal)
  ⇒ Chronicle-Herald (Halifax)
  ⇒ Telegram (St. John's)

- Working together as a class, have students create a list of categories to serve as a basis for comparing the newspapers. Categories should include similarities, differences, and biases; students may want to include other categories as well. Ask students to predict the degree of comparison they expect to find among the newspapers across the country, using a scale of 1 (totally different) to 10 (identical). Ask students to justify their predictions.

- Have students locate the home page of their online newspapers. After skimming the page, have them answer the following questions:
⇒ What are the main stories featured on the home page?
⇒ How many stories are local? provincial? national? international?
⇒ How many stories are about politics?

- Ask students to record their answers to the above questions either on chart paper or on the chalkboard so that the class can compare and contrast newspapers using the categories students created. Students should use the 1 to 10 scale to judge the degree of comparison. When they have evaluated all of the newspapers, have them compare the results to their original predictions and note whether their predictions were accurate or inaccurate. Invite students to try to explain any differences.

Extensions/Follow-up
Teachers may want to extend this task by having students explore their online newspapers to find specific political stories. When groups using different newspapers find common stories, ask them to extend their comparisons by answering the following questions:
• Which facts does each newspaper use to express its point of view?
• Do the papers use the same or different facts?
• What might explain any differences?

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

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

2. Preparing a Clipping Thesis

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

Procedure

- Ask students, either individually, in small groups, or as a class, to select one current issue in Canada that they would like to investigate further.

- Have them collect newspaper clippings and record information about a topic that they find in Unit Six or Unit Seven of the textbook. The clippings can be formally presented in a portfolio or used as source citations in an essay. Allow students three to four weeks to complete this part of the activity.

- Have students write an essay analyzing the issue they have chosen. Their analysis should include the following:
- • historical background on the issue (as reported both in the newspaper and in the student text)
- • the newspapers' perspectives
- • a weighing of the different perspectives in order to arrive at a defensible conclusion about the issue

Civics Portfolio: Civics in Everyday Life

Civics Portfolio – Civics in Everyday Life Culminating Activity   Date_____

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

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

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

(a) A title page with the assignment title, your name, your teacher's name and the date due.
(b) A table of contents to articles, summaries, and responses with page numbers.
(c) At least three complete articles related to each unit for a total of nine articles. Each article should be
     neatly clipped and mounted to a page.
Instructions:
Articles must be from at least two different news sources. Each article must be at least 20 column inches in length and be identified by date and source. (e.g. *Toronto Star*, April 21, 2003.)
Students will complete a "Civics Portfolio – Article Analysis Sheet" for each article.
   1. In the first "box" students will record and define important and unfamiliar vocabulary.
   2. In the second "box," students will summarize the article in point form. A summary must answer
      the following general questions:
Who is involved in this news story?
What is the main point/message of this article?
What has/is/going to happen?
Where did this take place?
When did this story take place?
   3. In the third "box," students will identify two significant points of view and the students' point of
      view on the topic.
   4. In the fourth "box," students will explain how the main idea or point of view of the article is
      related to the unit of study with quotes and vocabulary used in the article. (50 words minimum)

(d) A written section of responses, also with quotes and vocabulary from the article (75 words minimum)
     to each of the following questions:
   1. Which article provoked the greatest emotional response from you? What response and why?
   2. Which other article was the best written? Explain why, using at least three reasons.
   3. Which other article left you with unanswered questions? What were they (at least five)?
   4. Which other article left you with questions specifically for the author? What questions would you
      ask him/her (at least five)?
   5. Which other article would you recommend for use in the Civics course? Explain why, using at
      least three reasons.

<u>The following rules will apply about sources</u>:
   1. You may use three downloads or printouts from an approved news web site or e-library database.
   2. You may not use photocopies.
   3. All articles must be from the dates indicated above from at least two different news sources.
   4. Assignments should be mounted neatly in an   8 ½" x 11" binder or 8 ½" x 11" scrapbook.

Civics Portfolio – Civics in Everyday Life continued . . .

Studentship in this Assignment: (How to do well on this assignment):
1. Start early and gather a variety of possible articles. You will be asked to collect three articles for each month from February to May, a total of 12 articles. Be prepared to select nine from those articles for your final portfolio. Use the section in your notebook to keep these materials.
2. Keep a list of the articles you have already gathered. Your teacher will give you a tracking sheet for these materials. Materials may be checked at any time as an assessment of your progress and learning skills.
3. If you do not get a daily newspaper at home, you may have to borrow or buy one. Buy weekend editions as they have more content. Also, you may ask the school librarian for old newspapers.
4. Plan your writing carefully and have someone edit it before the submission date. Your teacher will provide you with a checklist to aid you and your editor.
5. Be sure to ask questions and get extra help if needed.

Three questions I have for my teacher about this assignment are:

1.

2.

3.

Self-Evaluation: Progress Report
In order to organize and complete a successful Civics portfolio, there are things that you need to stop doing, there are things that you need to start doing, and there are things that you must continue to do. Record three things for each category.

Three things I must STOP:
1.
2.
3.

Three things I must START:
1.
2.
3.

Three things I must CONTINUE:
1.
2.
3.

Parent/Guardian: I am aware that my daughter/son has been assigned this culminating activity.
Name: _____   Date: _____
Signature: _____

Home telephone number (s): _____
Work telephone number (s): _____

Additional Questions and Answers

1. What if someone is away for the debate portion of creative controversy?

If you have attendance concerns, form pairs and only combine for groups of four at the beginning of the debate phase. In these circumstances you can have students responsible for understanding both positions from the outset. Assign teams of four and initial positions for advocacy— pro or con— at the beginning of the debating period. If the preparation and debate steps occur in the same class, attendance should not be an issue.

If the controversy spans 2 1/2 periods, organize the classes as follows:
1st class- steps 1-4 above
2nd class- steps 5-8 above
3rd class- steps 9-12 above

2. How Do I Prepare Students to Interact in this Way?

Teachers often mistakenly assume that students know how to work together. But this may not be always so, even in senior classes. Some of the important skills and behaviors students need to participate fully are (from Clarke, Wideman, & Eadie, 1990).

Task Skills	Working Relationship Skills
• asking questions	• acknowledging contributions
• asking for clarification	• checking for agreement
• checking for others' understanding	• disagreeing in an agreeable way
• elaborating on others' ideas	• encouraging others
• following directions	• expressing support
• getting the group back to work	• inviting others to talk
• keeping track of time	• keeping things calm/reducing tension
• listening actively	• mediating
• sharing information and ideas	• responding to ideas
• staying on task	• sharing feelings
• summarizing for understanding	• showing appreciation
• paraphrasing	

Both kinds of skills are necessary. In order for groups to do the task, they need to attend to those things that will help people get along while working together. Working with others is intense. Teacher impatience with what seems to be off-task behavior can result in premature intervention preventing group members from solving their own problems. You will need to use your judgment on this one.

Here are some suggestions for preparing students for serious debate and discussion.

You can use a direct instruction approach in which group norms or behaviors are defined, modeled, and practiced. Some teachers take time at the beginning of the year for teambuilding and classbuilding activities in order to build a climate for learning. Other teachers use an experiential approach stressing student self-reflection. In any case, behaviors should not be taught in isolation, but fitted with the content and tasks required

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

What are Some Criteria for a Sound Argument?
Can students, either in a written or oral report:
- Present a final position on the issue?
- Support that position with an argument based on evidence, recognizing that evidence is information which is relevant, accurate, and important?
- Consider ideas from both original positions?
- Offer sound reasons for supporting some arguments and rejecting others?
- Conclude with a restatement of the final position?

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

Some questions are *definitional*—that is, there is disagreement about the meaning of key words and phrases. Examples:
- What is a global issue*?*
- What is national sovereignty?

Some questions are *factual*—that is, there is disagreement about the facts, descriptions, or explanations of an issue. Examples:
- What is the effect of global warming on the plane?
- What is the United Nation's record on resolving international conflict?

Some questions are *ethical*—that is, they involve making judgments about what is right or wrong. Examples:
- Should countries who violate previously signed international agreements be punished?
- Should countries wage war without United Nations approval?

Strategies for Maintaining Productive Dialogue
There are strategies you can use to maintain a productive dialogue about these issues:
- When discussing definitional issues, make stipulations at the outset. Agree to working definitions using authoritative sources to ensure that clear and open discussions ensue.
- When discussing factual issues, appeal to common knowledge or relate to a personal experience.

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

Testing Decision-Making Principles
Once decisions are made, they need to be tested to see if they represent the best course of action.

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

Role Exchange Test
Put yourself in the place of those people affected by the application of the principle. For example, would the principle of Canada not supporting current U.S. policy on Iraq still apply if
- You had relatives serving in the U.S. or Iraqi military?
- You had lost relatives in the 9/11 attack?
- You were a Kurdish civilian in Bagdad?

Universal Consequences Test
Consider the consequences if everyone was affected by the application of the principles. For example, would the principle of Canada supporting current United Nations' policy on Iraq still apply if
- Every other country supported the U.S. action

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

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For co-operative learning in general, contact the Great Lakes Association For Co-operation In Education. (GLACIE). GLACIE has published newsletters and held conference since 1986:
www. glacie.ca
For an international network which presents an extensive array to resources:
http://www.iasce.net
For Complex Instruction:
http://www.stanford.edu/group/pci/
For Tribes:
http://www.tribes.com/index.html

Chapter 5: Connecting Moral Issues of Global Importance to Students' Lives

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

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

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

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

Similar pedagogical approaches can be seen in the field of social justice education. The authors of *Teaching for Diversity and Social Justice*, outline five principles for social justice education:

1. Balance the emotional and the cognitive components of the learning process.

2. Acknowledge and support the personal (the individual student's experience) while illuminating the systemic (the interactions among social groups).

3. Attend to social relations within the classroom.

4. Utilize reflection and experience as tools for student–centered learning.

5. Value awareness, personal growth, and change as outcomes of the learning process (Adams, 1997).

In developing these principles for social justice education, the authors draw on a diverse body of literature including laboratory and inter-group education, cross–cultural and international training, experiential education, ethnic studies, feminist pedagogies, critical pedagogy, social identity development models, and cognitive development theory. The strategies outlined in this chapter demonstrate the teachers' awareness of and attempts to enact these five principles.

In the field of moral education there are many, often competing, approaches including character education, values clarification, cognitive developmentalism, and the ethic of care. Katherine Simon, whose research grows out of her work with the Coalition of Essential Schools, explores

these approaches to provide a context for her own ethnographic study of how what she refers to as "moral and existential issues" are addressed within the core subjects of standard high school curricula. Simon acknowledges that she is influenced by John Dewey's belief that schools can and should connect the great inquiries of humanity to the curiosity of students. Her study explores the many missed and avoided opportunities for raising moral and existential issues through the curriculum but also reveals how teachers can invigorate their classrooms by raising morally complex issues that are at the heart of intellectual inquiry. She calls for further research that would result in the development of curricula that are based on "the questions and curiosities that truly engage students' passions":

> The point would not be to create curricula that are "relevant" in the most narrow or immediate sense of the term, but to create curricula that help students connect their own lives to the great traditions of human inquiry and to ongoing social needs and dilemmas. (Simon, 2001)

The teachers, whose work is profiled in this chapter, have not shied away from raising complex moral issues with their students and, as a result, their classrooms are places where students can consider important social issues of global importance in a manner that connects these issues to their own lives.

Strategy 1: Deconstructing "Race"
Reflections on the Strategy Applied

This strategy was used in a grade 11/12 science course. We chose the activities in this strategy to focus both on a concrete example of the social construction of scientific knowledge and on the dilemma of acknowledging the fact that "race" is no longer considered a valid scientific category but continues to have considerable social power. This particular group of students had already done work on the social construction of scientific knowledge and this shaped their response to the questions around science and to the creation of a timeline on the history of the scientific understanding of the term "race." A group of students who did not have this background might have far more questions about this material or might find that it was too removed from their preconceptions of science as simply factual.

The class was somewhat "racially" and ethnically diverse but we imagine that this strategy would work differently in a more diverse class. One major challenge faced in designing the strategy was in thinking about the class activities in connection with Activity Sheet 1. In the instructions for this activity, we suggest that the students form into small "racial" groups based on their own understandings of what groups exist in Canada today. On the one hand, we felt that this was an important part of the strategy because it allows students to acknowledge their own and other people's "racial" categorizations and how this both does and does not refer to important aspects of their identity. On the other hand, we were concerned that this might reinforce the concept of "race." Would it push students to identify "racially" even if they did not want to do so? Due to time constraints during the field test we did not actually have the students form "racial" groups but we did tell them about this aspect of the strategy and asked for their feedback. Many wrote about how problematic they thought forming "racial" groups might be. They were concerned about people feeling "left out" especially if they were in a category of one. A district science co-ordinator who was present during the field test also commented on the

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

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

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

- Communicate their own beliefs, points of view, and informed judgements, and effectively use appropriate discussion skills.

- Explain how different "racial" groups define their citizenship and identify the beliefs and values reflected in these definitions.

You Will Need
- Activity Sheets 1 to 8 (included in the Steps at Glance section)
- Teacher Notes for Debriefing What is Science? (included in the Steps at Glance section)

Steps at a Glance
Step 1
- Ask students to write a definition of "race" in their notebook. Have them share this definition with one other student in the class and come up with a new definition that represents the best ideas in both definitions.

Step 2
- Record all the definitions provided by the student pairs. Debrief the factors on which the definitions for what constitutes a racial category are based, for example, skin colour, texture of hair, shape of nose, and so on. Explain that while "race" is no longer considered a

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

Step 3
- Ask students to list the "racial groups" that are commonly talked about in Canada today. Ask students to break up according to the "racial groups" to which they feel they belong or in which they are seen as belonging by other people. Each group should answer the questions on Activity Sheet 1. If the teacher and students feel uncomfortable with breaking up into racial groups, the teacher can ask students to answer the questions individually or in random groups. Debrief with the whole class. If there are "racial groups" named by the class at the beginning of this step who are not represented in the class, consider what might be answers to the questions on Activity Sheet 1 from the perspective of members of this group. This activity requires that a respectful and inclusive classroom environment has already been established; the teacher should be cautious about undertaking this activity if it is likely to isolate any student.

Your Racial Group
(Activity Sheet 1)

1. Are there "positive" stereotypes about your group? Are there "negative" stereotypes about your group?

2. How do these stereotypes affect you?

3. What are real commonalities among people in your group?

4. What are real differences among people in your group?

5. What are the advantages that come from being a part of your group?

6. What are the disadvantages that come from being part of your group?

7. Are there times when you do identify as a member of this group and other times when you do not identify as a member of this group? What influences you in each situation?

Step 4:
- Ask students individually to write a definition of "science practice" and of "a scientific fact" by completing the following sentences:
  - A. Science is...
  - B. The practice of science involves...
  - C. The work of a scientist is to...
  - D. A scientific fact is...

- Ask students to form into groups of three or four and to compare their individual definitions and then to see if they can come to some agreement within their groups. One way to record the class discussion is to post four pieces of chart paper—one with each of the sentences A-D

and to complete each sentence based on the class discussion. Additional questions that can be discussed with the whole class are:
⇒ How do we know anything with certainty?
⇒ Under what conditions do we believe or trust information?
⇒ How might the body of scientific knowledge ("facts") change?
⇒ What factors might influence the methods of science?
⇒ Read to the class this quotation by Stephen Jay Gould (1981):

Science, since people must do it, is a socially embedded activity. It progresses by hunch, vision, and intuition. Much of its change through time does not record a closer approach to absolute truth, but the alteration of cultural contexts that influence it so strongly. Facts are not pure and unsullied bits of information; culture also influences what we see and how we see it. Theories, moreover, are not inexorable inductions from facts. The most creative theories are often imaginative visions imposed upon facts; the source of imagination is also strongly cultural.

Teacher Notes for Debriefing What is Science?

When students are to define science their answers might show as much variety as would be found among a group of scientists who are asked this question. Goldstein and Goldstein state that three features characterize science:
1. It is a search for understanding, for a sense of having found a satisfying explanation of some aspect of reality.
2. The understanding is achieved by means of statements of general laws or principles—laws applicable to the widest possible variety of phenomena.
3. The laws or principles can be tested experimentally.
(Goldstein, M. & Goldstein, I. F., 1978.)

Science is a body of knowledge and a method for generating that knowledge (sometimes called facts). The body of knowledge changes as scientists accumulate new evidence and the methods used will depend on many factors including the status of the scientists.

Scientific knowledge might change when new evidence or new data is gathered from new experiments; when new scientists present an opposing theory; or when new technology/equipment that allows data to be found and or looked at in a different way.

Different scientists might have different lenses through which they view data. Money or funding might be more or less available for research. Some topics for research fall into and or out of favour or fashion, for example, human cloning.

One might contend science is about understanding the world, experimentation, and collecting and analyzing data or about ideas. Further, it is about power, politics, and asking a question. It is also about money and getting funding in order to do ones research. There is support for the idea that there is a "method" of science. Most scientists do something that involves theory, experimentation, data collection, and analysis and drawing conclusions, but depending on the area of science under investigation, the actual method varies greatly. Science is a socially constructed and culturally determined practice.

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

Earlier Categories of "Race"—Linnaeus
(Activity Sheet 2)

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

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

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

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

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

Earlier Categories of "Race"—Blumenbach
(Activity Sheet 3)

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

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

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

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

Earlier Categories of "Race"—Morton
(Activity Sheet 4)

Samuel George Morton was an American anthropologist who believed in polygenesis, that is, the idea that each "race" was created separately. As a result, he saw each "race" as being fixed, intrinsically different from the other races, and incapable of being changed. Morton also believed that intelligence is linked to brain size and ranked the races (in intelligence, personality traits and morality) according to skull size. In *Crania Americana* published in 1839, he outlined his racial categories:

- Europeans whom he described as the Caucasian race were the most intelligent

- Asians who he referred to as Mongolians were described as "ingenious, imitative and highly susceptible of cultivation (that is learning)"

- Native Americans were described as child-like in their intellectual capacity and incapable of abstract reasoning. They were also described as "crafty, sensual, ungrateful, obstinate and unfeeling."

- Africans were described as the least intelligent race that could be "joyous, flexible and indolent" but had a great talent for music and acute senses.

In the United States, Morton's writings were used to justify the idea that the Constitution did not apply to enslaved Africans or to Native Americans. By the middle of the 1800s, the idea that some "races" are superior to others had become conventional wisdom supported by science.

Earlier Categories of "Race"—Davenport
(Activity Sheet 5)

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

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

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

Earlier Categories of "Race"—Boas
(Activity Sheet 6)

Franz Boas was an anthropologist who challenged much of the scientific community of his day on the idea that some racial groups were superior to other groups. He immigrated to the United States because of the discrimination he experienced as a Jew in Germany. In the United States he was particularly troubled by the situation of African-Americans.

In 1905 he asked Andrew Carnegie, an industrialist who donated money to various projects, to fund an "African Institute" which would educate the public about African civilizations in order to counter racist stereotypes of African-Americans. He also hoped that this institute would undertake studies of the contemporary situation of African-Americans. Boas was unable to secure funding for this institute.

Boas actively encouraged African Americans to become anthropologists in order to include multiple perspectives in the discipline. One of his students was Zora Neale Hurston, an African-American woman who traveled through the southern United States tracing the folklore of African-Americans.

**Contemporary Categories of "Race"—Not a Scientific Concept
(Activity Sheet 7)**

Contemporary scientists view the concept of "race" as a meaningless scientific category. As biologist Ruth Hubbard has written: "Demographers, politicians, and social scientists may want to continue using 'race' to sort people, but as a biological concept it has no meaning" (Hubbard, 1995).

A study done by geneticist Richard Lewontin in 1972 demonstrated that despite obvious physical differences between people from different areas, the vast majority of human genetic variation occurs *within* populations, not between them, with only six percent accounted for by traditional racial categories (Shreeve, 1994).

Physiologist Jared Diamond has pointed out that while racial identity is based on visible physical characteristics, the division of human beings into groups based on other factors would yield very different categories. (Diamond, 1994) For example, based on the presence or absence of a gene, such as the sickle–cell gene that confers resistance to malaria, Yemenites, Greeks, New Guineas, Thai and Dinkas would be in one "race" and Norwegians and Xhosas, a black South African group to which Nelson Mandela belongs, would be in another. Based on the retention into adulthood of the enzyme lactase, which allows people to digest milk, northern and central Europeans, Arabians, a West African group known as the Fulani would be one "race" (who do have the enzyme) and southern Europeans, aboriginal Australians and Americans and most other African Blacks would be in another "race" (who do not have the enzyme).

The Human Genome Project has established that there is no biological or genetic basis for the concept of "race."

Step 6
- Provide students with Activity Sheet 8—Articles 1 and 2 of the UNESCO Declaration on Race and Racial Prejudice adopted on November 27, 1978 (the full text is available at www.unesco.org). Have students read over these two articles and brainstorm ways of talking about human groups that respects their human differences without using any notions of "race." How can we acknowledge racial prejudice without reinforcing the concept of "race?"

UNESCO Declaration on Race and Racial Prejudice. Adopted November, 1978
(Activity Sheet 8)

Article 1
1. All human beings belong to a single species and are descended from a common stock. They are born equal in dignity and rights and all form an integral part of humanity.
2. All individuals and groups have the right to be different, to consider themselves as different and to be regarded as such. However, the diversity of life styles and the right to be different may not, in any circumstances, serve as a pretext for racial prejudice; they may not justify either in law or in fact any discriminatory practice whatsoever, nor provide a ground for the policy of apartheid, which is the extreme form of racism.
3. Identity of origin in no way affects the fact that human beings can and may live differently, nor does it preclude the existence of differences based on cultural, environmental and historical diversity nor the right to maintain cultural identity.
4. All peoples of the world possess equal faculties for attaining the highest level in intellectual, technical, social, economic, cultural and political development.
5. The differences between the achievements of the different peoples are entirely attributable to geographical, historical, political, economic, social and cultural factors. Such differences can in no case serve as a pretext for any rank–ordered classification of nations or peoples.

Article 2
1. Any theory which involves the claim that racial or ethnic groups are inherently superior or inferior, thus implying that some would be entitled to dominate and eliminate others, presumed to be inferior, or which bases value judgements on racial differentiation, has no scientific foundation and is contrary to the moral and ethical principles of humanity.
2. Racism includes racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalized practices resulting in racial inequality as well as the fallacious notion that discriminatory relations between groups are morally and scientifically justifiable; it is reflected in discriminatory provisions in legislation or regulations or discriminatory practices as well as in anti-social beliefs and acts; it hinders the development of its victims, perverts those who practise it, divides nations internally, impedes international co–operation and gives rise to political tensions between peoples; it is contrary to the fundamental principles of international law and, consequently, seriously disturbs international peace and security.
3. Racial prejudice, historically linked with inequalities in power, reinforced by economic and social differences between individuals and groups, and still seeking today to justify such inequalities, is totally without justification.

Strategy 2: World History of Racism in Minutes
Reflections on the Strategy Applied

The second school that we worked with is located downtown Toronto. The staff has worked very hard to develop an integrated curriculum that enables students to engage in ethical decision-making, peaceful conflict resolution, and to develop a global perspective. As one example of how this focus is infused into the curriculum, one teacher has developed math activities that are congruent with Ministry expectations but that use content focused on social justice issues. The students are not only learning about mathematics but are also learning that it can have important applications in addressing real social concerns. Recently some students commented on the types of activities suggested in their regular textbook, such as graphing their favourite foods, and wondered about the purpose of engaging in such "useless activities."

One concern of the staff is to ensure that as students become critical thinkers and develop a healthy skepticism of what they see/hear in the mass media they do not become cynical. The staff is aware that much of what the students are learning at school is very difficult and "emotionally heavy" material. They do not want students to come away from their studies with a sense that the world is irredeemably a "bad" place. The staff works very hard to ensure that students are involved in many enjoyable and positive activities throughout the year and that they get the message that life is good. In the curriculum the work of social activists such as Ghandi is studied, particularly the idea of being the change that one wants to see in the world. Also, the students are given an opportunity to study the difference that individuals and collective actions can make on issues of global importance and are encouraged and given time to take part in social action that makes a difference in society. There is an outreach program in which students do community service at various community groups and social agencies throughout the city. They also do fundraising and last year, for example, raised $2,400 for women's shelters. This is a remarkable achievement for a program with sixty-five students.

One of the strategies that the staff have used to deepen students' understanding of world history and to provide them with a background for more sophisticated studies of current events is the World History of Racism in Minutes (WHORM). This is a dramatic simulation that was originally developed by Tim McCaskell for the Toronto Board of Education's Race Relations residential camps for students. In these settings, WHORM took place over a three-hour period and took students through a dramatic simulation of world history from original hunting-gathering cultures to a look at the contemporary world. The activity promotes tolerance and respect for the many diverse cultures in Canada and around the world.

The school has adapted WHORM so that it is done over the entire school year. WHORM starts with the big bang and moves through the evolution of life including humans, the development of various cultures, interactions among cultural groups including trading, the development of empires, and the growth of democracy. Students have sufficient time in role as members of a community that they are able to develop costumes and other props that are specific to their place and time. The teachers' motivation for using WHORM was their own memories of a history curriculum in which material was learned in largely unrelated segments that did not provide a sense of the "big picture." In addition, they felt that the starting point of the mandated curriculum for grade seven history, that is contact between Indigenous People and Europeans in Canada, was racist and pedagogically problematic since it did not provide students with a context for this contact. It also provided an opportunity for teachers to introduce snapshots of Canadian

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

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

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

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

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

- Demonstrate an ability to organize information effectively

- Demonstrate an ability to contribute to a positive climate in group settings.

You Will Need
- Masking tape to mark out the continents on the floor of a large open area
- Six Geographic Activity Sheets for each of the four time periods (Activity Sheets 1-24, included in the Steps at Glance section)
- Questions for Debriefing the Simulation Worksheet (included in the Steps at Glance section)

Steps at a Glance
Step 1
- Use masking tape to create an outline of the continents on the floor of a large open area such as a gymnasium. Have all the students stand in Africa. Explain that millions of years ago, the human species developed in Africa and that some groups of humans migrated from Africa to other parts of the world.

Step 2

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

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

Geographic Activity Sheet 1: A Hunter/Gatherer group in the Middle East (Tigris and Euphrates River Valley)
Climate: hot, dry, some rain. More rain at the mouth of the delta.
Geography: flat flood plain of fertile land with desert beyond leading up to arid mountains. The river mouth delta is marshland.
Flora: Along the rivers there are lush grasslands, palms and root vegetables.
Fauna: herd animals, lions, desert animals such as antelope, hippos, crocodiles, fish, birds, snakes, and insects
Dangers/Hardships: Annual river flooding, predators, diseases, sand storms, locusts, and drought

Geographic Activity Sheet 2: A Hunter/Gatherer group in Meso America
Climate: hot, rainy
Geography: mountains and volcanoes inland, plains by the sea, oceans on either side
Flora: jungle plants, vines, flowers, nuts and berries
Fauna: snakes, large cats such as jaguars, insects, birds, armadillos, fish
Dangers/Hardships: earthquakes, volcanoes, predators, hurricanes

Geographic Activity Sheet 3: A Hunter/Gatherer group in South Asia (India-Indus River)
Climate: hot, annual monsoon season brings heavy rain followed by a dry season
Geography: big valley with mountains around it, marshlands at the river mouth
Flora: grasslands, fruits, nuts, root vegetables, legumes
Fauna: grazing animals, bears, tigers, goats, antelopes, birds, fish
Dangers/Hardships: flooding, predators, disease, earthquakes

Geographic Activity Sheet 4: Hunter/Gatherer group in Africa (Niger River)
Climate: sub tropical all year round
Geography: hilly up river to an ocean, side plain and marsh
Flora: from grasslands up river to rainforest with fruits, nuts and tubers by the ocean
Fauna: herd animals, predators, hippos, snakes, insects, apes, birds, large cats, pigs, and elephants
Dangers/Hardships: predators, disease, poisonous creatures, alligators, drought

Geographic Activity Sheet 5: Hunter/Gatherer group in China (Yellow River)
Climate: hot summers and cold winters with snow
Geography: hilly and dryer up river, flat coastal plain
Flora: grasslands and coniferous forests
Fauna: herd animals and predators, birds, moose, elk, buffalo, wolves, horses, fish, bears,
Dangers/Hardships: predators, winter cold, earthquakes, flooding, dust storms
Geographic Activity Sheet 6: Hunter/Gatherer group in Europe (Greece)
Climate: temperate, mild wet winters, warm summers

Geography: hilly land, caves, valleys, lots of islands, volcanoes
Flora: forested valleys, fruits, nuts, wild grapes, olives, and herbs
Fauna: goats, horses, bears, deer, wolves, fish, birds, pigs
Dangers/Hardships: predators, volcanoes, storms from the sea

Step 3

- Using the information outlined in these worksheets, each group develops two tableaux, one that shows people obtaining food and another that shows people facing various dangers. Tableaux are images that students create using their bodies. They remain frozen in place but use their facial expressions and body language to communicate what is happening. Students should be encouraged to make their tableaux dramatically interesting by placing people at various levels.

Step 4

- After each group has been given time to prepare their tableaux, present them, one group at a time. Allow sufficient time for discussion and debriefing after each presentation so that all of the students understand the differences and similarities in life for hunters/gatherers around the world. Before tableaux are shared it is important to emphasize that there are many messages contained within a single image and that observers may bring interpretations that are somewhat different from the intended message of the group members.

Step 5

- Repeat this process for: the development of civilizations using Activity Sheets 7 through 12. Students are instructed to create a skit that will show the social hierarchy of their civilization and the major accomplishments. They may wish to use a narrator to help describe what is being presented. Each group presents their skits in turn while the other groups act as audience.

B. Geographic worksheets for the rise of civilizations
(Activity Sheets, 7 – 12)

Geographic Activity Sheet 7: Middle East (5,000 BCE to 1000 ACE)

Developments: Invention of the wheel, alphabet, cuneiform script, mathematical theories of cubes and square roots. Domestication of sheep, goats, pigs, cattle and the cultivation of wheat and barley.
Cities/Architecture: Creation of cities with temples and palaces. Babylon one of the wonders of the world. At this period, this is the richest, most developed parts of the world.
Population: Peasants work the land and pay tribute to their rulers.

Geographic Activity Sheet 8: Americas (5,000 BCE to 1000 ACE)

Developments: Complex irrigation systems. Hieroglyphic writing systems. Lunar calendar. Advanced in astronomy and mathematics. Skilled workers in gold. Grow corn and cotton.

Cities/Architecture: Riches areas are Mayan cities in Central America. Great temple pyramids built to the gods.
Population: In the north and south, people mix hunting with agriculture.

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

Developments: Huge irrigation systems. Learned to make cotton clothes and domesticate animals. Decimal system of counting, calculates the value of pi, and discovers the earth rotates on its axis. Sanskrit language used in religious ceremonies.
Cities/Architecture: Architects build great palaces and temples.
Population: Peasants work the land and pay tribute to their rulers. Emperor Ashoka united all of India for the first time. His laws are carved on the top of pillars topped with four lions.

Geographic Activity Sheet 10: Africa (5,000 BCE to 1000 ACE)

Developments: In Egypt, advanced civilization builds pyramids. First boat invented. Irrigation systems developed to grow grains and vegetables. Calendar and mathematics developed. Paper made from papyrus reeds and knowledge written down. Complex religious system developed by philosophers/priests. Complicated percussion systems of music.
Cities/Architecture: Great palaces and temples built.
Population: Nomadic people in the south tend great herds of cattle on the plains. In the West, camels are used to cross the Sahara desert.

Geographic Activity Sheet 11: China (5,000 BCE to 1000 ACE)

Developments: Lunar calendar developed. Beautiful objects of copper, bronze, glass, jade, and porcelain are created. Gunpowder (used for fireworks) and paper money invented. During the Han dynasty, a rudder for ships, and map–making techniques are developed. It is established that the year has 365.25 days
Cities/Architecture: The Great Wall is the largest example of architecture in the world (the only human–made object visible form a satellite above the earth). It is 2, 000 miles long, 25 feet high and topped with a paved road.
Population: Peasants work the land and pay tribute to their rulers.

Geographic Activity Sheet 12: Europe (5,000 BCE to 1000 ACE)

Developments: From people in the Middle East, Europeans learn how to grow wheat. Greeks hold the first Olympics (776 BCE). In the north, people mix agriculture and hunting. In the south, along the Mediterranean, several advanced civilizations developed, beginning with the first European civilization on the island of Crete. Astronomy, philosophy, geometry, and the study of history are developed. Athens in 5th Century BCE experiments with limited democracy.
Cities/Architecture: Romans build huge cities and establish empire that covers most of Europe, North Africa, and the Middle East.
Population: Peasants produce most of the wealth and pay tribute to their rulers.

Step 6
- Using Worksheets 13 through 18, students located in the various geographic regions engage in trade with each other. (In the original simulation at the race relations camps a

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

C. Geographic Worksheets for the Development of Trade and the Rise of Empires (Activity Sheets 13 – 18)

Geographic Activity Sheet 13: Middle East (1000 ACE to 1300 ACE)

Developments: Baghdad is the center of Islamic civilization. Known for its wealth, scholarship, artists, scientists, and traders. Writings of Plato, Aristotle, and other Greek philosophers are translated into Arabic and preserved since most writings have been lost in Europe.
Trade: You control important trade routes between Europe, India, and China. You demand that Europeans pay in African gold for goods brought from China and India. Ships sail from African coast through Indonesia and China.
Choose two traders to travel to Europe, India, Africa, and China and barter your goods. Remember to get a good price because your goods are superior.

Geographic Activity Sheet 14: Americas (1000 ACE to 1300 ACE)

Developments: Aztec empire rules over Mexico. Huge pyramids built to the gods. Mathematics and astronomy discovered earlier by the Mayans are further developed. In South America, Inca Empire unites what today is most of Peru, Bolivia, Ecuador, and Colombia. Roads and cities are spread throughout the empire. People united using the national language of Quechua. Kings are considered gods and a strong army ensures that peasants pay regular taxes.
Trade: Some trade between people of North and South.

Geographic Activity Sheet 15: India (1000 ACE to 1300 ACE)

Developments: Islam has been established as a major religion in the North of India. There are several great dynasties that trade with their fellow Muslims in the Middle East. Southern India is dominated by strong Hindu kingdoms that continue their traditions. Northern and Southern kingdoms are often at war over territory. Great advances in science, mathematics, and architecture.
Trade: People form all over the world want to buy your silks, spices, and fine manufactured goods. European goods are generally not valued but you will trade with Europeans for African gold. Chinese good are considered equal to your goods.
Choose two traders to bargain for those who want your silks and spices.

Geographic Activity Sheet 16: Africa (1000 ACE to 1300 ACE)

Developments: The new religion of Islam has spread across Northern Africa and trade is well developed across the Sahara desert and along the East African coast. The great university of Timbuktu is founded and Al Bakri has written the first geography text of Africa.
Trade: The Mail Empire is the world's leading producer of gold and you trade constantly with Europe, which needs the metal for coins and luxury goods. You also trade with India and China.
Choose two traders to go to Europe to trade your goods. Remember that yours are more valuable.

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

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

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

Choose two traders to bargain for those who want your silks, spices, and manufactured goods. Remember that your goods are more valuable than those of the Europeans.

Geographic Activity Sheet 18: Europe (1000 ACE to 1300 ACE)

Developments: The Roman Empire has collapsed and Europe has broken down into small states. All these states are Christian and loyal to the Pope in Rome but war constantly with one another. The economy is based on the Feudal system—the majority of people are peasants and pay part of their crops to their Lords who in turn pay taxes to the king or queen. Most people are very poor. Only nobility can afford the expensive luxury goods imported from India and China.

Trade: You trade with Africans for gold and travel across the Middle East to buy spices, silks, and manufactured goods from India and China with your African gold.

Choose two traders to travel to the Middle East, India, China, and North Africa to barter for goods.

Step 7

- Student groups use the Activity Sheets 19 through 24 and develop skits illustrating interactions among people in the various geographic areas during the period 1500 ACE to 1820 ACE. Using the Geographic Worksheets as templates and resources such as the John Haywood *Atlas of World History* teachers may wish to develop worksheets for later periods up to the present.

D. Geographic Activity Sheets for the Further Development of Trade and Empires (Activity Sheets, 19 – 24)

Geographic Activity Sheet 19: Middle East (1500 ACE to 1820 ACE)

The Turks have created a strong empire that extends across the Middle East to Eastern Europe and North Africa. Although the Turks are not Arabs they share the religion of Islam and continue traditions of architecture, scholarship and science. The Turks are often at war with Christian Europe and their armies advance as far as Vienna. However they concentrate on their land empire and the Mediterranean, allowing European traders to increase their influence along the African and Arabian coasts.

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

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

Spain has conquered the great empires of Peru and Mexico. The god–kings have been killed and many great pyramids have been pulled down and cities destroyed. European diseases, previously unknown in these areas, spread through the native populations and millions die. The Spanish begin to ship out billions of dollars of gold back toward Spain.
The Europeans in America drive back the native peoples and set up European style societies of their own. The British colonies in the United States become independent while Canada remains part of the British Empire. By the end of this period, most of South and Central America is also independent of Spain.

In both North and South America it is the descendants of the Europeans who control society. In South America the original inhabitants become peasants. In North America the native people continue to resist but are pushed back and many die of the new diseases from Europe.
The slave trade continues until 1807 and slaves support the plantations growing cotton and sugar across America. Most of the slaves now have become Christians so the slave owners need a new excuse to keep them enslaved. They develop the idea that Black people are inferior and are destined to be slaves. Most Europeans in America feel that that they are bound to rule the world.

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

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

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

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

At the beginning of this period Africa continues to develop strong centres of wealth and culture. Cairo becomes a centre of commerce and learning for the new Turkish empire that extends over most of the north. Ethiopia has also emerged as a strong empire uniting much of the northeast. The Congo basin is under the rule of Alfonso 1 who is recognized as head of state by European monarchs. He tries to negotiate an end to the slave trade that is beginning on the coasts of his

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

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

The slave trade continues with European, Arab and African kings growing rich by selling slaves sent to the Americas. Millions of people are shipped out of Africa with many of them dying on the brutal cross Atlantic journey. Parts of Africa are severely depopulated and its economy ruined.

Geographic Activity Sheet 23: China (1500 ACE to 1820 ACE)

After a brief rule by the Mongols, these invaders are defeated and the Ming dynasty is established. The new dynasty is very suspicious of foreigners of all kinds and the European traders who find their way as far as China are not welcome. Life in the countryside continues as it always has, with the peasants paying taxes to the landlords who pay their taxes to the Emperor. China remains one of the most developed and richest societies on earth in the early part of this period.

In the mid 1600s a new dynasty, the Manchu, overthrows the Mings and takes over China. They expel Christian missionaries and tighten their control of foreign trade. The economy and the arts flourish and the empire expands again.

China exports silks, porcelain, medicines and tea but does not want European manufactured goods. The Europeans must pay in silver and gold. In order to get some of their money back the Europeans begin to sell opium grown in Turkey and India to the Chinese. Millions of Chinese become addicted to it.

Geographic Activity Sheet 24: Europe (1500 ACE to 1820 ACE)

European science is now catching up with the rest of the world. The Europeans use such Chinese inventions as gunpowder, the compass and printing to build cannons, develop better systems of navigation and improve communication. Europe begins to divide along religious lines. The north has become Protestant and the south is largely Catholic. The many religious wars help to develop European skill at warfare and arms production. There is also a great deal of persecution of religious minorities such as Jews and Muslims. The gold and silver that Europe gets from the Americas can be used to finance bigger and stronger armies and navies to buy goods from India and China.

With the wealth of world trade pouring in, Europe is now developing faster. European science also develops. In the natural sciences, animals are divided up into different species. This leads to the idea that there are different species, or races of people as well. Some are seen as fit to think and rule while others are seen as fit only for manual work. In order to get cheap labour for their

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

Step 8
- Use the Questions for Debriefing the Simulation Activity Sheet to discuss students' responses to and learning from the simulation. Each geographic group can meet to discuss the questions and then the teacher can debrief with the whole class.

Questions for Debriefing the Simulation

1. How did it feel to play the various roles that you played? How did it feel to belong to different groups at different periods? How did it feel to be powerful? How did it feel to be powerless?
2. What did you learn about the accomplishments of your continent that you didn't know before?

3. What kinds of stereotypes might have developed as a result of the trading process?

4. Are any of the stereotypes that you saw developed in the simulation are still current in Canada today?

5. According to the simulation, why are certain parts of the world now so much richer than others? How does this lead to stereotyping?

6. Can we change stereotypes without changing the inequalities of wealth and power that exist in the world?

Strategy 3: Facing History and Ourselves
Reflections on the Strategy Applied

The context for the third teaching strategy is secondary school west of Toronto. In this case, a history and social studies teacher applies a pedagogical approach developed by "Facing History and Ourselves" (FHAO). This is an American non-profit educational organization that focuses on the history of the Holocaust as a case study of racism, anti-Semitism, violence, obedience to authority, conformity, power, and the dismantling of the democratic process. FHAO focuses on the values of civic thinking and action and the dangers of indifference. The FHAO approach uses the tools of the humanities—inquiry, analysis, and interpretation—to promote students' understanding of differing perspectives, competing truths, and the need to go beyond simple answers to complex issues, both historical and contemporary. Teachers introduce materials and strategies that will complicate students' thinking and encourage them to be self-reflective about their own thinking processes. However, self-reflection is not an end in itself; it is hoped that students will move from thought to judgment and then to active participation in civic life. (Facing History and Ourselves National Foundation, 1994).

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

The biggest challenge in implementation of this strategy was covering the historical content given the fact that the students' engagement with the questions prolongs the time that is needed "to cover" the period of time being studied. A strong indication that the strategy met the learning expectations was that the students' response to questions posed to them was not simply straight–forward responses but often new and thought-provoking questions. The teacher has observed that some students became more aware of and active in their community after these activities. If he used this strategy in the Civics course, he would add a project that allows students to respond to and/or participate in issues that occur in their neighbourhood as an opportunity to apply effective approaches to civic action studied in the activities.

Teachers need to be cautious about sentiments that are expressed regarding neighbourhoods and newcomers because students might have been affected by stereotypes themselves or are developing guilt as a result of newly acquired perspectives and information about the hurt and pain they have or might have inflicted upon others. The sampled content can also cause anger in students, as the injustices towards women, African Canadians, and the environment are explored. Teachers might find that when they use this strategy in the context of a Canadian history curriculum, students question the rationale since the connection between their understanding of their local community and the larger history are not immediately apparent. It is therefore important that the teacher provides time for students to re-examine their neighbourhoods after the historical content has been studied and debriefed.

Learning Expectations
- Describe fundamental beliefs and values associated with democratic citizenship.

- Summarize the rights and responsibilities of citizenship with the global context.

- Describe ways citizens can be involved in responding to issues in which contrasting value. systems, multiple perspectives, and differing civic purposes coexist

- Determine their own sense of responsibility in relation to these opportunities for involvement.

You Will Need
- Activity Sheets 1 and 2 (included in the Steps at a Glance section, below)
- TV/VCR; films in the Steps at a Glance section, below, that teachers may choose to use

Steps at a Glance
Step 1
- Ask students to answer the questions on their neighbourhood from Activity Sheet 1 and discuss their answers as a whole class

**Your Neighbourhood
(Activity Sheet 1)**

1. Write down the name of your street and describe your neighbourhood.

2. What impact does your neighbourhood have on your identity?

3. How is your neighbourhood perceived by other people?

4. How are these perceptions of your neighbourhood formed?

5. How do perceptions of your neighbourhood affect your attitudes and actions?

6. Have you and/or other people in the neighbourhood challenged perceptions held by others about the neighbourhood? If so, what did you do or what have you seen or heard others do?

Step 2
- Show the film *Journey to Justice* (directed by Roger McTair, produced by Karen King Chigbo–National Film Board # C9100077). This film depicts the stories of six individuals involved in the Canadian civil rights movement as it concerns equity for African Canadians. Ask students to consider the connection between their answers to the questions in Activity Sheet 1 and the experiences of the six people depicted in the film.

Step 3
- Ask students to answer the questions on new arrivals to their neighbourhood on Activity Sheet 2 and discuss their answers as a whole class.

**New Arrivals to Your Neighbourhood
(Activity Sheet 2)**

1. What happens when new people arrive in your neighbourhood?

2. Are there any words/labels that individuals or groups of people have been called when they arrive in your neighbourhood?

3. Have you ever taken part in labeling? If so, what has been the impact on others?

4. Have you ever been the newcomer to a neighbourhood who has been labeled?

5. What is the possible impact of newcomers into neighbourhoods?

Step 4

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

Step 5

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

Step 6

- Show the film *Rape: A Crime of War* (directed by Shelley Saywell, National Film Board #9196097). This film includes sensitive material and teachers need to consider the age and maturity of the class before using it. Provide students with information about Louise Arbour (<http://gos.sbc.edu/a/arbour.html> and <http://www.peacemagazine.org/0004/arbour.htm>) who in her role as a judge on the International Court of Justice lobbied to include rape as a crime of war in the prosecution of war criminals. Students are asked to chart who Louise Arbour might include in her "universe of obligation." As another example of an expanded concept of "universe of obligation," teachers can screen the film *The Greenpeace Years* (directed by Shelley Saywell, National Film Board # 9191123). Students can chart the "universe of obligation" of the founding members of Greenpeace.

Step 7

- In small groups, discuss what factors enable people to expand their "universe of obligation." Create a chart that represents this expanded "universe of obligation" and share with the whole class.

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Our initiative involved three central planning aims.

1. Design an educational initiative in keeping with the definitions and practices of Global and Citizenship Education generated by researchers and practitioners.

2. Plan school-university initiatives in partnership with a number of like-minded educators in diverse educational institutions. This collaboration would enhance the professional learning of the participants. Moreover, the results of our planning would have an impact on students beyond the three schools involved in the initial project.

3. The curricular thrust involved two underlying learning expectations. First, we wished to have our students engage in authentic learning inquiries and action based initiatives. Second, we hoped to have students learn in interaction with role models in the area of global citizenship.

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

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

For practical purposes, we settled on a Merryfield (1997) summary that reflects the current state of global education as it is defined and practiced. These are summarized in eight constituent elements: human beliefs and values, global systems, global issues and problems, cross-cultural understanding, awareness of human choices, global history, acquisition of indigenous knowledge, and development of analytical, evaluative, and participatory skills (Kirkwood, 2001). These generic elements provide an apt theoretical umbrella for what educators and students would think about and do in this project.[ii]

As with the other contributions to this volume, the basis for the development of our project lay in a collaborative approach. The field of Global and Citizenship Education is not unlike other areas of professional development and growth. Gaudelli (2001) expresses his concern about the traditional one-shot episodic professional development sessions.[iii]

In contrast to the traditionalist model, Gaudelli continues by asking the following provocative and useful questions:

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

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

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

This orientation dovetails with Ian Davies' approach when he encourages student and teacher reflective engagement in authentic inquiries (Davies et. al., 2002). Davies confronts the problems inherent in traditional attempts to *transfer* laudable citizenship concepts such as tolerance, justice, or participation using conventional classroom teaching and learning methods. In short, when students participate in inquiries they are much more apt to become authentically engaged in global and citizenship issues after and beyond their classroom lesson learning episodes.

Providing students an opportunity to share the results of their inquiries became one of the key pieces of our plans for the project. The second piece was to provide students with the opportunity to interact with noted role models in the field of global and citizenship issues. While little has been explicitly written about employing role models in Global and Citizenship education its value for other fields has been demonstrated elsewhere.[iv] Our hope in providing student interaction with noted role models was to provide them with an opportunity to reflect upon the lives and ideas of role models when making life and value decisions about engagement in global and citizenship issues.

Strategy 1: Organizing a Symposium
Reflections on the Strategy Applied

Our plan began with a collaboration between OISE/UT (a faculty of education) and an independent residence school in Toronto. The original intention was to develop inquiry-based authentic learning activities in grade 10 Civics classes. Soon after, a teacher from another secondary school was invited to participate. This teacher brought links to "Foray," an ongoing curricular project at the school. The focus for our project then became planning a symposium on Global Education entitled, "Foray: A Forum for Young Voices on our Global Future."[v]

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

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

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

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

At the end of the symposium we all agreed that we had met our initial aims and learning expectations. First of all, we found that a review of the literature in global education provided our planning group with helpful contours in choosing and implementing our strategies. Second, we found the collaboration of teachers and students in diverse school settings to be a real asset. Working within a non-hierarchical, collaborative climate we were able to produce substantially improved curriculum initiatives for our students. We definitely believe that all participants in the symposium benefited from the learning experience. This was especially true for students making presentations of their learning inquiries and action based initiatives in the Youth Action Fair, and for those involved in the running of the Symposium. Finally, in the symposium evaluations students

overwhelmingly commented on how they appreciated the interaction with a variety of noted role models and students at the symposium.

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

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

- Starting small is an important principle to remember. Having a group of committed teachers in two or three schools can ensure that planning is directed and effective. We would strongly suggest having students involved in the organizing committee from the start. Their ownership from the beginning will help ensure that the symposium is relevant to student needs and interests.

- Next, attracting noted speakers and finding funds to pay them is a real challenge for symposium organizers. We found that having a clear symposium theme and expectations was vital when we were inviting guest speakers. This helped provide clarity when potential speakers were deciding whether they commit to the symposium. Another important rule of thumb can be found in the adage, 'nothing ventured nothing gained'. Don't be afraid to approach noted speakers. With a polite and persistent approach you may be surprised who will agree to attend your symposium. We also found that we could achieve a "rolling momentum" in building our speakers list. Once a noted speaker had agreed to attend other noted speakers were more prone to accept our invitation to be in the company of speakers they respected. Finding funds for guest speaker honoraria is an important related issue. In a number of cases, we found that speakers were willing to forgo or reduce their speaking fees when they reviewed the symposium program and were gently reminded that high schools have limited budgets. To ensure we had a balanced budget we also had to approach school administrators, government agencies and foundations for funds. We had to make these appeals early in the process in order to ensure our solvency at the end of the symposium.

- Finally, we found that administrative support and participation was vital in planning a symposium. They helped us in finding a symposium venue, securing funding support, and in supporting teacher and student time release for planning and implementing the symposium.

Learning Expectations
- Understand the critical challenges facing our world today including issues related to development and co-operation issues such as: peace and security, poverty and economic development, the environment, health care and education, and international development.

- Raise awareness of the role Canadian individuals and organizations play in overseas relief and development assistance.

- Be able to see themselves as capable of undertaking practical action to make a difference on an issue of concern to them.

- Share their own action initiatives and understand possible actions that can be taken by governments, other institutions and individuals related to these challenges

You Will Need
- Foray Spring Symposium Evaluation form (included at the end of Steps at a Glance section for Strategy 1)
- "The Nobel Statement of Triple Challenge of the 21st Century" (included in the Steps at a Glance section for Strategy 1)
- **"**A Sample 12-Point Agenda for Responding to the Triple Challenge " (included in the Steps at a Glance section for Strategy 1)

Steps at a Glance
Step 1: Inspirational Speaker
- The Symposium began with an inspirational speaker who would serve as a role model for students. This speaker issued a challenge to students and informed them about their individual quest for change and the practical realities of their endeavour. Ideally this speaker is a young person whom students can relate to and thus see themselves following a similar path to the one he or she has taken. Students have an opportunity for questions and answers. The inspirational speakers at our conference were Marc and Craig Kielburger from the organization Free the Children. They fit all our criteria perfectly.

Step 2: Youth in Action—Civics Fair
- Following the opening address students took part in a Civics fair, called Youth In Action, where students presented demonstrations of their inquiries and accounts of their activist campaigns.

Step 3: Confronting the Triple Challenge of the 21st Century
- A panel of experts responded to a statement developed by 34 Nobel laureates in January 2001 entitled, "The Triple Challenge of the 21st Century" (see the Statement reproduced below). The panelists included John Polanyi, one of the authors of the statement, James Orbinski who accepted the 1999 Nobel Peace Prize for Médecins Sans Frontières, and Maude Barlow, Chair of the Council of Canadians. The session was moderated by students. Students had an opportunity following the panel presentations to respond and to participate in small group discussions facilitated by students.

The Nobel Statement on the Triple Challenge of the 21st Century

The most profound danger to world peace in the coming years will stem not from the irrational acts of states or individuals but from the legitimate demands of the world's dispossessed. Of these poor and disenfranchised the majority live a marginal existence in equatorial climates. Global warming, not of their making but originating with the wealthy few, will affect their fragile ecologies most. Their situation will be desperate, and manifestly unjust. It cannot be expected, therefore, that in all cases they will be content to await the beneficence of the rich. If, then, we permit the devastating power of modern weaponry to spread through this combustible human landscape, we invite a conflagration that can engulf both rich and poor. The only hope for the future lies in co-operative international action, legitimized by democracy. It is time to turn our backs on the unilateral search for security, in which we seek to shelter behind walls. Instead we must persist in the quest for united action to counter both global warming and a weaponized world. These twin goals will constitute vital components of stability as we move toward the wider degree of social justice that alone gives hope of peace. Some of the needed legal instruments are already at hand, such as the Anti Ballistic Missile (ABM) Treaty, the Convention on Climate Change, the Strategic Arms Reduction Treaties (START), and the Comprehensive Test Ban Treaty. As concerned citizens we urge all governments to commit to these goals that constitute steps on the way to the replacement of war by law. To survive in the world we have transformed we must learn to think in a new way. As never before, the future of each depends on the good of all.

Step 4: Responding to the Challenge
- The second day of the conference focused on responses to the triple challenge. A keynote address by Stephen Clarkson, professor of Political Science at the University of Toronto, focused on informing students about the many forms of action could be effective in bringing about change.

- Following this introductory speech, students moved into three groups, each facilitated by an expert, where they explored, in greater depth, one strand of the triple challenge and in particular what action steps would be most effective in confronting this challenge. The global security session was facilitated by David Welch of the Centre for Peace and Conflict Studies at the University of Toronto. The poverty session was facilitated by Stephanie Sauve of Street Kids International. Bob Hunter, co-founder, Greenpeace, tackled climate change. Each group of students developed a "4 point document" articulating necessary and global policy initiatives as well as citizen action initiatives needed to respond to the challenge.

Step 5: Students Design Their Own Responses to the Triple Challenge
- Students, working with information examined earlier in the conference and from their own prior classroom studies, designed their own responses to the Triple Challenge. Together the students formulated a "12 point agenda" for discussion, which could be forwarded to the Minister of Foreign Affairs for information.

A "Sample" 12-Point Agenda: Responding to the Triple Challenge

Poverty

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

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

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

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

Climate Change

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

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

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

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

Security

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

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

We call on the Canadian Government to create a treaty initiative similar to the one on landmines that deals with a ban on small arms.

We call on the Canadian Government to encourage the implementation of Stephen Lewis' agenda for dealing with AIDS in Sub-Saharan Africa.

Step 6: Networking

- All students who attended the conference were encouraged to join an online network of students interested in continuing to take action on the initiatives discussed during the Symposium. These students would become involved in forwarding the 12-point agenda to politicians and others and forming a network instrumental in planning future conferences and initiatives.

Foray Spring Symposium Evaluation

We welcome your comments about the Foray Spring Symposium: please take a few minutes to let us know what you enjoyed, what you learned, and what we should consider doing differently in the future.
Thank you!

Friday, May 2nd

To what extent did the speakers change or deepen your understanding of the challenges the global community faces in the 21st century?

Not at all   1   2   3   4   5   greatly

Please explain

_____
_____
_____
_____

To what extent did the workshops you attended (please list: _____, _____) expand your awareness of the possibilities of activism and service?

Not at all   1   2   3   4   5   greatly

Please explain

_____
_____
_____
_____

How valuable was the opportunity to visit displays and network informally with other young activists in the Youth In Action Hall?

Not at all 　　1　　2　　3　　4　　5　　　greatly

Please explain

_____

_____

_____

_____

_____

Strategy 2: Civic Action Inquiry Project
Reflections on the Strategy Applied

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

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

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

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

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

Learning expectations
- Research and summarize civic actions of individuals and non- governmental

organizations that have made a difference in global affairs.

- Demonstrate an ability to organize information effectively.

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

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

Steps at a Glance
In this project students have three tasks to complete:

1. A visual aid product (poster, PowerPoint presentation, pamphlet, etc.).

2. A 3-5 minute presentation (if there is a partner, each student must speak for approximately 3 minutes).

3. A final written product that includes the interview questions, the answers to the interview questions, a bibliography with a minimum of three sources completed in proper bibliographic format.

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

Option 1: Discovering Student Civic Action Projects—A Maximum of Four Students
Each student will select a young person/group of young people that have undertaken a civic action project, either local, provincial, national, or global that involves student action to address a public issue. Students will have an opportunity to visit the Resource Centre to explore possibilities. The final selection must be approved by the teacher.

- a. You must research to answer the following questions:
- ⇒ What are the goals of the project?
- ⇒ How did the project originate?
- ⇒ How is the project organized?
- ⇒ How many students are involved?
- ⇒ To what extent has the project made a difference? What criteria did you use to determine the effectiveness of the project?

b. You must conduct an interview of one young person involved in action.

c. Use your information to create a poster, PowerPoint presentation, pamphlet, etc. to share your findings.

d. Research Guidelines
   Interview questions:

⇒)Open-ended questions that will lead to valuable information (avoid use of questions that require one word responses).

⇒ Questions that require explanation, analysis, and evaluation>

Research sources and note taking:

⇒ A minimum of three sources considered representing more than one point of view.

⇒ Evidence of appropriate note-taking (in their own words, use of notes).

⇒ Proper bibliographic information.

Product:

⇒ Content (depth of the information)

⇒ Clarity

⇒ Originality

⇒ Effectiveness/impact

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

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

b. You must research to answer the following questions:

⇒ What are the goals of the project?

⇒ How did the project originate?

⇒ How is the project organized?

⇒ How many students are involved?

⇒ To what extent has the project made a difference? What criteria did you use to determine the effectiveness of the project?

c. You must conduct an interview with an activist from this particular organization.

d. Use your information to create a poster, "PowerPoint" presentation, pamphlet, etc. to share your findings.

e. Research Guidelines, same as Option 1 (d)

Civic Action Inquiry Project Visual Aid Rubric
(Support Resource)

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge/ Understanding - Were key facts and terms included in the completed task	Completed task demonstrated limited understanding of facts and terms	Completed task demonstrated some understanding of facts and terms	Completed task demonstrated considerable understanding of facts and terms	Completed task demonstrated thorough understanding of facts and terms	____ / 10
Thinking/ Inquiry - Has the student thought about and completed the task in a creative manner?	Creative thinking skills have been utilized with limited effectiveness	Creative thinking skills have been utilized with moderate effectiveness	Creative thinking skills have been utilized with considerable effectiveness	Creative thinking skills have been utilized with a high degree of effectiveness	____ / 5
Communication - Were a title, symbols and colour employed accurately and effectively? -Did the visual material accurately depict the theme?	-A title, symbols, visuals, and colour have been employed with minimal accuracy and effectiveness -Visual material did not accurately depict the theme	-A title, symbols, visuals, and colour have been employed with some accuracy and effectiveness -Visual material depicted the theme with some accuracy	-A title, symbols, visuals, colour have been employed, for the most part, with accuracy and effectiveness -Visual material depict the theme with considerable accuracy	-A title, symbols, visuals, and colour have been employed in a highly accurate and effective manner -Visual material depicted the theme in a thoroughly accurate manner	____/ 2 ____/ 2
Application - Overall effectiveness/ impact of final product	Limited effectiveness and impact	Moderate effectiveness and impact	Considerable effectiveness and impact	High degree of effectiveness and impact	____/ 5
					Total: ____/ 24

Civic Action Inquiry Project Presentation Rubric
(Support Resource)

Criteria	Level 1	Level 2	Level 3	Level 4	Mark Assigned
Knowledge/ Understanding	Presentation demonstrated limited facts, terms, concepts, and/or relationships	Presentation demonstrated some knowledge of facts, terms, concepts, and/or relationships	Presentation demonstrated considerable knowledge of facts, terms, concepts, and/or relationships	Presentation demonstrated thorough knowledge of facts, terms, concepts, and/or relationships	____/ 10
Communication (Oral)	Language and/or delivery resulted in information being communicated orally with limited effectiveness	Language and/or delivery resulted in information being communicated orally with some effectiveness	Language and/or delivery resulted in information being communicated orally with considerable effectiveness	Language and/or delivery resulted in information being communicated orally with a great degree of effectiveness	____/ 10
Communication (Visual)	Inappropriate or ineffective visuals were utilized	Appropriate visuals were utilized in an ineffective manner	Appropriate visuals were utilized in an effective manner	Appropriate visuals were utilized in a highly effective manner	____/ 6
Application	Presentation was not organized in an effective manner	Presentation was organized in a somewhat effective manner	Presentation was organized in an effective manner	Presentation was organized in a highly effective manner	____/ 4
					Total Mark: ____/ 30

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

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

Strategy 3: Citizenship Lab: Testing the Limits
Reflections on the Strategy Applied

There is no substitute for the authentic experience. In preparation for the Citizenship Lab, we studied examples of inspiring activists, and evaluated the merits of their campaigns. But that was all inherently removed from the students' own experiences—to undergo is to understand? This strategy was based on the premise that students would discover the realities of activism for themselves. This included the frustrations, limitations, and excitement of successes inherent to activist engagement. Students enjoyed the reward of marks, but they were even more excited by the kinds of evaluation and reward often absent in the classroom experience. This included genuine interest, criticism, and/or praise from individuals outside of the school community. Some were caught up in the donations to their cause. This was a powerful affirmation of their effectiveness in raising awareness and provoking a concerned response. Students were especially impressed by the responses from their peers when they visited such places as classrooms in other schools, community groups, places of worship, and NGO offices. Others were enthused when they received feedback from members of parliament.

The Citizen Lab project presents some ethical, legal/safety and logistical problems. Attempting to provide students with an authentic activist experience demands that they have a considerable degree of freedom in the cause they commit to, the creative strategies they develop, and the personal connections they form over the course of their campaign. How do you respect a student's individual freedoms, give them scope to tackle sensitive and often controversial issues, while ensuring that they exercise sensitivity and mature judgment? Keeping on top of this requires frequent meetings with students, and careful communication with administration and parents. This is particularly true regarding outreach activities (for example, visits to other schools, interviews with NGO's, soliciting signatures for petition in public areas, and visiting businesses to speak with managers). In many school jurisdictions carefully worded permission forms will be required.

Another challenge faced by teachers in implementing the Citizenship Lab was finding ways in which to balance required performance tasks with creative freedom in developing campaign strategies. The Citizenship Lab necessarily involves a number of variables beyond the constant purview of formal assessment methods. Because the task of mounting an activist campaign is an evolutionary one, a certain amount of flexibility in timelines and process assessment is a must. In the end, a careful assessment of the culminating activity did prove to be an effective gauge of the level and quality of effort expended by students in their campaigns.

Generally, the students were very successful in meeting and exceeding the learning expectations for the assignment. There is, however, one caveat that we would add. This is not a project for everyone. Try to create space for the more reserved student. It's a tall order for many 15-year-olds to be engaging in outreach and advocacy. Care should be taken so that, when the grouping is done, students with different strengths can work together and take on different roles within the group. Research and letter writing, email interviewing, posting on-line petitions—these are things that most students can manage. However, not every student should feel compelled to go out, with video camera in hand, and challenge the manager of coffee chain store about the unfair trade coffee they sell! While resourcefulness is encouraged, students should be reassured that there are different roles for engaged citizens to play in bringing about change.

After a second year of implementing the Citizenship Lab, there are a number of changes we will make for next year. First, more emphasis on documenting activities is needed. We also need to be more pro-active in making school resources such as cameras and video recorders are available to students. Also, because the project is a fairly lengthy one, time-management can be a problem for some students. Conducting a kind of informal roundtable every couple of weeks, where each group takes two minutes to update the class on their recent activities, and share their experiences, challenges, and successes, could be a valuable sharing and learning experience. This would encourage greater accountability and pro-activity.

One of the students also suggested a Citizen Lab newspaper, which we think is a wonderful idea. There have been so many accomplishments, and sharing these within the school community, with parents, and even alumni, is a great motivator and reward for the students. Also, one of our groups had their article "The Politics of Cocoa," about their Fair Trade Chocolate campaign, published in a city newspaper. There are a variety of media like newspaper, television, and radio outlets that often welcome accounts of student volunteer initiatives. This is an excellent way to celebrate student accomplishments as active citizens.

Learning Expectations
- Participate effectively in a civil action or project of interest to students and of importance to the community.

- Demonstrate an ability to organize information effectively.

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

You Will Need
- Materials for posters and pamphlets (paper, markers, scissors, glue).
- Access to the library/resource center and computers if students choose to complete their presentations using PowerPoint or other programs.
- Digital cameras and video cameras for recording evidence of student campaigns.
- Citizen Lab Workshop and Workshop Evaluation Rubric (included at the end of the Steps at a Glance section for Strategy 3)

Steps at a Glance
"Never doubt for a moment that a small group of dedicated citizens can change the world. Indeed, it's the only thing that ever has…"–Margaret Mead

You may wish to refer to the "Entering the Two-Tier Phase of Citizen Lab…" at the end of the chapter.

Step 1: The Citizen Lab
The Citizen Lab will provide students with the opportunity to engage in a civic action initiative of their own design related to a cause that is significant to them.

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

Important Citizen Lab Dates

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

Step 2: Choose Your Cause (and Your Group of Three)
- In groups of three, discuss the categories below, and select the one which your group feels most committed to. Environment; Human Rights; Peace and Conflict; Humanitarian/Socio-economic Justice; Democracy; Cultural Heritage.

Step 3: Strength in Numbers
- Each group member will visit the web site of a civil society organization in the category your group has chosen: what campaigns are they currently working on that your group might be interested in supporting? Bring some notes to class about possible campaigns to share with group members. From your notes, you should be able to explain to your partners the roots of the problem, its societal impact, and recommended actions to address the problem. (This will be the first entry in your research log.) Remember that your cause must be global in scope, but keep in mind that you will be developing and advocating a strategy for local citizen response.

- Below are some suggested organizations; alternatives are welcome, but subject to teacher approval.

Suggested Organizations

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

Step 4: Campaign Commitment
- After sharing what you have learned about various campaigns within your field, your group will have to select one particular campaign to support, and draw up a

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

- Before you submit your letter, consider the following:
⇒ *Thoughtfulness of choice*: Does your letter demonstrate a mature understanding of the issue, and a genuine commitment to solution?
⇒ *Strategy for contribution*: Does your letter demonstrate some careful deliberation on effective and imaginative possible use of resources available (keeping in mind pragmatic consideration of time and other limitations)?
⇒ *Evidence of preliminary research*: Are the sources listed scholarly/reputable, substantial, and do they encompass a variety of perspectives on the issue?

Step 5: The Learning Curve
- Now that your group has committed to a particular campaign, it is time to deepen your understanding by conducting research into three facets of your chosen issue: (1) root causes of the problem; (2) manifestations of/consequences of the problem; and (3) actions needed to address the problem—both at a governmental and individual citizen level. Each group member will be primarily responsible for one facet.

- Your research log must include notes from a minimum of three reputable sources** (to be approved by the teacher), offering a variety of perspectives. There should be no duplication of sources among group members. The use of different chapters within the same book is allowed.

(**Ed: Session with school librarian on judging sources: discerning academic rigour, bias…).

Do's and Don'ts for Your Research Log

- **DO**: stick to the three **S**'s when note-taking: **S**electivity (based on relevance to facet of topic you are exploring); **S**ynthesis (pulling together relevant ideas to build a persuasive case); **S**uccinctness (encapsualing the essential in as short a form as possible). Ensure visual clarity; reference carefully.

- **DON'T**: mistake quantity for quality; confuse prettiness with clarity; cut and paste sections of web sites; hand in high-lighted material; forget to reference scrupulously.

Step 6: Realist Idealists
- Now it's time to combine your group's academic expertise with creative initiative and resourcefulness in order to develop your own activist campaign strategy. The objectives of your campaign are: to raise awareness of your chosen cause in your community; to empower members of your community with a clear and feasible

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

- For the awareness-raising component, options include a letter to a newspaper, developing and distributing pamphlets, making a presentation at a school assembly, community centre, local school, or preparing a clip for a youth-focused television or radio show. Direct action options include volunteering with an NGO, running a fund-raising activity, enlisting friends, family, classmates in a letter-writing campaign, organizing a "week of action" at your school, or circulating a petition.

- Your proposal should be in the form of an action time-line, with task allocations clearly indicated (i.e. a "who is doing what, when" document). It will be evaluated on the basis of the following:
⇒ To what extent does the proposal demonstrate resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change?
⇒ How wide an audience do your proposed actions reach?
⇒ Does the proposal indicate a clear and feasible course of constructive citizen response? Does it include a clear way to measure this response?
⇒ Do documented activities demonstrate optimal (and realistic!) use of time and resources available?

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

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

Length: 20 minutes

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

"Scrapbook" Progress Presentations
Note: This phase provides an important time for rehearsal before the final workshop presentation.
Now that you have had a month to get started on your campaigns, it is time for a progress report! The objectives of your presentation are to share what you have learned about your cause to date; to share your creative strategies for contributing to a solution; to show what you have accomplished to date in contributing to a solution, and share your future plans for contributing to a solution. Length: 12-15 minutes.
All group members should speak for roughly equal times.

Workshop structure: The basic structure of the workshop will be:

10-minute interactive lesson, introducing the issue (root causes of, consequences/manifestations of, responses needed to address issue). Visuals to enhance communication mandatory.

8 minutes presenting campaign highlights. Visual documentation mandatory.

2 minutes presenting citizen action strategies (i.e. "what you can do"). Visuals optional.

Workshop materials need for your presentation:
All guests in your workshop will receive two items: a brochure, encapsulating the essence of your cause, with specific guidelines for a constructive citizen response; and a hand-out chronicling the highlights of your activist effort on the front, and reflections on the experience (what works well, less well, what you learned from the experience, advice for future young activists…) on the back (5 marks each.).

Reflective campaign and workshop evaluation:
This is a reflective self and group evaluation, addressing, in 750 words. Be sure to address the following questions: What was my quantitative and qualitative contribution to the campaign? (Be specific). What would I personally do differently, if I could do it again? How effective was the campaign (defining effective, and justifying your assessment with specifics…)? What did I learn from the experience?

Workshop Presentations Evaluation Rubric	60	70	80	90
Knowledge	Superficial understanding of problems or solutions	Fair understanding of problems or solutions	Demonstrates a good general knowledge of relevant issues	Demonstrates a sophisticated and in-depth knowledge of root causes, manifestations of, and solutions to, problem
Evidence of an Effective Activist Campaign	Demonstrates limited resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Very little outreach. Presents a vague/somewhat impractical course of constructive citizen response	Demonstrates some resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Reaches a small audience. Presents a general course of citizen response	Demonstrates resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Reaches a good audience. Presents a clear and feasible course of constructive citizen response.	Demonstrates exceptional resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Reaches as wide an audience as possible. Presents a clear and feasible course of constructive citizen response. Has a clear way to measure this response.
Effort and Accomplishment	Documented activities demonstrate poor use of time and resources available. No thought given to subsequent steps.	Documented activities demonstrate reasonable use of time and resources available. Little thought given to next steps	Documented activities demonstrate good use of time and resources available. Some planning about next steps is evident.	Documented activities demonstrate optimal use of time and resources available. Careful planning for subsequent actions evident.
Style and Organization	Delivery organization somewhat unclear. Members reading off scripts, with little eye contact. Presentation of ideas and order of speakers confused.	Delivery organization is clear, and correct use of syntax. Group members use notes appropriately, making reasonable eye contact. Presentation of ideas and sequence of speakers is organized	Delivery organization is clear and articulate. Group communication is polished and authoritative (not overly dependent on notes.) Smooth connective flow gives presentation logical coherence.	Delivery organization is clear, dynamic, fluid and eloquent. Imaginative and engaging means of communication. Smooth connective flow gives presentation logical coherence.

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Notes

[i] Pike (1996:8-9) enforces the crucial point that teachers require a clear definition of global and citizenship education to bring organization and effectiveness to their practice.

[ii] A substantive focus for the global issues dealt with in this project came from the Nobel Statement on the Triple Challenge of the 21st Century (see Strategy 1).

[iii] Gaudelli underlines widely shared reservations about the traditional models of professional development. "Professional development is frequently undertaken as an activity to be done to teachers rather than in collaboration with them; designed to make teachers more effective, with the assumption they are currently deficient, communicates ideas with an air of expertise and messianic quality; and assumes universally effective teaching practice that is readily transferable and teacher-proof" (Gaudelli, 2001, p. 3).

[iv] Minor exceptions to the rule in the literature are Ballentine (1995), and Loeb (2001). However, role models continue to play an important role in such areas as science, medical, mathematics, minority, diversity and, most significantly, career education.

[v] The Foray project is a "*curricular initiative designed to engage senior high school students, in partnership with some of North America's most distinguished thinkers and actors in the global socio-political arena, in rigorous, purposeful thought and action in confronting the crises of our global community.*" The Foray project is part of the Eureka! Fellowship program at the University of Toronto Schools. The Eureka! Fellowship provides teachers at UTS and from other schools with the opportunity to develop innovative projects designed to enhance student learning and contribute to models of best teacher practice. See the URL at:
http://www.uts.oise.utoronto.ca/professional_educators/eureka/.

[vi] We would like to thank Lesley Monette of Branksome Hall for her contributions to this project. She provided valuable curricular insights and support in planning Strategy Two. She also managed the technical logistics at the Spring Symposium.

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

By Michael Charles, Kevin Julyan, and Dana Wallace

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

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

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

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

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

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

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

community action and involvement are an important feature of the school curriculum. In his concept of *multidimensional* citizenship, schools would become active centers for community action and involvement would be an important feature of the school curriculum.

Cogan (2000) argues that an important attribute of citizenship is to be an active participant in civic and public affairs. He builds his argument that this is merely an extension going back to Ancient Greece which made the distinction between a "good person" and a "good citizen." The good person lives his/her life virtuously while the good citizen is also committed to participation in public life.

In taking action against child labour, students in our project become, in Cogan's view, "multidimensional citizens," approaching problems as a member of global society, taking responsibility for their own actions, participating in public life at all levels of civic discourse, and making full use of information-based technologies.

Strategy 1: Human Rights: Myth or Reality?
Reflections on the Strategy Applied

The purpose is to inform students about the nature of human rights and to develop basic skills needed to perform the tasks necessary to implement the "Taking Action Against Child Labour" initiative. This strategy was effectively used in the Global Interactions unit in the grade 9 Geography course and in the Active Citizen unit in the grade 10 Civics course.

Our justification for selecting this focus and strategy is two-fold. First, we wanted to convey a sense of responsibility and interdependence on a global scale. Second, we selected a pedagogical framework that would encourage active learning, understanding, empathy, and the development of critical thinking skills in a non- threatening environment. The pedagogical framework ensured the accountability and participation of all students. The scaffolding design provided students with the necessary skills and knowledge required to meet the needs all students. The active nature of these lessons allowed students to draw from their own personal experiences and created an environment of interest and empathy within the classroom. These initial activities personalized the issue of human rights and created interest that continued throughout this unit. One of the students reported:

> It is said that children are the future. If we will be the ones building a better tomorrow, it is essential that we be better informed about such important issues as human rights. Without knowing the difference between right or wrong, freedom or slavery and life or death, the children will not be the citizens of the world, which the future requires most.

Learning Expectations
- Demonstrate an understanding of citizenship within a global context.

- Identify the rights and responsibilities of citizenship expected and practised in their school or classroom, explain why these rights and responsibilities were developed, and evaluate the extent to which they apply to all students;

- Analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community.

- Summarize the rights and responsibilities of citizenship within the global context, as based on an analysis of the United Nations Universal Declaration of Human Rights (1948) and Convention on the Rights of the Child (1989).

- Explain the mandate of selected international organizations to which Canada belongs and evaluate their effectiveness in addressing global concerns (e.g., World Health Organization, North Atlantic Treaty Organization).

- Demonstrate an understanding of similarities among cultures and the need to respect cultural differences.

- Develop and use appropriate questions to define a topic, problem, or issue, and use these questions to focus a geographic inquiry.

You Will Need
- Newspapers, magazines
- Chart paper, Bristol board, glue
- Placemat organizer, signs – strongly agree, agree, disagree, strongly disagree
- Copy of the Universal Declaration of Human Rights
- Suggested web sites:
  ⇒ www.hrweb.org
  ⇒ www.hri.ca
  ⇒ www.hrw.org
  ⇒ www.newint.org
  ⇒ www.amnesty.org

Steps at a Glance
Step 1: What is a Human Right?
Students will be asked to view a number of magazines and newspapers and cut out pictures that they think relate to any human right (in either a positive or negative way). In pairs, they will share their images and identify why they considered it either a human right or a challenge to a human right. Each group will paste their pictures on a Bristol board and the class will do a "walk-about" to see all of the pictures.

- Think/pair/share
  This is an excellent way to begin many of the co-operative learning strategies outlined in this chapter. It promotes an attitude of accountability and trust within your classroom, is easy to implement and demands total student involvement.

  Before beginning any of these co-operative exercises you must promote a culture of trust within the classroom ensuring that all students feel safe. You also have to encourage active listening and carefully decide class groupings.

  The teacher will then ask the students to individually create a definition of human rights. Each student will share his/her definition with a partner. Students should look for commonalities and differences, while creating a definition that incorporates both of the partner's ideas. The newly created partner definitions should be put onto a piece of chart paper, posted, and shared with the class. A general class discussion, lead by the teacher, should ensue at this time.

- Graphic organizer (placemat)
  In groups of four, students will complete a placemat graphic organizer. A group of students will work on one piece of paper that has been divided into sections, based on the number of members in the group. The organizer will have a central square. On one single sheet of paper, each student will create his or her own image or logo for a human right that he or she has identified. As a group, in the middle of the sheet of paper, the group will then identify one image they can collectively use to display their commonality. They can then share this image or logo with the class in a variety of ways. This activity ensures accountability and the participation of all students.

Step 2: What are key challenges to human rights?
In a historical context, students will be introduced to the Universal Declaration of Human Rights. Specific details regarding violations to the Universal Declaration of Human Rights should be analyzed using case studies(see resource list for informative web sites).

- Four Corners
  As a culminating activity to this section, the teacher should put the following statement on the board: "Canadians should have an obligation to ensure that all basic human rights are protected globally." The statement should be read aloud and the students should be given a few minutes to contemplate its meaning and to copy it on to a piece of paper. Individually, students should draw a "T" across the page. On one side of the page, students should brainstorm at least three arguments that could be used to support the statement. On the opposite side of the page, students should record three arguments that could be used to refute the statement.

  The teacher will lead a four corners exercise based on the statement that the students have been contemplating. Each corner in the room will have a specific designation: strongly agree, agree, disagree, or strongly disagree. After contemplating the statement, the students will move to the corresponding corner.

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

Step 3: Why is the issue of human rights critical in my life?
- Mind mapping (concept map)
  Students will individually create a concept map that conveys a sense of responsibility and an understanding of our interdependence on a global scale. The concept map should clearly display the relevance of human rights to the student's life. When creating the concept map, students should begin with the major ideas or terms. These ideas should be placed on cue cards that will be classified and sorted. Students should look for the relationships between the ideas. Lines should be used to connect concepts. Words should then be placed on the lines to illustrate their relationship. Cross links should be made between different concepts. Concept mapping is a highly effective analytical process that encourages students to organize and create connections between ideas.

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

- Journal writing

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

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

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

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

> Human Rights in grade 10? I could not imagine a better time to learn about them. At our age, we are mature enough to understand and comprehend the violations to human rights all over the world. It is time that adolescents like us are exposed to some of the horrors in the world and learn what we can do about them. The Human Rights multi-media presentation was perhaps one of our most tasking assignments, giving us the chance to see that all is not well in the world today and to see and feel the pain of those that are suffering. This assignment also managed to enlighten us, as we learned about how the United Nations tries to solve the problems that plague society and also what we, as a society, can do as well.

Due to the design of the strategy, teachers may encounter some challenges such as individual accountability and the availability of resources. Ensuring individual accountability within any group activity is essential. Student-led conferences with the teacher occurred at various points throughout the project to ensure that all members were successful. Continuous assessment and feedback was given to the group members. Each member of the group had a distinct role, and was evaluated on that particular aspect of the project. Groups that were the most successful, were comprised of students with a variety of individual expertise. Groups were established with strengths and weaknesses in mind. The assistance of the teacher-librarian is instrumental in the success of the presentation. The teacher-librarian should be contacted to ensure that the appropriate resources are available for the students. Effective research strategies should be emphasized and students should use "Evaluating Web Sites" (Support Resource #2) to analyze the quality and source of the information that they utilize.

Learning Expectations
- Demonstrate an understanding of citizenship within a global context.

- Research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Léger, Nelson Mandela, Mother Teresa, Craig Kielburger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, YWCA/YMCA).

- Demonstrate an understanding of a citizen's role in responding to non-democratic movements (e.g., supremacist and racist organizations, fascism) through personal and group actions (e.g., actions of the Righteous Among the Nations during the Holocaust, Medgar Evers, Emily Murphy).

- Describe ways citizens can be involved in responding to issues in which contrasting value systems, multiple perspectives, and differing civic purposes coexist, and determine their own sense of responsibility in relation to these opportunities for involvement.

- Demonstrate an ability to research questions and issues of civic importance, and to think critically and creatively about these issues and questions.
- Demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

- Demonstrate an ability to formulate questions; locate information from different types of sources (e.g., texts, special references, news media, maps, community resources, Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials.

- Research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals' and groups' contributions.

- Produce a research report on the contributions of public agencies (e.g., government bodies, service clubs, media, public interest groups) and evaluate the value of these contributions to society.

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

Steps at a Glance
Step 1: Research—Evaluation of Web Sites
- Identifying fact, opinion, and bias
- Contacting and analyzing NGOs

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

Step 2: Preparing a Multi-Media Presentation
This multi-media presentation may include interviews with victims or agencies that are attempting to deal with the problem, video clips, a power point presentation, posters with statistics and charts, photographs or pamphlets. Students must include both visual and written information in the presentation. The presentation should be approximately 15 minutes in length. Teachers will prepare students for this presentation by discussing how to create and deliver an engaging and inspiring presentation.
This presentation will provide students with the opportunity to become familiar with and understand the importance of essential components of an effective presentation when trying to engage an audience and promote change.

Strategy 3: Taking Action Against Child Labour: Developing a School-wide Initiative
Reflections on the Strategy Applied

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

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

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

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

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

- Demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

- Demonstrate an ability to organize information effectively (e.g., using summaries, notes, timelines, visual organizers, maps, comparison organizers).

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

- Participate effectively in a civil action or project of interest to them and of importance to the community (e.g., attend public hearings, plan religious or cultural event, join special interest group, write letters to editor).

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

Steps at a Glance
Step 1: Fair Wear Policy
Students will be encouraged to become involved in a campaign to raise awareness in their school about clothing and equipment that has been made by children in sweat shops. School groups will be encouraged to consider current practices, their implications for children, and to consider ways in which children can be protected from economic exploitation and ways in which the worst forms of child labour. Actions may range from encouraging students to check labels on their own clothes to schools checking out their uniform suppliers in order to determine the conditions under which clothing has been made. During this process students will learn investigation skills, letter writing skills, and other appropriate actions. These initiatives will culminate in a presentation to the appropriate school and community groups.

- Letter Writing Campaigns (Public Officials, Newspapers)
- Telephone Simulation
- Petition Writing

Step 2: Fundraising
In this strategy students will learn exciting ways to raise money for a specific NGO that has been previously researched and selected due to its effective strategies in dealing with child labour. Specific examples of how to develop and carry out an effective and appropriate fundraising strategy will be given such as: scavenger hunts, car washes, and fair wear putting contests. During the fundraising process students will learn how to

A Rubric For ... Writing A Letter

Learning Expectations/Results/Outcomes:

Students will…

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

Criteria	Level 4 Achieves the standard with distiction	Level 3 Achieves the standard	Level 2 Close to achieving the standard	Level 1 Has not yet achieved the standard
Knowledge and Understanding	Writer makes detailed reference to documented evidence in building her/his case		Writer makes some reference to documented evidence in building her/his case	
		Writer analyses the impact of government policy on individuals and on communities		Little reference is made to the impact of government policy on individuals and on communities
	Writer makes effective use of reference to current events in building his/her case		Writer makes some reference to current global events in building his/her case	
Thinking/Inquiry		Writer develops a convincing case in support of her/his point of view		Writer has yet to develop a case in support of a point of view
	Writer develops arguments by producing a variety (4 or more) of types of evidence, for eg. Statistics, case studies, quotes, personal experience		Writer develops arguments by producing 2 types of evidence, for eg. Statistics, case studies, quotes, personal experience	
Communication		Writer makes very few spelling or grammar errors		Writer makes many spelling or grammar errors
	Writer organizes arguments and evidence for maximum effect.		Writer organizes arguments and evidence with some effect	

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

Your Task:

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

The Presentation:

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

The Selection Process:

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

Evaluating Web Sites
(Support Resource # 2)

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

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

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

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

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

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

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

Letter Writing Strategies
(Support Resource #3)

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

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

Within the School:
- letter to student council
- athletic council
- principal
- school council

At the School Board:
- Local trustee
- Chair of board

Government:
- local M. P. P.
- local M. P.

Companies:
Suppliers:

Media:
- local newspapers
- city newspapers

Check List of Letter Writing Skills

- To write an effective letter, try to put yourself in the position of the reader and consider the type of letter that might have the greatest impact on you. Some points to consider are:

- Be positive, but direct and only address the issue of child labour in your letter. Too many issues might take away from your theme

- Be pithy…in other words get to the point and do not spend pages telling the reader what they probably already know (this applies especially to letters to the editor which will not be published if they are too long)

- Let your voice ring true (don't try to write in the style of another person)

- Be accurate…any false or misleading commentary will only take away from the key point you want to make

- Be courteous and constructive and assume that you are the one receiving the letter as a good rule of thumb

- Give specific examples from your school and community to support your point and don't forget to use stationary from either your school, interest group, or self. (it is easy to create your own stationary if you do not have institutional support)

- Promote a reply to your letter by asking the recipients what their opinion is

- Be appreciative in the tone of the letter

Example of Letter to a Retailer/Manufacturer

Dear _____-

As a student at Advocacy High School in Anytown, I really care and am concerned about the clothes I wear. As a teenager in Anytown and as your customer, I appreciate the fact that you make fashionable clothes which I am happy to wear if the clothes were manufactured under decent conditions. By decent conditions, I am sure you are aware that I am talking out of concern for the workers who manufactured these clothes and specifically that they have fair wages, safe and healthy workplaces and are treated with respect both within your company and among your suppliers in Canada and abroad.

Can you assure me, a loyal customer, that you are concerned about the treatment of your workers both here and abroad and that you are working with others in your industry to create truthful meaningful labels so consumers can know exploited labour was not involved in making your products?

I look forward to continuing to do business with your company if you can assure me that the above conditions are met.

Sincerely,

Concerned Citizen

Telephone Call Strategies
(Support Resource #4)

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

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

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

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

Telephone Simulation

Before you telephone your contact, you must practice the skills listed above.
- Form a group of three
- Decide on roles (one person is responsible for making the call, another is responsible for answering the questions, and the third should observe and take notes)

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

<div align="center">

How to Write a Petition
(Support Resource #5)

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

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

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

Sample Petition

<div align="center">

Adopting a Fairer Wear Policy

</div>

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

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

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

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

Rationale:

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

Helping Students Create A Plan of Action:

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

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

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

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

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

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

Sample Press Release

Child Labour Just around the corner

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

January 12, 2003

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

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

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

Fundraising Ideas
(Support Resource # 8)

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

1. Paper Airplane Contest

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

2. Fair Wear Putt Contest

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

3. Car Wash

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

4. Karaoke Contest

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

5. Scavenger Hunt

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

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By Pat De Caria, Wayne Garthson, John Lettieri,
Brian O'Sullivan, and Vince Sicilia

This particular chapter has been designed for those who are interested in establishing a school-wide program of global citizenship in their community. The success of any global education school program is directly proportional to the way a school can successfully define a school-wide global curriculum plan and global school projects. To this end, a school global planning team, was established at a Catholic secondary school north of Toronto, which devised a comprehensive global curricula framework. This school plan was used to guide the school writing teams, staff in-services, and successive school projects and partnerships. Both the curriculum plan and the projects are outlined in this section.

In 1997, the secondary school was officially designated by its board of education, as a School for Global Education. This designation was the culmination of two years of work whereby a team of teachers and administrators studied successful global education programs in the Toronto region, consulted with provincial leaders in global education and met with university educators in the field of global and international issues. Furthermore, international examples of successful global education programs were studied from the United States, England, France, Germany, and Japan. Finally, international efforts at global/environmental citizenship by important international groups such as UNESCO (e.g. Baltic Sea project) or the EU (Europe in the Classroom) were studied to glean their exemplary practices.

Since 1997, the school has established school curriculum writing teams to infuse global issues in its curricula, implemented teacher in-service sessions on global issues, and engaged in a number of important school projects and partnerships—all with the ultimate goal of wanting to ensure that our youth become informed, globally literate, critical thinkers and citizens.

The Role of Education in a Global Era

There is a perceived "crisis" in education—namely, that our schools have failed to keep up with the demands of globalization: world commerce, technological innovation, educational achievement, and understanding our interdependent global needs. Our schools, which have always been sites of struggles by competing interests for control of the educational agenda, are now engaged in a struggle to define the purpose of education in and of a global context.

It is these larger global issues that are forcing us to arrive at new definitions about what constitutes "excellence" in education. Excellence in education demands that students acquire a profound understanding of the impact of all aspects of globalization.

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

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

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

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

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

To reverse the decline of civil society will mean forging significant "democratic Alliances" between researchers, educators, and NGO's, including those located in the developing nations. The concept of "globalization from below"—namely, the alliance of local, national, and international activists against the ill effects of globalization is becoming a stronger reality each year (e.g., the convening of international summits by political and business leaders in Rio de Janeiro 1992, Koyoto 1999, Seattle 1999, Quebec 2000 became the gathering point for alternate summits for NGO's and activist groups that provide invaluable opportunities for networking and collective action on a global scale) .

As Welch (2000) points out, the choice is to retreat into a "commodified, increasingly private world," as indicated by globalization and/or modernity, or instead, to work towards the redemption of modernity which is capable of renewing democracy, including through education. This is the heady challenge and rationale for pursuing a school-wide global education program. This is the opportunity to create globally literate teachers and students who realize the important common ground we share in our global future.

Establishing A School-Wide Global Education Program

The success of any global education school program is directly proportional to the sense of expertise, ownership, understanding - and comfort - that the school staff possesses vis a vis global and citizenship education. Many teachers highlight international issues in their curriculum, and many even have had experience overseas as volunteers, teachers or travelers. However, many do not necessarily see these experiences in a broader context or framework of international issues, trends or challenges. As a result, the planning team (mentioned earlier in the introduction of this chapter) devised a comprehensive curricula framework for the school's definition of global education. This curricula framework was then used to guide the writing teams, staff in-services, and successive school projects and partnerships. A school framework or plan is a very important activity to nurture staff ownership and leadership in such a program as each school maps out its own framework.

1. The Curriculum Framework
All major global issues ultimately are multi-dimensional. As a result, the school's curricula definition of global education defined all major world issues and trends as consisting simultaneously of six dimensions—economic, political, technological, cultural, and ecological. As a Catholic secondary school, the role of faith issues is yet another important component in global education—particularly those positions on global social justice enunciated by the Canadian Conference of Catholic Bishops or the Pope on

matters such as the end of the global arms race, disinvestment in dictatorships /apartheid regimes, and call for a fair distribution of the world's resources. Even for those schools which are not religious based, an emphasis on humanitarian and ethical social justice issues is a cornerstone of global and citizenship education.

Next, our framework encompassed four major goals:
- That students acquire a global systems thinking perspective--that all issues are interconnected.
- That students appreciate the local/global nature of global trends.
- That students learn about successful examples of global success and hope—that world crises have been solved successfully by international cooperation and teamwork.
- That students need to experience personal growth through their understanding and experience with global trends and issues.

2. *Curriculum Writing by the School Staff*
Curriculum writing by staff members was an important component of the global education program. Inviting large numbers of the staff to join the school writing team (some 35 teachers over several years)—with release time and writing stipends—went a long to ensuring that staff members developed a comprehensive global perspective on their subject area. These teacher/writers were in turn responsible for in-servicing their subject department colleagues and monitoring the success and revisions to the curricula they had written. Also, a Global Guidance Plan was developed to focus on new careers in the global economy as well as the requisite personal and humanitarian perspectives that were needed in a global society.

After several years, all courses in grades 9 and 10 were infused with global material using the framework mentioned above. For the senior secondary school, selected courses were identified and globalized, and students taking these courses could receive a Global Education Certificate upon graduation. These courses were chosen to provide breadth of programming in global issues as students were required to select courses that covered curricula in the areas of Faith/Ethics, Business/Economics, Politics, Culture, Technology, and Ecology.

3. *Global Teacher In-Services*
There was initial staff discomfort with this comprehensive approach to global education. It was too multi-dimensional, too cross curricular. However, this was not difficult to overcome. Secondary school teachers are passionate about their particular subject-its merits, its contributions to society, and its value in the offerings of a high school. Our team put only one demand upon each school department—organize a PA day for a site outside of school, which demonstrates how your subject area is played out on the global scene. For some, it even required extra prompting and assistance, but, in the end, the results were very overwhelming.

To name but a few, English teachers visited the offices of CANOE/Yahoo, Social

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

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

Global Partnerships/Certificates/Activities

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

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

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

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

Learning Expectations
- Demonstrate an understanding of citizenship within a global context.

- Demonstrate an understanding of the challenges of governing communities or societies in which diverse value systems, multiple perspectives, and differing civic purposes coexist.

- Demonstrate a knowledge of different types of citizen participation and involvement.

- Demonstrate an understanding of the ways in which outside forces and events have shaped Canada's policies and Canadian life.

- Develop a sense of global citizenship and become informed, purposeful, and active participants in Canadian society.

- Have knowledge of and experience of interdependence, diversity, international themes and issues, and the role Canadian individuals and organizations play in responding to issues and events of global importance.

Steps at a Glance

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

- A Global Coop program was established where students could spend a semester long (four month) co-op education placement with a global agency or organization, which earned students credits towards their high school diploma.

- Students were free to select a placement in one of the six areas (ecological, cultural, technological, etc.)

- Placements were arranged via the Guidance and Coop education staff of the school.

- To-date, students have had Global Co-op placements with such establishments as Bombardier, SPAR Aerospace, UNICEF, the Globe and Mail newspaper, McCarthy Tetrault law firm, Hospital for Sick Children, St. Michael's Hospital, and various Internet corporations. This certificate helped students gain access to limited-enrollment post-secondary programs and obtain prestigious university scholarships.

- Finally, a school Global Education Certificate was established.

- Certain senior high school courses were identified as "globalized" by the school writing team and these were highlighted in the school's course calendar.

- Students enrolled in these courses were eligible to receive this special school certificate awarded upon graduation.

- As part of the certificate requirement, students had to have done their community service work with a global group or participated in the school Global Co-op

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

- The Global Certificate Program is promoted via i) homeroom visits during course selection time each February ii) presentations in the Career Education course, and it is recognized at graduation via a special certificate and plaque for those who have completed the program requirements.

Strategy 2: Global Speaker Series/Global Career Education Days

The Global Speaker Series was established to expose students to significant global issues and events from persons who are leaders in the international community. The Global Speaker Series/Global Career Days consists of an annual school-wide event featuring a keynote speaker and six to seven workshop speakers on international issues/trends from groups in global sectors of business, culture, the environment, technology, media, entertainment, health, and science. The speaker is chosen for their extensive knowledge and experience in global affairs. Workshops then follow this speech with panelists asked to give specific career advice to students about their international career area.

The keynote speakers have included Gwynne Dyer, Dr. A. Leahy (Former Canadian Ambassador to Russia), Samantha Nutt (War Child Canada), Toronto Star journalist David Crane, CBC journalist Anne Medina, Gordon Cressy (former head of the Learning Partnership), Gerald Skinner, Canadian Ambassador to Iceland and Peter Drake, vice-president, T.D. Canada Trust.

Career panelist speakers have included representatives from the International Red Cross, AT&T, Environment Canada, Greenpeace, CBC-TV, The National Film Board, Royal Plastics, KPMG, Hewlett Packard, Doctors without Borders, the Humane Society of Canada, and Olivetti Technologies.

The global speaker/global career day activity has been well received by staff and students because contemporary global trends are examined by speakers who have a wealth of first-hand knowledge and experience in their fields .For example when Gwynne Dyer spoke to an assembly of staff and students two weeks after the tragedy of September 11th, 2001, he was able to explain the context and origins of this major world event.

Learning Expectations
- Demonstrate an understanding of citizenship within a global context.

- Demonstrate an understanding of how global economic and environmental factors affect individual career and lifestyle opportunities.

- Acquire first hand knowledge via international speakers about global interdependence, diversity, international themes and issues, international employment, and the role of Canadian individuals

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

Steps at a Glance
- Decide a major theme—a timely and topical global theme appeals to both guest speakers and students alike.

- Select keynote speaker and panelists speakers that directly relate to the major
- theme. Allow some four months in advance to contact speakers and confirm their attendance.

- Prepare for the presentation. Students complete background readings, take notes during presentation, and formulate questions for the speaker.

- Assessment of notes and questions.

- Debrief sessions on the theme presented by the speaker in classes the next day.

Directions for the Keynote Speaker and Panelists
(Support Resource #1)

While guest speakers are often willing to speak before large school assemblies such as this, it is very important that the speakers be aware of the topics you wish them to cover. Keynote speakers and the panelists were asked to address specific following questions.

Speakers were encouraged to speak well beyond the bounds of these topics, but by at least covering the core topics (See Support Resource #2), even speakers/panelists found it fascinating to compare the common global trends that are challenging their professions, no matter how diverse their professions.

Global Speaker Series/Global Career Days
(Support Resource #2)

Guest Speaker Ambassador Gerald R. Skinner - Ambassador Of Canada To The Republic of Iceland

Ambassador Gerald Skinner addressed the students about Canadian foreign policy, including the impact of changes in Russia, Eastern Europe, and the Middle East.

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

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

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

Keynote Speaker: Dr. Samantha Nutt, Warchild, Canada

1. Students should take detailed notes on the presentation

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

3. Students should prepare one question to ask the keynote speaker on her presentation.

Strategy 3: School/Community/Global Partnerships

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

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

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

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

- Canada and Terrorism 2002 (members and colleagues of the Canadian Institute for International Affairs).

- Global Environmental Issues 2001 (involving Pollution Probe, World Wildlife Fund, Greenpeace and York University Environmental Studies).

- Human Rights and Development 2000 (involving Amnesty International, Catholic Organization for development and Peace, the Interchurch Group on Latin America and UNICEF).

- Asia and the Global Economic Crisis 1999 (Glendon College faculty).

Learning Expectations
- Develop an understanding of global interdependence and Canada's varying responsibilities through involvement in school/community/global partnerships (e.g., community, university).

- Develop a broader understanding of related concepts (e.g., globalization, diversity, sustainability).

- Demonstrate an understanding of how global economic and environmental factors affect individual career and lifestyle opportunities.

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

Steps at a Glance

Step 1
- Identify post-secondary institutions in your community, which have an established involvement in global and citizenship education.

Step 2
- Locate the name of a Faculty or College Dean in this area and then contact them in a brief telephone conversation Explain your interest in establishing an educational partnership with them and advise them you would be willing to provide them with a background file detailing your school's interests and activities in global and citizenship education.

Step 3
- Include in this letter any suggestions you might have about how your school could enhance the partnership (e.g. producing recruitment videos for the university, preferential access to your school athletic /auditorium facilities, provide advice on how secondary school educational reforms will impact on colleges/universities).

Step 4
- Most importantly, in negotiating the details of the partnership it is important to move slowly, patiently and agree on commitments completely. It is an important matter of that you reassure the college/university that this is a non binding partnership and will not be a financial cost to them. In both cases, this is a sharing of talent, facilities, and existing conference work at each site that is most beneficial to now share between the two schools.

Concluding Remarks on a School–Based Global Education Program

The establishment of a school-wide approach to global and citizenship education offers the opportunity of energizing teachers and students about the exciting range of phenomena happening in our world, be they economic, political, ecological, technological, cultural, humanitarian, or a combination of all of these. In a world characterized by rapid global change, it is our mutual educational advantage to provide our teachers and students with the knowledge, skills and values to understand the magnitude of global problems—and to work constructively towards a better future for humanity and our world.

This kind of program takes many years to establish so take it one measured step at a time Its success rests squarely upon the good will, camaraderie and sense of purpose that a large staff need to share to accomplish this large task. Nonetheless, despite the hard work it has been a wonderful journey.

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Chapter 9: Assessing Student Learning and Global Citizenship

By Laurie Kuchirka and Frank Taylor

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

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

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

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

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

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

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

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

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

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

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

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

Anecdote 2. A second good news assessment and evaluation process was a project on Genetically Modified Organisms. This assignment can be done in grade 9 Geography, grade 12 World Issues, or grade 10 History or Civics. It was used with a class at a secondary school in Toronto. The project was set up as a debate. There are two sides to the debate, pro and con GMO labeling in Canada. Students choose a card as they enter the classroom for the day. On the card they find their role and the perspective from which they approach the issue. For example, there is a pro GMO labeling farmer, and a con labeling GMO farmer, a pro GMO grocery store owner, and a con GMO multi-national business person (Monsanto), etc. Each role is comprised of two to three students who work cooperatively to find and disseminate information. Initially all groups are given folders with newspaper clippings, and other primary source materials, to get them started. After compiling arguments based on their folders, they move to the library or computer lab to search the Internet and to further assemble information, or fill in gaps. Cooperative group skills such as listening, sharing ideas and encouraging each other are discussed and decoded using *see and say* charts*. These skills are then assessed daily by the teacher using observational charts as the students work on their project. The students also receive feedback on the research process in the form of an assessment grade and anecdotal comments to help guide them if they are off-track. The student debate is a venue for informal peer assessment. Students receive some coaching on debating skills. In formal debate style, students each take turns making points based on their research. Their peers then assess and critique their points in debate style. Following the debate, as a culminating performance evaluation activity, students are asked to write a letter to the Prime Minister of Canada, supporting either pro or con GMO labeling. This letter is formally evaluated for form and content with the option to rewrite the letter as many times as they want before a final grade is assigned. Samples of assessment tools used in this assignment can be found in Appendix 1 on pages 23 to 25.

In the beginning, I was worried the students would not engage fully in the activities since the preliminary portion of the project did not involve formal evaluation, but simply preliminary assessment. I was gratified to see, however, that students took on the project with enthusiasm. This could have been a result of the appeal of the topic, the variety of tasks, or the cooperative nature of the activity, but I also believe that students felt less pressured to perform in the formative stages, and therefore took more risks in learning. In the formal evaluation stage, I was encouraged to see that students had learned from the initial portion of the project, from both teacher feedback and peer assessment during debate, which they applied in their final letter writing performance task. Some students took the option to rewrite their letters to improve their grades. I feel this option provided an opportunity for those students who didn't achieve their desired result to learn material they would otherwise have missed. If our goal as teachers is for our students to learn, then providing these opportunities for them to redo something, and finally 'get it' is invaluable. In certain situations providing formal evaluation for all portions of the project may be necessary, and could easily be incorporated into the project. In my opinion, though, evaluating the final portion of the project as an independent exercise carried out in class

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

Thinking about assessment and global citizenship

The *purpose* of assessment is *to improve student learning[1]*. Learning is the "stuff" that lasts … that travels … that will leave with students and be extended when the course is through. Improving student learning is the litmus for testing our assessment behaviours. Is what we do day to day consistent with this end? The focus of this resource is educating for global citizenship. Involving students in the process of assessing their own work is an excellent way to foster civic and global responsibility. Our daily practice can be consistent with the attitudes, skills and knowledge we hope to develop and foster in a global citizen. The two good news stories shared above attempt to make assessment inclusive and transparent. Assessment in these cases is used to engage students in the process of learning.

The literature on assessment is formidable in its volume and in its probity, yet no aspect of school practice is as impervious to change as this most critical element. Grant Wiggins' reference to assessment as the *Trojan Horse* of *real* school change is an image worth pursuing. Perhaps, educating for global citizenship offers a means to this end because students are so easily genuinely engaged in learning because the issues are real. Among those who might influence and guide a transition in assessment practice is Ken O'Connor who has written a very practical, teacher friendly workbook, *How To Grade For Learning,*[2] that forces the reader to confront daily practice. O'Connor uses case studies, those we have all encountered, to help us reflect on current assessment and evaluation methodology. He lays out alternatives providing clear examples, then challenges us to at least consider making changes. Not to be missed is Chapter 5, *Crunching Numbers*.

Another thoughtful favourite is Ruth Sutton who captures the essence of *less is more* in her very readable 170 page book, *Assessment For Learning.*[3] In Chapter 4, Ruth says,
> Looking back on my years in the classroom, I'm not happy about the way I approached marking as a secondary teacher. I was clear that marking should give my pupils feedback about their work so that they could improve it next time, but I was overwhelmed by the sheer quantity of it, not always clear about what I was looking for, and often distracted by the cosmetics of presentation rather than the knowledge and understanding which took a little longer to spot.

Many of us could have written this as we have had very similar thoughts. Ruth writes in the vernacular and offers useful suggestions in this chapter entitled, *'Marking' or on-going assessment and record keeping.*

An early and profound influence in our own transition is the work of Alfie Kohn. He writes disturbing stuff under titles like *Punished By Rewards* and *Grading: The Issue Is Not How but Why.*[4] The latter is a four page "must read" for all teachers in which Kohn critically analyses the accepted rationales for grading then offers a vision for a supportive alternative.

Are the stakes high in the assessment enterprise? Richard Stiggins[5] suggests ...
> If we mismeasure achievement, we might fail to identify important learner needs, group students inappropriately, place faith in instructional strategies that really don't work,

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

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

In order to accomplish improved learning, teachers might …
• make students partners in the enterprise rather than dependents;
• make assessment more about information for students … about how they're doing, and less about numbers, letters and judgements ;
• believe that less **is** more.

Changing behaviours is difficult for students and teachers. However, we should remember that the old saying *You can't teach an old dog new tricks* was written by an old dog. We have become conditioned to letters and numbers. Alfie Kohn calls this *pop behaviouralism ...*

> Do this and you'll get that … The wisdom of this technique is rarely held up for inspection; all that is open to question is what exactly people will receive and under what circumstances it will be promised and delivered.[6]

Is this how the real world works? Is this how we want it to work? Do businesses and institutions want people who will only work when there is a reward or the threat of sanction? Most teachers are horrified at the thought, yet are day to day classroom practices consistent with the desired end of a self motivated, independent thinker?

Assessing For Student Success

Assessing for success is different from *marking.* The difference lies in the distinction between *formative assessment* and *summative assessment or evaluation.* The former places emphasis on gathering information on student performance and providing feedback and encouragement designed to improve performance. Ideally, the great majority of assessment is *formative. Summative assessment or evaluation* involves making judgments based on the evidence collected. Because a mark or grade implies a judgment, work graded or marked is seen by students as summative. Although judgments should be made based on *all* the evidence available, a summative assessment task or test is most appropriate at the end of a unit or course to provide students with an opportunity to demonstrate what has been learned.

Positive constructive assessment practice …

• assesses achievement and performance *on assigned tasks*, and assesses behaviours separately;
• assesses learning expectations or desired outcomes;
• is selective in what is assessed…quality in selection not quantity;
• employs a variety of assessment types and tools … the most appropriate tool for the task;
• accurately reflects *individual* performance;
• accommodates for individual needs including exceptional students;
• emphasizes intrinsic rewards;
• involves students in a discussion of assessment criteria;
• describes clearly what success looks like. What is the *Standard*?

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• provides assessment criteria and descriptors with the assignment including exemplars …examples of successful student work; and
• provides peer or teacher comment…feedback, lots and lots of feedback, particularly on first drafts or attempts.

Assessment Tools and Their Use

Tools What is Assessed	Rubric and Rating Scales	Observation Forms and Checklists	Reflection	Quiz	Test/Exam
Knowledge and Understanding	Assess depth and breadth of research as for an authentic task, debate, report, essay		Used for making personal meaning …connecting to existing knowledge	Asses factual recall objective type questions… short answer type, multiple choice, fill in the blanks, matching, true/false	Assess knowledge in essay and short answer type questions… analyze, synthesize, evaluate, extend
Thinking and Inquiry	Assess skill in problem solving and decision making	Assess task skills and inquiry process …checkpoints in completing work	Assess information and making personal meaning		Assess methodology, interpretation, analysis and application
Communication	Assess oral and written communication skills …language use, organization, presentation, effect as well as products …web site, brochure, story, fable, essay. Use of props and aids…photos, charts, graphics, software.		For dialogue or to provide feedback on expressed opinions, feelings or perspective		Assess writing component for essay type answers and oral exams
Application and Making Connections	Assess culminating events or tasks and alternative final assessments… complex authentic tasks incorporating all of the above, also role play, simulation		Used when evaluating and applying knowledge and understanding in other familiar and different contexts		Assess essay type simulation questions

Performance (Authentic) Tasks:

Each chapter in this resources outlines three teaching strategies, many of which are performance tasks. Some provide opportunities for students to become actively involved in civic action and with developing and fostering global citizenship, designed to increase civic literacy. Awareness of individuals who *make a difference* is very important in reinforcing the on-going theme of the *power of one* that is so critical in citizenship education. Timely issues like those related to environmental stewardship easily *hook* students. The concept of *ecozone* is new and is very attractive as it takes a much more holistic approach to the environment that just makes sense allowing students to see connections between setting, issues and actions that individuals can take.

- You are to create a "biography box" that represents the life of a prominent person who has had a profound influence on the quality of life of people through humanitarian work in her/his community (local to global).You will present your appropriately decorated box with its minimum of 8 artifacts representing the person's contributions and accomplishments to the teacher librarian of Anyplace S.S. Your box will be added to the resource collection for use by students in future research projects.

- You are to create an illustrated story (a picture book) for a grade 1 audience set in one of Canada's ecozones. Your story must demonstrate an understanding of all of the components of the ecozone and their interrelationships. You must use computer software in creating your story. You will read your story to grade one students in a local feeder school.

Some examples of many authentic tasks that are outlined in the following chapters include...

Task	Location
An *Action Report* on becoming a global citizen that includes a range of 5 actions a student might take ... select one and do it	Chapter 1, Strategy 3
Take the *Human Rights Temperature* of your school	Chapter 3, Strategy 1
Citizenship lab ... researching an issue and developing and implementing action strategies to be shared at a Civics Fair	Chapter 6, Strategy 3
Develop and implement a "Fair Wear" policy for your school	Chapter 7, Strategy 3
Conduct mandatory community service work with a global agency or organization	Chapter 8, Strategy 1

On the pages that follow, assessment tools for the two tasks above will be developed as models for the type of tools that will accompany many of the activities introduced in each chapter. Other samples are offered to demonstrate different scale formats. In all cases, we will be attempting to ensure that our assessment practice is consistent with our citizenship intent.

Assessment Rubrics and Rating Scales:

A rubric is a special kind of scale for assessing student work. A rubric answers the question …what does success … and varying degrees of success look like? A typical rubric contains a scale of possible levels of performance ranging from level 1 (considerable work necessary to reach the standard) to Level 4 (exceeds the standard). It provides clear descriptors for each level of performance.

A rating scale is a device used to assess student work against criteria. It is different from a rubric in that it describes a successful performance with varying degrees of detail, from the criteria alone to

detailed descriptions similar to those found in Level 3 in a rubric. The scale may rate several levels of performance, but only one is described. Like rubrics, rating scales provide performance feedback for students.

Why Use Rubrics?

A good rubric …

• clearly establishes the criteria for assessment;
• defines the standard … a Level 3 performance and answers the question for students, What does success look like;
• establishes a reasonable standard, one achievable by all students being assessed using the rubric;
• has a scale of levels of performance…ranging from Level 4, representing the top level of performance to Level1, representing a level of performance not yet at standard;
• has detailed, clear descriptors for each criterion at each of the 4 levels of performance…what the work or each performance looks like;
• has descriptors that define differences in performance of the same element across the 4 levels of performance;
• provides examples for clarity where needed;
• clearly establishes the difference in performance from one level to the next in even increments;
• describes performance using positive, constructive language;
• makes provision for suggestions for improvement;
• promotes consistency and accuracy in assessing student work;
• provides the language and the focus for detailed discussion of student work.

We can take much of the mystery out of constructing rubrics. Those on the following pages exhibit a variety of styles and formats. In all cases, we have placed the highest level of performance first because this represents what students might strive for … "This is what your project/task might look like". There is no consensus on this question. In fact, most start with Level 1. It is a matter of choice. There is also no magic in four levels. It is what is done in this jurisdiction. Grant Wiggins, among others prefers an odd number of levels in his rubrics. Given that we wish to be positive and constructive, we would never include a level describing a student performance that, in fact, means failure. The assumption is that all students will demonstrate a level of achievement of the assessment criteria. Should a student not do so for a few of the elements being assessed, I think it more constructive to not circle any descriptor on that line. This would automatically trigger a student conference.

In all cases, it is the Overall Expectations being assessed. We suggest inserting the learning expectations being assessed at the top of the page, between the title and the rubric itself. Rubric and scale construction is a necessary skill for all teachers. Following the steps below and using examples provided should make the task very much easier and result in a superior product.

In courses emphasizing citizenship, students should assume responsibility for assessing their own work. For them to assess their work and that of others successfully, they will need to be trained. They will need to learn the meaning of the words we use in assessment. What does "sharing ideas" look like; sound like? See pages 23 and 24 for two samples. Students can be taught to construct their own rubrics and scales. One way to accomplish this is to provide a partially completed rubric that students can complete working together in small groups, and then, as a whole class. We have

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

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

Suggested Steps In Developing A Rubric

• Decide what students will learn. What expectations/results/outcomes will be demonstrated? Include them on the rubric.
• Create a task that will allow students to demonstrate achievement of these expectations. Rubrics are best used for complex authentic tasks or to show growth in important skill areas where students will be provided with multiple opportunities to show growth.
• Identify criteria for assessing the task, for example, process (research, task skills), product (content, organization, creativity, presentation, communication).
• Keep several samples of student work to help in the development of descriptors for each criterion and for students to refer to as the work progresses.
• Completely describe what success looks like for each criterion. Use the samples to assist in the writing of clear, concise descriptors. Create "lines" for individual descriptors, and provide examples to add clarity.
• Describe performance for each criterion at each of the other levels keeping language consistent along the line, but making a clear distinction from level to level.
• Present the rubric to students along with the samples of successful student work when the task is introduced. Discuss each criterion and all descriptors using the samples to add clarity. Solicit suggestions from students to improve the rubric and make any changes suggested.

A Rubric For ... Writing A Letter

Learning Expectations/Results/Outcomes:

Students will…

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

Criteria	Level 4 Achieves the standard with distiction	Level 3 Achieves the standard	Level 2 Close to achieving the standard	Level 1 Has not yet achieved the standard
Knowledge and Understanding	Writer makes detailed reference to documented evidence in building her/his case		Writer makes some reference to documented evidence in building her/his case	
		Writer analyses the impact of government policy on individuals and on communities		Little reference is made to the impact of government policy on individuals and on communities
	Writer makes effective use of reference to current events in building his/her case		Writer makes some reference to current global events in building his/her case	
Thinking/Inquiry		Writer develops a convincing case in support of her/his point of view		Writer has yet to develop a case in support of a point of view
	Writer develops arguments by producing a variety (4 or more) of types of evidence, for eg. Statistics, case studies, quotes, personal experience		Writer develops arguments by producing 2 types of evidence, for eg. Statistics, case studies, quotes, personal experience	
Communication		Writer makes very few spelling or grammar errors		Writer makes many spelling or grammar errors
	Writer organizes arguments and evidence for maximum effect.		Writer organizes arguments and evidence with some effect	

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A Rubric For … An Ecozone Story

Expectations: Students will…

- demonstrate an understanding of spatial organization ... place, location, region
- describe selected Canadian ecozones and identify the processes that shape them
- demonstrate an ability to collect, organize and synthesize information from a variety of sources
- select and use appropriate methods and technology to communicate the results of an inquiry and present a variety of viewpoints on issues affecting Canadians

Criteria	Level 4 Achieves the standard with distinction	Level 3 Achieves the Standard	Level 2 Close to achieving the standard	Level 1 Has not yet achieved the standard
Knowledge and Understanding	You describe the ecozone setting completely and accurately illustrate it in your story	You describe the ecozone setting and accurately illustrate it in your story	You describe the ecozone setting and illustrate it in your story	Your description of the ecozone setting and your illustrations need more detail or greater accuracy
	Your story and illustrations show a clear and logical relationship between the main character and the environment (ecozone)	Your story and illustrations show a clear relationship between the main character and the environment (ecozone)	Your story and illustrations show some relationship between the main character and the environment (ecozone)	Your story and illustrations are either missing important relationships or the relationships are unclear
	Your story contains many references to processes that shape the ecozone	Your story contains some reference to processes that shape the ecozone	Your story contains few references to processes that shape the ecozone	Your story needs more references to processes that shape the ecozone
Thinking and Inquiry	Your research draws from a rich variety of resource types, Four or more are used	Your research draws from a variety of resource types. Three are used	Your research draws from two different types of resources	Your research relies on a single resource
Communication	Your story has all of the components of a short story	Your story has most of the components of a short story	Your story has some of the components of a short story	Your story needs more of the components of a short story
	Your story is very well written and has no grammar or spelling errors	Your story is well written and has no grammar or spelling errors	Your story has no grammar or spelling errors	Your story has some grammar and spelling errors
	There is a creative and clever integration of text and illustrations on most pages	There is a clear relationship between the illustrations and the text on all pages	There is a relationship between the illustrations and the text on most pages	There is some relationship between the illustrations and the text on some pages
Creativity	All illustrations are very colorful and imaginative	Most illustrations are colorful and imaginative	Some illustrations are colorful and imaginative	Illustrations need more color and imagination

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A Rubric To Assess … A Biography Box

Expectations: Students will…

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

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

Criteria	Level 4 Achieves the standard with distinction	Level 3 Achieves the Standard	Level 2 Close to achieving the standard	Level 1 Has not yet achieved the standard
Communication	I communicate information in a wide variety of formats …5 or more of reports, letters, anecdotes, graphs, charts, maps, photos, diagrams, symbols	I communicate information in a wide variety of formats …4 formats used	I communicate information in a variety of formats …3 formats used	I communicate information using 2 formats
	I speak clearly and correctly with authority and confidence. I use no notes; strong varied voice; full eye contact. I have relaxed posture and move freely about the presentation space	I speak clearly and correctly. I use few notes, strong voice, partial eye contact. I am relaxed for much of the presentation and move away from the desk and notes some of the time	I speak clearly and correctly for most of the presentation. I use notes for much of it. My voice is strong for most of the presentation. I make little eye contact and move little. I'm a little nervous	I speak correctly for most of the presentation. I use notes for most of it. My voice is strong for much of the presentation. I make little or no eye contact and stay close to my notes. I'm nervous
	I engage my audience throughout my presentation… many questions posed	I engage my audience through most of my presentation… some questions posed	I engage my audience through some of my presentation… few questions posed	I had difficulty engaging my audience through most of my presentation …no questions posed

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A Rubric For A Field Study… A Photo Essay …Holistic Format

Expectations: Students will…

- analyse the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions
- demonstrate an ability to research questions and issues of civic importance and to think critically about these issues and questions
- communicate the results of an inquiry using appropriate methods and technologies, and present viewpoints on issues affecting the community
- articulate clearly their personal sense of civic identity and purpose and understand the diversity of beliefs of other individuals and groups
- demonstrate an ability to collaborate effectively when participating in group inquiries and community activities

A Level 4 field study to produce a photo essay is characterized by the following:
All checkpoint requirements and teacher conferences were made on time. The photo essay has a clearly identified theme and delivers a relevant and significant message with considerable impact. Every photo selected relates to the theme and contributes to the message. The photos reveal field study with considerable breadth and depth, for example, the whole community is represented; enough photos are included to make a convincing case; significant community characteristics are represented, for example, the landscape, land uses, human activities, the people, buildings, contemporary and historic dimensions. Captions accompany every photograph and all engage the reader, for example captions ask or raise questions; reveal reflection and insight related to the subject of the photo. Photographs are technically superior. Each photo has a clear focus, excludes unwanted or extraneous detail, and is properly exposed. Photographs are thoughtfully sequenced; there is an obvious plan that enhances the message of the photo essay. The photo essay is attractively, effectively and creatively packaged, for example, use of computer software, colour, graphics, unique design elements.

A Level 3 field study to produce a photo essay is characterized by the following:
Most checkpoint requirements and teacher conferences were made on time. The photo essay has a theme and delivers a relevant and significant message with some impact. Most photos selected relate to the theme and contribute to the message. The photos reveal field study with some breadth and depth. Captions accompany every photograph and some engage the reader. Most photographs are technically excellent. Most photos have a clear focus, exclude unwanted or extraneous detail, and are properly exposed. Photographs are sequenced; there is an obvious plan. The photo essay is attractively and effectively packaged.

A Level 2 field study to produce a photo essay is characterized by the following:
Some checkpoint requirements and teacher conferences were made on time. The photo essay has a theme and delivers a message with some impact. Most photos selected relate to the theme or contribute to the message. The photos reveal field study with some breadth or depth. Captions accompany every photograph. Photographs are technically good. Some photos have a clear focus, exclude unwanted or extraneous detail, and are properly exposed. Some photographs are sequenced; there is some evidence of a plan. The photo essay is attractively packaged.

A Level 1 field study to produce a photo essay is characterized by the following:
Few checkpoint requirements and teacher conferences were made on time. The photo essay has a theme and delivers a message; Some photos selected relate to the theme and contribute to the message. The photos reveal field study with little breadth or depth. Captions accompany most photographs. Some photographs are technically good. Few photos have a clear focus, exclude unwanted or extraneous detail, and are properly exposed. Some photographs are sequenced. Elements of the photo essay are attractively packaged.

A Rating Scale For An Inquiry Task…A Primary Research Project

Expectations: Students will…

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

Social, cultural, economic character of Someplace High and Vocational School
In my research project,

	4 Achieves the standard with distinction	3	2	1 Not yet achieving the standard
answer a clear question about the social, cultural and/or economic behaviour or character of the student population, and therefore, the community	4	3	2	1
meet all conferencing commitments	4	3	2	1
structure my study with a clearly stated thesis statement	4	3	2	1
follow a well defined methodology for gathering quantifiable primary data… questionnaire, poll, interviews, observations	4	3	2	1
express my findings on attractive, poster sized maps, charts or graphs and I display them in the assigned space	4	3	2	1
use graphics that have visual impact and I make creative use of space…arrangement, colour selection, lettering, computer graphic	4	3	2	1
draw insightful conclusions and make relevant predictions and recommendations	4	3	2	1
answer all questions about my research project with authority and confidence making appropriate reference to my thesis, method, findings and conclusions	4	3	2	1

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Reflection

Reflection is severely under utilized. It becomes a casualty of curriculum coverage…too much to do, so little time. Yet there is no more powerful device in our repertoire for encouraging enduring learning. Many learning expectations or outcomes begin with the phrase, *demonstrate an understanding*. Reflection offers students the opportunity for significant "aha moments". In reflection they can connect new learning to prior learning. They can evaluate new learning against personal experience. This is higher order thinking at its best, a process that can lead to understanding.

Good reflective questions can be much more powerful than a quiz in assessing student learning. Reflection can open the door to meaningful dialogue among students or between a student and teacher.

We must be very careful in assessing reflection because we are asking students to share their thoughts and feelings. In most cases, teachers should consider responding with questions and comments in a kind of dialogue with an implied invitation to open lines of communication. If the decision is made to assess reflection, it should be based on the students' articulation of their thoughts and the quantity and quality of the support they offer for their thoughts.

Many opportunities for reflection are suggested in the following chapters. Just some of these are...
- Suggest four concrete actions you might take to keep your "village" safe ... Chapter 3
- Is Canada's Immigration and Refugee policy fair to all? ... Chapter5
- How does it feel to be powerful/powerless ... a response to tableaux simulations ... Chapter 6
- A reflective analysis of the *Forum For Young Voices* ... Chapter 8
- Why is the issue of *Human Rights* critical in my life? ... Chapter 9

The scale on page __ is one way to respond to a student reflection.

Some Types of Reflection:

• Metacognative: I learn best when…; If I was given another opportunity to complete this task, I…; Our group woud have worked more effectively if…; How do you feel about learning…?
• Open ended statements: As a result of calculating my ecological footprint, I…; If a refugee family moved in next door, I…; NIMBY is…
• Simulation or role play: If you were a resident of Kirkland Lake,…; As a Ford Motor employee, I…; You are a fifth generation fisherman on the Labrador coast. You have decided to accept the Federal Fisheries Department offer to buy back your license to fish. How do you feel about your decision?
• Moral questions: Should the Canadian government promote the sale of Canadian made tobacco products in the developing world? Should Canadians boycott sweatshop clothing and footwear?
• Point of view: I would be happy/unhappy about paying higher taxes to guarantee safe drinking water for Anyplace, Ontario; National parks should/should not be opened up for resource development.
• A metaphor: Create a metaphor for the concept of … development, foreign aid, leadership. Explain your metaphor.

Reflection

The reflection…

The reflection…	Yes	No
• is no more than two pages in length	☐	☐
• expresses personal thoughts, beliefs and feelings	☐	☐
• thoroughly supports personal thoughts, beliefs and feelings with relevant, specific examples including some from personal experience	☐	☐
• poses and pursues thoughtful questions	☐	☐
• makes predictions and/or recommendations	☐	☐
• is coherently and persuasively written using language correctly and effectively	☐	☐

Comments and suggestions:

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Tests

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

Consider the following criteria for test making.

Does your test/quiz have ...
• clearly written instructions?
• time guidelines for questions (if it's a unit or full class period test)?
• a variety of types of questions…2 or 3 of fill blanks, multiple choice, matching, true/false, short answer (writing or sketch and label), a writing question (short essay, letter, editorial)?
• an absence of tricks?
• a significant percentage of the questions require higher order thinking?
• an opportunity for students to learn something new or extend existing knowledge, for example an opportunity to read a short new sight passage, use new statistics, analyse a document, photograph or map?
• a requirement for students to demonstrate learning in all four categories… content knowledge, inquiry, communication and application?
 • some questions invite students to draw on real or imagined experience?
 • a clear marking scheme?

Final Evaluation…Some Alternatives

Recently, we have been given options to a final examination as a means to end a course, alternatives that accommodate many more student learning styles and that encourage more teacher and student creativity. Final evaluation can now include an examination, a performance, an essay or project, a portfolio any one of which can be administered towards the end of a course. We have, and more significantly, students can have choices.

A Culminating Unit Built Into The Course

They…
• are complex authentic tasks with a high potential to engage students;
• provide students with an opportunity to apply geographic knowledge and understanding acquired in the course;
• extend student learning into new content areas;
• require students to demonstrate their ability to inquire;
• involve communication of their results;
• may offer some choice;
• may involve some personal action on the part of students

A Portfolio

Final evaluation portfolio assignments vary from the very simple to the quite complex. The portfolio can be a folder of student selected work collected over the course of the year/semester, or a collection with teacher or school mandates attached.
All portfolios share the following characteristics:
- the focus is on student work and on tracking and improving performance;
- students collect samples of different types of work throughout the year/semester;
- opportunities are provided for students to review and improve their work;
- periodically, students are invited to reflect on items in their collection and the reflections are included in the portfolio;
- substitutions are allowed at any time;
- portfolios are the subject of student-teacher, and sometimes, student-parent-teacher conferences throughout the year/semester;
- portfolios can be electronic in whole or in part.

A Sample Final Evaluation Portfolio

Include at least 8 of the items listed below in your "show portfolio". All * items must be included. Up to 12 additional items may be selected at your discretion. The portfolio must be suitably introduced and concluded. Each item will have a reflective caption. Your portfolio will be reviewed periodically in teacher-student conferences and it will be the subject of at least one parent conference. Available exemplars and the criteria and desciptors in the following rubric provide a clear indication of portfolio requirements.

• A well written paragraph defending a point of view;*
• A report or project using statistical data analysis;*
• An application using student generated photographs, maps, or illustrations;
• A critical review of a film and/or book relevant to an issue under study;
• A creative presentation of the solution to a problem *
• A critical review of useful web sites;
• An application of technology in a problem solving context;*
• A handout for an oral presentation;
  - An expository essay of at least 5 paragraphs;*

An Essay Or Report And Oral Presentation

Questions requiring students to synthesize important "messages" of the course are recommended as a viable final assessment. Asking students to present all or part of their answer orally provides other students and the teacher with an opportunity to ask questions that may allow students to demonstrate understanding. An activity like this also functions as an effective review. Some class time might be devoted to group brainstorming or coaching. A couple of sample questions follow.

• A number of serious national and global issues have been studied this year. As a result of our work, you might be quite optimistic or quite pessimistic about our prospects for the future. Decide which you are and write an essay of at least 5 paragraphs defending your point of view. Make specific reference to topics or

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

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

- Select the 5 most interesting issues studied this year. Justify your choice;
- Describe the essential methodology involved in conducting an inquiry;
- Select what you believe to be the most effective source of information you used in conducting research and justify your selection;
- Name 3 different types of evidence you might use to develop an argument or point of view and provide an example of each;
- What would you include in the conclusion to an inquiry?
- Identify what you think is the most effective way to communicate the results of an inquiry. Justify your choice using an example;

A rating scale that might be used to evaluate the second question follows.

A Rubric for a Portfolio…Final Evaluation

Criteria	Level 4	Level 3	Level 2	Level 1
Introduction	The introduction is clear and complete. It establishes purpose, contents and order	Introduction is complete …purpose, contents, order	Introduction is almost complete	Introduction is incomplete; important elements are missing
The collection	All goals identified are appropriate for the learner	Most goals identified are appropriate for the learner	Some goals identified are appropriate for the learner	No learning goals are identified
	Selection includes more than 8 of the required items	Selection includes 8 of the required items	Selection includes 7 of the 8 required items	Selection includes fewer than 7 of the required items; some significant omissions
	Optional items fully represent all aspects of the course ; each has a strong rationale	Optional items represent all aspects of the course; each has an appropriate rationale	Optional items represent most aspects of the course; most have an appropriate rationale	Optional items represent part of the course; some have an appropriate rationale
	Portfolio items clearly demonstrate growth in most identified goals	Portfolio items demonstrate growth in some identified goals	Portfolio items demonstrate some growth	Portfolio items demonstrate little growth
	Insightful reflective comments are attached to all items	Reflective comments are attached to all items	Some personal comments are attached to most items	Some personal comments are attached to some items
Conclusion	Conclusion reflects fully and insightfully on your learning style and growth in knowledge and skills	Conclusion reflects on your learning style and growth in knowledge and skills	Conclusion offers some reflection on your learning style and growth in knowledge and skills	Conclusion offers little reflection on your learning style and growth in knowledge and skills
	Insightful, useful critical comments are offered on the portfolio process	Several useful critical comments are offered on the portfolio process	Some useful critical comments are offered on the portfolio process	Few useful critical comments are offered on the portfolio process
Conferencing and Presentation	Conferences about your portfolio were arranged on your initiative at appropriate intervals	Conferences were easily arranged about your portfolio at appropriate intervals	Conferences were arranged with little difficulty at appropriate intervals	Conferences were arranged with considerable difficulty at appropriate intervals
	All questions about your work were answered completely and with confidence	Most questions about your work were answered completely and with confidence	Many questions about your work were answered with some confidence	Some questions about your work were answered with some confidence
	Your work is presented with poise and confidence at your parent conference; no prompting is required	Your work is presented with confidence at your parent conference; a minimum of prompting is required	Your work is presented at your parent conference; some prompting is required	Your work is presented at your parent conference; considerable prompting is required

Appendix 1: Assessment tools for GMO Debate Project ... Anecdote 2

Observation Chart:
In the chart below, students receive ☺ , ☻ ,or ☹ for each day of the project, numbered days 1-6. Students are shown their assessment at the beginning of the following lesson so they may improve their work.

Student Name	Listening						Sharing						Encouraging					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

Special comments about any students:

Final GMO Project Assessment

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

Comments and Suggestions:

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

	Level 4 Outstanding!	Level 3 Great!	Level 2 On your way!	Level 1 Keep Trying
Technical Skills X2	-Variety of sentence types used -Sophisticated, effective and appropriate vocabulary used -Flawless use of formal letter format -Appropriate formal tone is used, yet letter is passionate and convincing -Type-written without spelling or structural errors	-Some use of complex sentences -Appropriate and effective vocabulary is used -Formal letter format is correct -Appropriate use of formal tone -Type-written without errors	-Mostly consisting of simple sentences -Some examples of effective vocabulary are used -Formal letter format is mostly correct -Type-written with few errors	-Consisting of simple sentences -A few examples of effective vocabulary are used -A semblance of letter style is used -Hand-written
Creativity X1		-Use of creative language, such as metaphors, similes, etc. is extensive and effective	-Creative language is used well	-Used only simple language
Content X4		-Position on the issue is clearly and convincingly stated -Strong, concrete support is provided for your position -Is more than 250 words	-Position on the issue is clearly stated -Good, clear support is provided for your position -Is 250 words	-A topic is clear -You describe the topic, rather than defend a position -Is less than 200 words

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By Sandeep Sanghera

Amnesty International
www.amnesty.org
Awarded the 1977 Nobel Peace Prize, AI is a worldwide movement that researches human rights abuses and campaigns for the recognition of human rights for all. At the root of all AI Campaigns is the letter writing process. Letters are written in support of victims of torture, disappearances, and prisoners of conscience—those imprisoned for their beliefs who have neither used nor advocated violence.

Canadian Centres for Teaching Peace
www.peace.ca
A non-profit corporation, the goal of PEACE.CA is to promote lasting peace by encouraging individuals to think globally and act locally. It provides a wealth of web links to peace curricula and classroom resources.

Canadian Crossroads International
www.cciorg.ca
Supported by the Canadian International Development Agency, CCI works at building a network of global citizens committed to voluntarism, international development, and social action. Volunteers returning from overseas projects educate the public on development issues.

Canadian Organization for Development Through Education
www.codecan.org
CODE supports literacy and education programs in developing countries through provision of learning materials and support for literacy trainers. CODE campaigns include: "Loonies for Literacy" and "Project Love." The latter has Canadian students organizing school supply kits for students in developing countries.

Canadian International Development Agency (CIDA)
www.acdi-cida.gc.ca/index.htm
The Canadian International Development Agency (CIDA) is the federal agency charged with planning and implementing most of Canada's development co-operation program in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

CIDA's Youth Zone
www.acdi-cida.gc.ca/youthzone.htm
This site provides fascinating ideas on how to make a world of change in developing countries by youth contributing their own unique knowledge and skills. A number of initiatives are provided in which students might get involved.

CARE
www.care.org
International network of humanitarian organizations dedicated to the reduction of global poverty and the promotion of global responsibility. Projects include: "Economic Empowerment"; "Basic Social Services"; "Civil Society Strengthening"; and helping small coffee farmers in Honduras gain access to local and export markets.

Citizenship Education: The Global Dimension
www.citizenship-global.org.uk/index.html
A primary site for educators interested in exploring the global dimension of citizenship education, its website includes links to: teaching ideas; resources; whole school projects; case studies; citizenship calendar; and recommended sites.

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

The Common Good: Civics and Citizenship Education
www.abc.net.au/civics/
Drawing on material from the Australian Broadcasting Corporation, radio, and other on-line productions, The Common Good brings together resources on learning about civics and citizenship. Its "One World Many Democracies" project is a collection of projects that are interactive, collaborative, and internationally focused.

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

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

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

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

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

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

The International Campaign to Ban Landmines
www.icbl.org
Awarded the 1997 Nobel Peace Prize, ICBL lobbies governments around the world to
ban the use of antipersonnel landmines and to destroy existing stockpiles. ICBL runs an
on-line "Youth Against War Treaty" which collects signature from youths in support of a
mine free world.

Medecins San Frontieres
www.msf.org
Awarded the 1999 Nobel Peace Prize, MSF is an international medical relief organization
that offers emergency and long-term aid to places hit by natural disasters; epidemics;
famines; armed conflicts. Each year MSF hosts a touring outdoor exhibit--"A Refugee
Camp in the City"--that serves to educate the public on refugee issues.

Oxfam Canada Education
www.oxfam.ca/education/index.htm
Its aim to end global poverty, Oxfam Canada Education provides easy to download
workshop kits on such topics as: basic human rights; fair trade coffee; hungry for change
organizer's guide; putting food on the global table.

Oxfam's Cool Planet
www.oxfam.org.uk/coolplanet/index.htm

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organizer's guide; putting food on the global table.

Oxfam's Cool Planet
www.oxfam.org.uk/coolplanet/index.htm

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

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

Sierra Club of Canada
www.sierraclub.ca
Environmental organization focused on public awareness and environmental policy issues. The Sierra Youth Coalition is the youth-run branch of the Sierra Club. Young activists work on local and national environmental campaigns, lobby decision-makers, educate the public, and work to link social justice and environmental issues.

The United Nations CyberSchoolBus
www.un.org/Pubs/CyberSchoolBus/
The on-line arm of the United Nation's Global Teaching and Learning Project, the CyberSchoolBus uses the internet as an interactive educational tool. Its aims include: to create a global on-line education community; to encourage students to see themselves as participants in finding solutions to global problems; to give youth a voice; and to provide teaching resources.

The United Nations Millennium Goals
www.un.org/millenniumgoals/index.shtml
The Millennium Development Goals set out an ambitious agenda to: eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability; and develop a global partnership for development.

UNICEF
www.unicef.org
Awarded the 1965 Nobel Peace Prize, the United Nations Children's Fund works to protect the rights of children and encourage their development through education, advocacy, and fundraising. Through UNICEF's "Teachers Talking About Teaching," educators are put in touch with practical resources, classroom strategies, and other globally-minded educators.

UNICEF Canada Global Schoolhouse
www.unicef.ca/

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

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

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

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

educating for global citizenship in a *changing* world

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