

ACGC 
Alberta Council for Global Cooperation

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Julia Price – Project Coordination, Research and Writing
Gillian McPherson – Researcher
Christine Peters – Graphic Design and Layout
Pioneer Press Ltd. – Printing

ABOUT ACGC

Who is ACGC?

The Alberta Council for Global Cooperation (ACGC) is a network of Alberta based individuals and non-profit international development organizational members who build partnerships in Alberta and around the world, working in a variety of areas, including agriculture, education, emergency relief, environment, food security, gender equality, health, human rights, micro-credit, peace-building and conflict resolution, public engagement, technical assistance and training, and water and sanitation.

ACGC's goal is to support the work of its members through networking, leadership, information sharing, training and coordination, while representing their interests when dealing with government and others. Together ACGC members are stronger and better able to work towards sustainable development.

How can you get involved?

- Become an organizational or individual member of ACGC. Visit the website for details or contact the ACGC office.
- Sign up for the ACGC's free bi-monthly e-bulletin to keep up to date on events, opportunities and current issues.
- Sign up for the ACGC CONNECT newsletter by visiting the ACGC website.
- Follow ACGC on Twitter at @ACGCNow.
- Follow the Alberta Council for Global Cooperation Facebook page.
- Volunteer with ACGC or one of ACGC member organizations. Contact ACGC for volunteer opportunities.
- Donate to ACGC or one of ACGC member organizations.
- Keep informed about international development issues and find ways to get involved.
- Visit the ACGC website at www.acgc.ca to learn more about ACGC and its members.

CONTACT US:

Phone: 780.988.0200

Fax: 780.988.0211

Email: projects@acgc.ca

Website: www.acgc.ca

ABOUT DEVELOPMENT IN A BOX

In keeping with Alberta Education's focus on global citizenship and following a very successful grades 7-12 *Development in a Box* resource kit, ACGC presents *Development in a Box* aimed at grades 1-6! Through a collection of educational resources from contributing ACGC member organizations, this educational toolkit is to be used in grades one through six to aid in the incorporation of global issues into the curriculum and classroom.

Within this educational resource you will discover a wealth of lesson plans, activities and supplementary support, which will assist you in guiding your students through the Alberta curriculum in their journey towards becoming engaged global citizens. The lesson plans and activities included in this box have been contributed by twenty-two of ACGC's sixty-six members and touch upon thematic areas based around the Millennium Development Goals (MDGs). The themes included in the *Development in a Box* grades 1-6 initiative include: Poverty, Water, Global Citizenship, Peace Studies, Environmental Sustainability and Taking Action on Global Issues; additional activities not falling directly under one of these specific categories are also included. In addition, you will find a section dedicated to providing educators with background information to some of the important issues being addressed throughout lessons in the box. Each individual lesson description includes the following information: a summarized lesson description; lesson objectives; summarized Alberta curriculum links; estimated time needed to complete the lesson; as well as a list of all necessary materials.

To organize the box and to encourage educators to utilize *Development in a Box* on a frequent basis, this bound Resource Guide has been included for clarification. Upon exploration of the resource book you will discover the following, in sequential order:

- individual table of contents for the lesson plans;
- a section dedicated to lesson descriptions;
- a section outlining the different activities included;
- a section dedicated to outlining the background information included;
- applicable Alberta curriculum links in varying subject areas for grades one through six;
- a list of contributing ACGC member organizations;
- and description and contact information for each of our member organizations.

Please note that ACGC recognizes and celebrates the diversity of school systems across the province of Alberta and therefore includes material in *Development in a Box* grades 1-6 that covers both religious and non-religious content. We encourage you to adapt and utilize this resource to its fullest capability.

HOW TO USE DEVELOPMENT IN A BOX

To navigate through *Development in a Box* we suggest starting at the **Table of Contents** in the red Resource Guide. The Table of Contents will assist you in discovering what will best meet your needs in terms of thematic area, grade level, curriculum covered and the Material Book you will need to seek out. Further explorations should take you to **Lesson Descriptions**, which will provide you with a detailed summary of the content of the lesson plans, as well as the time, materials, and summarized Alberta curriculum links. The Lesson Descriptions also identify the page number which to find the particular lesson within the Material Books. Within the Resource Guide you will also discover a detailed outline of the applicable curriculum links found within the lessons of this kit; these can be found under **Curriculum Objectives**.

You will uncover the individual lessons in the orange **Material Books**. The thematic areas are separated by coloured pages. The individual lessons are listed in order according to the page number listed in the Lesson Descriptions. For example, if you are searching for a specific lesson plan, as listed in the Table of Contents, from the theme area Poverty, you will be guided to search out the purple cover sheet and the page number listed in the Lesson Descriptions. Extra material, such as playing cards are also included within the *Development in a Box* package. When coming across a lesson requiring the use of a PowerPoint please visit the ACGC website Resources section - www.acgc.ca.

The **Activities** section organizes the activities under the organization from which they came. These may be used as stand-alone activities, icebreakers, introductions, conclusions, or integrated within the lessons. These activities, as well as the material found in **Background Information**, relate to the thematic areas based around the MDGs and are useful in providing additional support as you work through the box.

We highly recommend and encourage you to personalize the lessons included within this program to meet your needs. Each lesson is adaptable in many different ways. This will ensure that you are able to utilize a wide variety of the *Development in a Box* program, therefore broadening the spectrum of lessons you share with your students.

For a brief summary on the thematic areas as well as a list of additional resources please visit the ACGC website at www.acgc.ca and search Resources and Development in a Box.

EVALUATION

We want to know what you think about *Development in a Box!* In order for us to monitor and improve on the contents included in this educational toolkit we need your valuable feedback.

An annual evaluation form will be sent out to you via email, where you will be asked to leave your feedback. We appreciate your time and commitment!

We would also love to hear about what you are doing and how things are proceeding throughout the year. Please keep in touch with us! What has made it easy or difficult for you to integrate *Development in a Box* into your regular classroom schedule? How have the contents of the box assisted you in making connections between Alberta curriculum objectives and issues in our local and international community? How have the individual *Development in a Box* lessons and activities aided you and your students in better understanding the important role that global citizens play in today's society? How have the lessons and activities supported you and your students in critically looking at issues of globalization? In what ways have your students responded to the material included in the box, and the lessons learnt? What significant changes do you see in yourself and your students since utilizing the box? These are just some of the questions you may wish to reflect on as you use the contents of *Development in a Box*.

To further engage you and your students in the contents of *Development in a Box* and the interactive work that you are partaking in, we suggest documenting your reflections, thoughts, and feedback in a creative manner with your students. Below we have listed some of the ways in which you may wish to innovatively and artistically express the work that is happening in your classroom and/or school in connection to *Development in a Box*:

- Take frequent pictures during *Development in a Box* lessons and activities.
- Record videos of presentations and action projects.
- Write to ACGC (letters and emails are welcome) about what you and your students have discovered and think about the issues discussed within *Development in a Box*.
- Create posters about what you have learnt to generate further awareness of international issues.
- Keep portfolios of work created during *Development in a Box* lessons and activities.

Photos, video, posters or other forms of reflections that you can share with us would be hugely valuable to our evaluation process. We welcome any form of feedback and thank you in advance for taking the time to participate!

Contents: Summary Chart <i>Pages 8 to 23</i>	Lesson Descriptions <i>Pages 24 to 68</i>	Activities, Background Information <i>Pages 69 to 72</i>	Curriculum Objectives <i>Pages 73 to 94</i>	Contributing Organizations / ACGC Member Organizations <i>Pages 97 to 107</i>
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WHERE TO FIND IT:

LESSON
DESCRIPTIONMATERIAL
BOOK**POVERTY**

• CAUSE: <i>Unit Plan: Understanding our Global Community</i>	Page 24	Book 1: Purple
• Keiskamma: <i>Walking for Water</i>	Page 25	.....	Book 1: Purple
• Keiskamma: <i>Learning the Hard Way</i>	Page 26	.....	Book 1: Purple
• World Vision: <i>Poverty and Rights</i>	Page 27	.....	Book 1: Purple
• World Vision: <i>Myth Busters</i>	Page 28	.....	Book 1: Purple
• CHF: <i>Sustainable Solutions</i>	Page 29	.....	Book 1: Purple
• CHF: <i>The Real Survivor</i>	Page 30	.....	Book 1: Purple
• Sahakarini: <i>Sahakarini, the Kaqchikel Presbytery and Micro-credit in Rural Guatemala</i>	Page 31	.....	Book 1: Purple

WATER

• CAWST: <i>Tikho's Story Three Pile Sorting</i>	Page 32		Book 1: Dark Blue
• Development and Peace: <i>AMANZI</i>	Page 33		Book 1: Dark Blue
• Change for Children Association: <i>Water to Survive: A Look at Water Inequality</i>	Page 34		Book 1: Dark Blue
• Development and Peace: <i>Walking for Water</i>	Page 35		Book 1: Dark Blue
• CHF: <i>Water Works!</i>	Page 36		Book 1: Dark Blue

GLOBAL CITIZENSHIP

• UNICEF: <i>Teaching Children's Rights through Art</i>	Page 37	.....	Book 2: Red
• CHF: <i>Changing the World with Plants and Animals</i>	Page 38	.....	Book 2: Red
• World Vision: <i>Money Matters</i>	Page 39	.....	Book 2: Red
• UNAC and Safe and Caring Schools: <i>Developing a Sense of Worth in Oneself and Respecting the Similarities and Differences of Others</i>	Page 40	.....	Book 2: Red
• UNAC and Safe and Caring Schools: <i>Respecting Others Through Cooperative Games</i>	Page 41	.....	Book 2: Red
• CHF: <i>Friendship Fun</i>	Page 42	.....	Book 2: Red
• CHF: <i>What's Right with this Picture?</i>	Page 43	.....	Book 2: Red
• CHF: <i>Music to Farm By!</i>	Page 44	.....	Book 2: Red
• CHF: <i>Grass for Grazing</i>	Page 45	.....	Book 2: Red
• CHF: <i>Trees for Life</i>	Page 46	.....	Book 2: Red
• CHF: <i>Grains for Growth</i>	Page 47	.....	Book 2: Red
• Development and Peace: <i>Adbusting</i>	Page 48	.....	Book 2: Red
• CHF: <i>Whose Decision is it Anyway?</i>	Page 49	.....	Book 2: Red
• Keiskamma: <i>Keiskamma Songbook: Aquarium</i>	Page 50	.....	Book 2: Red
• Canadian Women for Women in Afghanistan: <i>Understanding Human Rights in Afghanistan</i>	Page 51	.....	Book 2: Red

WHERE TO FIND IT:	LESSON DESCRIPTION	MATERIAL BOOK
PEACE STUDIES		
• World Vision: <i>My World, My View: Photography Collaboration Project</i>	Page 53	Book 3: Light Blue
• UNAC: <i>What Kind of World...?</i>	Page 54	Book 3: Light Blue
• UNAC and Safe and Caring Schools: <i>Respecting Diverse Beliefs about the Creation of the World</i>	Page 55	Book 3: Light Blue
• One Child's Village: <i>A Day in the Life of a Young Student Living in Rural Africa...THE STORY OF GRACE</i>	Page 56	Book 3: Light Blue
ENVIRONMENTAL SUSTAINABILITY		
• Development and Peace: <i>Powerdown Olympics</i>	Page 57	..... Book 3: Green
• Development and Peace: <i>Chocolate Chip Cookie Mining</i>	Page 58	..... Book 3: Green
• Light Up The World: <i>Lighting up the World</i>	Page 59	..... Book 3: Green
TAKING ACTION ON GLOBAL ISSUES		
• John Humphrey Centre for Peace and Human Rights: <i>Ignite Change Now: Youth Action Toolkit</i>	Page 61	..... Book 1: Yellow
• Bridges of Hope: <i>Pull for Poverty</i>	Page 62	..... Book 1: Yellow
• CAUSE: <i>From Heart to Hands: Let's CHANGE our World</i>	Page 63	..... Book 1: Yellow
• Optometry Giving Sight: <i>Say Yes today for a better tomorrow</i>	Page 64	..... Book 1: Yellow
• Canadian Humanitarian: <i>Event and Fundraiser Toolkit</i>	Page 65	..... Book 1: Yellow
• HYTES: <i>Education Package</i>	Page 66	..... Book 1: Yellow
• Leprosy Mission Canada: <i>The Umbrella Girl</i>	Page 67	..... Book 1: Yellow
• ICChange: <i>FROM IDEA TO ACTION: A Guide for Community Development Initiatives</i>	Page 68	..... Book 1: Yellow
ACTIVITIES		
• Development and Peace: <i>Icebreakers</i>	Page 69	..... Book 3: Orange
• Development and Peace: <i>The Cities Game</i>	Page 69	..... Book 3: Orange
• Development and Peace: <i>The Land Game</i>	Page 69	..... Book 3: Orange
• Development and Peace: <i>A Tap Water vs. Bottled Water Taste Test</i>	Page 69	..... Book 3: Orange
• Development and Peace: <i>Step one: Warming up to the world and each other</i>	Page 69	..... Book 3: Orange
• John Humphrey Centre for Peace and Human Rights: <i>Rights in the Sun: A Practical Guide for Human Rights Education</i>	Page 70	..... Book 3: Orange
• Mennonite Central Committee: <i>'Peace is a Choice... At Each Small Turn Choose Peace'</i>	Page 70	..... Book 3: Orange
BACKGROUND INFORMATION		
• UNAC and Safe and Caring Schools: <i>Safe and Caring Schools for Students of All Faiths - A Guide for Teachers</i>	Page 71	..... Book 3: Pink
• UNAC: <i>Teachers' Guide: Refugees: A CANADIAN PERSPECTIVE</i>	Page 71	..... Book 3: Pink
• John Humphrey Centre for Peace and Human Rights: <i>Youth Guide to the Canadian Charter of Rights and Freedoms - French and English</i>	Page 71	..... Book 3: Pink
• John Humphrey Centre for Peace and Human Rights: <i>Youth guide to the United Nations' Universal Declaration of Human Rights</i>	Page 71	..... Book 3: Pink
• HIV Edmonton: <i>Patrick's Wish</i>	Page 72	..... Book 3: Pink
• HIV Edmonton: <i>TALKING to KIDS about HIV/AIDS</i>	Page 72	..... Book 3: Pink
• HIV Edmonton: <i>HIV & AIDS BASIC FACTS</i>	Page 72	..... Book 3: Pink
• Leprosy Mission Canada: <i>Pete the Pig</i>	Page 72	..... Book 3: Pink
• CHF: <i>Background Information</i>	Page 72	..... Book 3: Pink

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Poverty <i>Material</i> <i>Book 1</i>	Grades 1-6	CAUSE <i>Unit Plan:</i> <i>Understanding</i> <i>our Global</i> <i>Community</i>	This unit plan includes six lessons. Students will be led through a series of games and exercises that are designed to challenge their existing ideas about poverty and wealth. They will be encouraged to share their observations and to develop their critical thinking skills. Students will be asked to take what they have discovered to the next step- having an impact on their local and global community. A PowerPoint presentation is also included.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1-6. S.(1,6) • 3.2.1 • 3.2.2 • 6.1.1
Poverty <i>Material</i> <i>Book 1</i>	Grades 2-6	Keiskamma <i>Walking for</i> <i>Water</i>	This lesson will engage students in a hands-on learning opportunity in order to raise awareness about the difficulty of obtaining water in developing countries.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes: 1,2,4,6,7,8 • 2-6.S.(1,6) • 3.1(1,2,3,4) • 3.2.(1,2) • 6.1.1 Language Arts: <ul style="list-style-type: none"> • General Outcome (2,3,5)
Poverty <i>Material</i> <i>Book 1</i>	Grades 3-6	Keiskamma <i>Learning the</i> <i>Hard Way</i>	Through this simulation activity students will explore access to resources, in particular the frustrations of being in a classroom with limited materials.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes: 1,2,4,6,7,8 • 3-6.S.(1,6) • 3.1(1,2,3,4) • 3.2.1 • 3.2.2 Language Arts: <ul style="list-style-type: none"> • General Outcome (2,3,5)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Poverty <i>Material Book 1</i>	Grades 3-6	World Vision <i>Poverty and Rights</i>	This lesson addresses the difference between wants and needs as well as the rights of the child.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 3-6.S.(1,6) • 3.1(1,2,3,4) • 3.2.1 • 3.2.2 • 6.1.1
Poverty <i>Material Book 1</i>	Grades 5-6	World Vision <i>Myth Busters</i>	This lesson discusses the personal and cultural perceptions of poverty. Opportunity for discussion, critical thinking and sharing of thoughts and ideas is highlighted throughout.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 5-6.S.(1,6,9) • 6.1.1 Language Arts: <ul style="list-style-type: none"> • General Outcome (3,4,5)
Poverty <i>Material Book 1</i>	Grades 4-6	CHF <i>Sustainable Solutions</i>	This resource challenges students to think about how particular strategies might help improve families' lives in the developing world and then offer ideas as to how these might improve livelihoods. Finally, as a class, students are given the opportunity to take action.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 4-6.S.(1,6,9) • 6.1.1
Poverty <i>Material Book 1</i>	Grades 4-6	CHF <i>The Real Survivor</i>	This lesson plan includes a card game and materials focused on food security and protection. Worksheet and teacher background notes are also included.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 4-6.S.(1,6,9) • 6.1.1

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Poverty <i>Material Book 1</i>	Grades 3-6	Sahakarini <i>Sahakarini, the Kaqchikel Presbytery and Micro-credit in Rural Guatemala</i>	This resource includes an interactive game that explores a micro- credit program started in rural Guatemala. Game instructions and cards are provided to offer a rich learning experience through play.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 3-6.S.(1,6,9) • 3.1 (1,2,3,4) • 3.2.1 • 3.2.2 • 6.1.1
Water <i>Material Book 1</i>	Grades 1-3	Centre for Affordable Water and Sanitation Technology (CAWST) <i>Tikho's Story</i> <i>Three Pile Sorting</i>	This resource offers a descriptive lesson about water sanitation.	Language Arts: <ul style="list-style-type: none"> • General Outcome 2 Health: <ul style="list-style-type: none"> • W.2
Water <i>Material Book 1</i>	Grades 5-6	Development and Peace <i>AMANZI</i>	This resource offers an interactive game for students to explore the important role water plays and the issues that arise when access is limited.	Health: <ul style="list-style-type: none"> • R.7 • R.8 • R.9 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1 • Knowledge and Understanding 14 • Skills and Processes 1,7 • 5-6.S (1,6)
Water <i>Material Book 1</i>	Grades 1-3	Change for Children Association <i>Water to Survive: A Look at Water Inequality</i>	This lesson addresses the challenges people face when they do not have enough water to survive.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Skills and Processes 1,2,6,7 • 1-3.S.(1,6) • 3.1.(1,2,3,4) • 3.2.(1,2)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Water <i>Material Book 1</i>	Grade 6	Development and Peace <i>Walking for Water</i>	This resource provides an interactive game where students will explore the effects of water privatization.	Social Studies: • 6.S.6
Water <i>Material Book 1</i>	Grades 1-6	CHF <i>Water Works!</i>	Through a narrative this lesson explores what life is like for rural families in developing countries who have limited access to clean drinking water.	Drama & Dance: • Grade 1L • Goal #1,#9 • Grade 2&3 • Goal1: #1,#9 • Goal2: #5 • Goal3: #2,#3 Art: • Component 3 • Component 4 • Component 9 Social Studies: • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1-6.S.(1,6) • 1.1.1 • 2.1.1 • 3.1.(1,2,3,4) • 3.2.(1,2) • 6.1.1
Global Citizenship <i>Material Book 2</i>	Grades 3-6	UNICEF <i>Teaching Children's Rights through Art</i>	This resource includes 35 art lessons and activities that explore children's rights, particularly through the <i>Convention on the Rights of the Child</i> . Mediums range from drawing and photography to sculpting and mixed media collage.	Art: • Expression • Component 10 (i,ii,iii) Language Arts: • General Outcome (1,2,3,4,5)

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Global Citizenship <i>Material Book 2</i>	Grades 4-6	CHF <i>Changing the World with Plants and Animals</i>	This lesson introduces students to the United Nations' Millennium Development Goals (MDGs) and how Canadian organizations are working to achieve these goals.	Mathematics: <ul style="list-style-type: none"> • Grade 4 <ul style="list-style-type: none"> • Number sense 1,3 • Grade 5 <ul style="list-style-type: none"> • Number sense 1 • Grade 6 <ul style="list-style-type: none"> • Number sense 5,6 Science: <ul style="list-style-type: none"> • Grade 4: 4.1, 4.2, 4-10(1) • Grade 5: 5-10 (9,10) • Grade 6: 6-10 (1,9,10) Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 4-6.S.(1,6,9) • 6.1.1
Global Citizenship <i>Material Book 2</i>	Grades 5-6	World Vision <i>Money Matters</i>	This lesson explores how wages affect the way a family lives. In addition, students will learn about basic budgeting.	Health: <ul style="list-style-type: none"> • L.1 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 5-6.S (1,5,7,8) Mathematics: <ul style="list-style-type: none"> • Grade 5: <ul style="list-style-type: none"> • Number sense 1-6 • Grade 6: <ul style="list-style-type: none"> • Number sense 1-8
Global Citizenship <i>Material Book 2</i>	Grades 1-3	UNAC and Safe and Caring Schools <i>Developing A Sense of Worth in Oneself and Respecting the Similarities and Differences of Others</i>	This three part lesson focuses on respecting people who have different beliefs from oneself. Students are encouraged to present their family traditions and celebrations. Also included is a review lesson which has students share presentations with parents and other classrooms.	Health: <ul style="list-style-type: none"> • R.9 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes (1) • 1.1 (1,2) Language Arts: <ul style="list-style-type: none"> • General Outcome (3,4,5)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Global Citizenship <i>Material Book 2</i>	Grades 2-4	UNAC and Safe and Caring Schools <i>Respecting Others Through Cooperative Games</i>	This resource includes lessons about how to work together and respect differences. Extensions are included.	Physical Education: <ul style="list-style-type: none"> • C1: Respectful Communication • C2: Fair Play • C3: Different Roles • C4: Play Cooperatively • C5: Contribute to teamwork Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 Language Arts: <ul style="list-style-type: none"> • General Outcome (3)
Global Citizenship <i>Material Book 2</i>	Grades 1-3	CHF <i>Friendship Fun</i>	This resource introduces students to life in rural Northern Ghana. They will discover what homes look like and learn about the daily lives of children. They will also develop a better understanding of how far children and families must walk to access schools and hospitals.	Art: <ul style="list-style-type: none"> • Component 3 • Component 4 • Component 9 Math: <ul style="list-style-type: none"> • Grade 1 <ul style="list-style-type: none"> • Number Sense #3 • Grade 2 <ul style="list-style-type: none"> • Number Sense #4 Science: <ul style="list-style-type: none"> • Grade 1: <ul style="list-style-type: none"> 1-1, 1-2, 1-3, 1-7(1), 1-8 (1), 1-11 (3,6) • Grade 2: <ul style="list-style-type: none"> 2-1, 2-2, 2-3, 2-5(1,9), 2-10 (5,8) • Grade 3: <ul style="list-style-type: none"> 3-6 (1,2,3), 3-7 (1,2,3) 3-8 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 <ul style="list-style-type: none"> • 2.1.1 • 2.1.4 • 3.1.(1,2,3,4) • 3.2(1,2)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Global Citizenship <i>Material Book 2</i>	Grades 1-6	CHF <i>What's Right with this Picture?</i>	This activity focuses on positive aspects of the lives of people living in developing nations.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1-6.S.(5,6) • 1.1.1 • 1.1.4 • 3.1(1,2,3) • 4.1.4 • 6.1.1 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,4,5)
Global Citizenship <i>Material Book 2</i>	Grades 1-3	CHF <i>Music to Farm By!</i>	This lesson introduces students to farming in Ghana while singing songs and learning basic rhythms.	Music: <ul style="list-style-type: none"> • Rhythm 1,2,3,4,5 • Expression 3,6,7 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1-3.S.(1,6) • 1.1.1 • 1.1.5 • 2.1.1 • 3.1 (1,2,3,4) • 3.2 (1,2)
Global Citizenship <i>Material Book 2</i>	Grades 1-3	CHF <i>Grass for Grazing</i>	This resource explores the different uses of animals around the world.	Science: <ul style="list-style-type: none"> • Grade One: 1-6 (3,4), 1-11 (3,6) • Grade Two: 2-1, 2-2, 2-3, 2-10 (5,8) • Grade Three: 3-10 (2,8) Mathematics: <ul style="list-style-type: none"> • Grade 1: <ul style="list-style-type: none"> • Number Sense 3 • Grade 2 <ul style="list-style-type: none"> • Number Sense 4,7 • Grade 3 <ul style="list-style-type: none"> • Number sense 2,5 <i>continued next page</i>

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
				Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 2.1.1 • 3.1.(1,2,3,4)
Global Citizenship <i>Material Book 2</i>	Grades 1-3	CHF <i>Trees for Life</i>	This lesson aims to teach students how trees provide benefits to our lives and can meet daily needs.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 2.1.1 • 3.1 (1,2,3,4) Science: <ul style="list-style-type: none"> • Grade One: 1-6 (1,3), 1-11 (3,6) • Grade Two: 2-10 (5,8) • Grade Three: 3-6 (1,2,5), 3-7 (1,2,5) 3-10 (2,8) Art: <ul style="list-style-type: none"> • Components 3, 4, 9
Global Citizenship <i>Material Book 2</i>	Grades 1-3	CHF <i>Grains for Growth</i>	This lesson explores different countries through the use of a puppet show.	Art: <ul style="list-style-type: none"> • Components 3, 4, 9 Drama & Dance: <ul style="list-style-type: none"> • Grade 1L: Goal #1,#9 • Grade 2&3: Goal1: #1,#9, Goal2: #5, Goal3: #2,#3 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1.1.4 • 1.1.2 • 2.1.1 • 3.1.(1,2,3,4) Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,4,5)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Global Citizenship <i>Material Book 2</i>	Grades 3-6	Development and Peace <i>Adbusting</i>	This lesson looks at how advertising is used to make money. Students are encouraged to use their critical skills to identify values and methods used to increase or maintain sales.	Art: <ul style="list-style-type: none"> • Component 3 Language Arts: <ul style="list-style-type: none"> • General Outcome (2) Social Studies: <ul style="list-style-type: none"> • 3-6.S.(9)
Global Citizenship <i>Material Book 2</i>	Grades 4-6	CHF <i>Whose Decision is it Anyway?</i>	This resource explores global connectedness through classroom and peer discussions, as well as a research project.	Drama: <ul style="list-style-type: none"> • Goal 1,2,3 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 4-6.S.(1,6) • 4.1.1 • 5.1.1 • 5.3.1 • 6.1.1 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,4,5)
Global Citizenship <i>Material Book 2</i>	Grades 1-3	Keiskamma <i>Keiskamma Songbook: Aquarium</i>	This resource includes scores of music based around Keiskamma's community habitat. Students will be encouraged to become aware of sounds in their local and global environments.	Music: <ul style="list-style-type: none"> • Rhythm 1,2,3,4,5 • Expression 3,6,7 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1.1.1 • 1.1.5 • 2.1.1 • 3.1 (1,2,3,4) • 3.2(1,2)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Global Citizenship <i>Material Book 2</i>	Grades 4-6	Canadian Women for Women in Afghanistan <i>Understanding Human Rights in Afghanistan</i>	Using Afghanistan as a case study, they will examine how and why human rights need to be protected and see examples of what life is like when these rights are taken away. Students are challenged to find ways in which they can assist oppressed people around the world in reclaiming those rights. Background information; a PowerPoint presentation and script; interactive game cards and instructions; and lesson plans are included.	Health <ul style="list-style-type: none"> • R.7 • R.8 • R.9 • L.1 • L.3 • L.4 • L.7 • L.8 Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 4-6.S.(1,6) • 5.3.1 • 6.1.1 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,3,4,5)
Peace Studies <i>Material Book 3</i>	Grades 3-6	World Vision <i>My World, My View: Photography Collaboration Project</i>	This workshop is a photography collaboration project. While taking photos of their lives students will learn about local and global community needs.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 3-6.S.(1,6) • 3.1 (1,2,3,4) • 3.2.(1,2) • 6.1.1 Art: <ul style="list-style-type: none"> • Component 10 (iii) Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,5)
Peace Studies <i>Material Book 3</i>	Grades 4-6	UNAC <i>What Kind of World...?</i>	This resource includes a series of three lessons and an information package to help students learn about the United Nations.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 4-6.S.(1,6)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Peace Studies <i>Material Book 3</i>	Grade 4	UNAC and Safe and Caring Schools <i>Respecting Diverse Beliefs about the Creation of the World</i>	This lesson addresses the different stories of creation, while exploring the similarities and differences.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes: 1,3,4 • Knowledge and Understanding: 1,4,11,12 • Skills and Processes: 1,2,4,6,7,8 Language Arts: <ul style="list-style-type: none"> • General Outcome (3)
Peace Studies <i>Material Book 3</i>	Grades 1-6	One Child's Village <i>A Day in the Life of a Young Student Living in Rural Africa...</i> <i>THE STORY OF GRACE</i>	This lesson guides students through a narrative about a young girl living in rural Africa. Discussion questions are provided for students to explore the similarities and differences between themselves and Grace.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,3,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 2.S.(5,6) • 1.1.1 • 1.1.4 • 3.1(1,2,3) • 4.1.4 • 6.1.1 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,4,5)
Environmental Sustainability <i>Material Book 3</i>	Grade 6	Development and Peace <i>Powerdown Olympics</i>	This interactive game introduces students to carbon footprints and how they can reduce energy use.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6,7 • Skills and Process 1, 2
Environmental Sustainability <i>Material Book 3</i>	Grades 3-6	Development and Peace <i>Chocolate Chip Cookie Mining</i>	This interactive game explores the destruction that occurs during the mining process.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6,7 • Skills and Process 1, 2

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Environmental Sustainability <i>Material Book 3</i>	Grades 5-6	Light Up The World <i>Lighting up the World</i>	This resource is based around the issue of providing light for people in developing countries, who do not have access to main electricity. Students are required to investigate a sustainable lighting system and then write and present a technical projects report.	Social Studies: <ul style="list-style-type: none"> • Values and Attitudes: 1,3,4 • Knowledge and Understanding: 1,4,11,12 • Skills and Processes: 1,2,4,6,7,8 • 5-6.S.(1,5-9) Art: <ul style="list-style-type: none"> • Component 10 (iii) Science: <ul style="list-style-type: none"> • Grade Four: 4-1, 4-2, 4-3, 4-4, 4-9 (1-12) • Grade Five: 5-1, 5-2, 5-3, 5-5 (1-7,10), 5-6 (2) Language Arts: <ul style="list-style-type: none"> • General Outcome (1,3,4,5)
Taking Action on Global Issues <i>Material Book 1</i>	Grades 4-6	John Humphrey Centre for Peace and Human Rights <i>Ignite Change Now: Youth Action Toolkit</i>	This resource explores ideas of global citizenship and current social issues in a step towards students developing a concrete action plan.	Health: <ul style="list-style-type: none"> • L.7 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,3,4,5) Social Studies: <ul style="list-style-type: none"> • Values and Attitudes: 1,2,6 • Knowledge and Understanding: 1,11,12 • Skills and Processes: 1,2,5,6,7,8 • 4-6.S.(1,6)
Taking Action on Global Issues <i>Material Book 1</i>	Grades 4-6	Bridges of Hope <i>Pull for Poverty</i>	There are three components to this fundraising plan resource: student guide, team leader guide and a school coordinator guide. Students are encouraged to take action in order to create awareness.	Health: <ul style="list-style-type: none"> • L.3 • L.4 • L.7 • L.8 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,3,4,5) Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,7,8 • 4-6.S.(6)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Taking Action on Global Issues <i>Material Book 1</i>	Grades 3-6	CAUSE <i>From Heart to Hands: Let's CHANGE our World</i>	This resource includes four lesson plans on human rights injustices. Also included are tips on fundraising, presentations, and activities.	Health: <ul style="list-style-type: none"> • L.3 • L.4 • L.7 • L.8 Language Arts: <ul style="list-style-type: none"> • General Outcome (3,4,5) Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 3-6.S.(1,6) • 3.1(1,2,3,4) • 3.2.(1,2) • 4.1.1 • 5.1.1 • 5.2.1
Taking Action on Global Issues <i>Material Book 1</i>	Grades 1-6	Optometry Giving Sight <i>Say Yes today for a better tomorrow</i>	This package includes information to help with a fundraising event for <i>Optometry Giving Sight</i> .	Health: <ul style="list-style-type: none"> • L.3 • L.4 • L.7 • L.8 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,3,4,5) Social Studies: <ul style="list-style-type: none"> • Skills and Processes: 1,2,7,8 • 4-6.S.(1.6)
Taking Action on Global Issues <i>Material Book 1</i>	Grades 1-6	Canadian Humanitarian Event and Fundraiser Toolkit	This fundraising toolkit provides pertinent information on how to hold a successful fundraiser for <i>Canadian Humanitarian</i> .	Health: <ul style="list-style-type: none"> • L.3 • L.4 • L.7 • L.8 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,3,4,5) Social Studies: <ul style="list-style-type: none"> • Skills and Processes: 1,2,7,8 • 4-6.S.(1.6)

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Taking Action on Global Issues <i>Material Book 1</i>	Grades 5-6	HYTES <i>Education Package</i>	This package includes activities and fundraising ideas for students wishing to raise money for HYTES.	Health: <ul style="list-style-type: none"> • L.3 • L.4 • L.7 • L.8 Language Arts: <ul style="list-style-type: none"> • General Outcome (5) Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 5-6.S.(1,6)
Taking Action on Global Issues <i>Material Book 1</i>	Grades 1-6	The Leprosy Mission Canada <i>The Umbrella Girl</i>	This fundraising campaign resource guide comes with templates, letters, activities and a story about the “umbrella girl.”	Health: <ul style="list-style-type: none"> • L.3 • L.4 • L.7 • L.8 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,3,4,5) Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1-6.S.(1,6)
Taking Action on Global Issues <i>Material Book 1</i>	Grades 1-6	ICChange <i>FROM IDEA TO ACTION: A Guide for Community Development Initiatives</i>	This manual offers a 5 step plan for development projects, a real life case study, and multiple fictitious development project scenarios for students to gain practice.	Health: <ul style="list-style-type: none"> • L.3 • L.4 • L.7 • L.8 Language Arts: <ul style="list-style-type: none"> • General Outcome (1,2,3,4,5) Social Studies: <ul style="list-style-type: none"> • Values and Attitudes 1,2,6 • Knowledge and Understanding 1,4,11,12 • Skills and Processes 1,2,4,6,7,8 • 1-6.S.(1,6)

THEME	LEVEL	LESSON	SUMMARY
Activities <i>Material</i> <i>Book 3</i>	Grades 4-6	Development and Peace <i>Icebreakers</i>	This activity includes a list of interactive games to get students moving and feeling comfortable.
Activities <i>Material</i> <i>Book 3</i>	Grades 3-6	Development and Peace <i>The Cities</i> <i>Game</i>	This interactive game explores what people may experience during re-building after a war.
Activities <i>Material</i> <i>Book 3</i>	Grades 4-6	Development and Peace <i>The Land Game</i>	This resource includes an energizer/activity with a theme of “landlessness” and lives of refugees.
Activities <i>Material</i> <i>Book 3</i>	Grades 4-6	Development and Peace <i>A Tap Water vs. Bottle Water</i> <i>Taste Test</i>	This activity includes a Coke versus Pepsi type display with the aim to show that there is no real difference between tap water and some bottled water.
Activities <i>Material</i> <i>Book 3</i>	Grades 1-6	Development and Peace <i>Step one: Warming up to the</i> <i>world and each other</i>	This resource includes activities that will engage students in themes surrounding social justice.
Activities <i>Material</i> <i>Book 3</i>	Grades 1-6	John Humphrey Centre for Peace and Human Rights <i>Rights in the Sun: A Practical</i> <i>Guide for Human Rights</i> <i>Education</i>	This resource provides numerous interactive activities and games that may be used as icebreakers, conclusions or complements to different lessons. The focus is on human rights and global citizenship.
Activities <i>Material</i> <i>Book 3</i>	Grade 6	Mennonite Central Committee <i>‘Peace is a Choice...At Each</i> <i>Small Turn Choose Peace’</i>	This resource will introduce students to the tools that can be used to impact in positive ways the big and small conflict issues in their own worlds, and in the larger world.
Background Information <i>Material</i> <i>Book 3</i>		UNAC and Safe and Caring Schools <i>Safe and Caring Schools for</i> <i>Students of All Faiths -</i> <i>A Guide for Teachers</i>	This is a resource for teachers. Information and ideas for teachers who want to create a safe environment for all students. Included are activities that promote the respectful classroom dynamic are also provided within.

THEME	LEVEL	LESSON	SUMMARY
Background Information <i>Material Book 3</i>		UNAC <i>Teachers Guide: Refugees: A CANADIAN PERSPECTIVE</i>	This information package, aimed at teachers, will assist in the understanding of issues surrounding Canadian refugees.
Background Information <i>Material Book 3</i>		John Humphrey Centre for Peace and Human Rights <i>Youth Guide to the Canadian Charter of Rights and Freedoms - French and English</i>	This resource provides the <i>Canadian Charter of Rights and Freedoms</i> in a youth-friendly manner.
Background Information <i>Material Book 3</i>		John Humphrey Centre for Peace and Human Rights <i>Youth guide to the United Nations' Universal Declaration of Human Rights - French and English</i>	This guide provides a breakdown of the United Nation's <i>Universal Declaration of Human Rights</i> , a document created in response to the atrocities committed during the Second World War.
Background Information <i>Material Book 3</i>		HIV Edmonton <i>Patrick's Wish</i>	This resource includes a story about a young boy named Patrick who grew up with AIDS.
Background Information <i>Material Book 3</i>		HIV Edmonton <i>TALKING to KIDS about HIV/AIDS</i>	A pamphlet to help kids understand HIV and AIDS.
Background Information <i>Material Book 3</i>		HIV Edmonton <i>HIV & AIDS BASIC FACTS</i>	This resource comes with questions and answers about HIV and AIDS.
Background Information <i>Material Book 3</i>		The Leprosy Mission Canada <i>Pete the Pig</i>	This lesson will teach students about sharing, compassion and about leprosy as a disease. A narrative is included for more in-depth understanding.
Background Information <i>Material Book 3</i>		CHF <i>Background Information</i>	Additional information for use with CHF resources. Includes maps, facts about Ghana, recipes, and links to further information on several countries.

CAUSE Canada

Understanding Our Global Community

This unit plan includes six lessons. Students will be led through a series of games and exercises that are designed to challenge their existing ideas about poverty and wealth. They will be encouraged to share their observations and to develop their critical thinking skills. Students will be asked to take what they have discovered to the next step- having an impact on their local and global community. A Power-Point presentation is also included.

Grades 1–6

■ PURPLE 1

Material Book 1

Page 3



In this mini-unit, students begin to develop an understanding of the complexities of poverty and poverty related issues. They will start to see that the answer to MDG (Millennium Development Goal) #1 *Eradicate Extreme Poverty and Hunger* is not as simple as giving things to or doing things for people who live in poverty. They will be challenged to see the strengths of all members of the global community and to see poverty reduction as a justice issue. Finally, they will be encouraged as they are given opportunities to take concrete action and share what they have learned with others. Students will be led through a series of games and exercises that are designed to challenge their existing ideas about poverty and wealth. They will be encouraged to share their observations and to develop their critical thinking skills. Ultimately, they will be asked to take what they have discovered to the next step – having an impact on their local and global community.

Time: 6 lessons, 30-45 minutes each

Objective(s):

- Students will contribute to the school's positive environment.
- Students will become active global citizens.
- Students will examine the factors that contribute to the cycle of poverty faced by many people in developing countries.
- Students will begin to understand and provide justification for reasons why poverty is a complex and holistic issue.
- Students will develop an appreciation of the differences between charity, relief and development.

Summarized Alberta curriculum links:

- Social Studies 1-6: General Values and Attitudes (1,2,6)
- Social Studies 1-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1-6: Specific Skills and Processes (S.1,S.6)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)
- Social Studies 6: Participating in Decision Making (6.1.1)

Materials:

- World map or globe
- Whiteboard
- MDG cards or symbols
- Country cards (or number cards) that teacher should prepare before the lesson
- Poster paper
- Postcards or letters
- CAUSE DVD or YouTube clip, website/projector to show videos (optional)
- CAUSE staff person for workshop (optional)

Across the world, people spend over 40 billion hours every year just walking for water. Women and children usually bear the burden of water collection, walking miles to the nearest source. This time spent walking keeps them from school, work and taking care of their families. In this lesson students role play the action of walking long distances to fetch water. The lesson ends with a personal narrative. Students are provided with the opportunity to reflect, ask questions and participate in a discussion about what they learned and how they feel after the lesson.

Time: 60 minutes

Objective(s):

- Students will begin to understand reasons why access to water is a complex issue.
- Students will examine the factors that contribute to the cycle of poverty faced by many people in developing countries.
- Students will begin to understand and provide justification for reasons why poverty is a complex and holistic issue.

Summarized Alberta curriculum links:

- Social Studies 2-6: General Values and Attitudes (1,2,6)
- Social Studies 2-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 2-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 2-6: Specific Skills and Processes (S.1,S.6)
- Social Studies 3: Communities in the World (3.1.1,3.1.2,3.1.3,3.1.4)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)
- Language Arts: General Outcome (2,3,5)

Materials:

- Eight - 2 litre milk jugs filled with water
- Two large pails filled with water
- Markers for measuring distance
- Personal markers for each student

Keiskamma

Walking for Water

This lesson will engage students in a hands-on learning opportunity in order to raise awareness about the difficulty of obtaining water in developing countries.

Grades 2–6

■ PURPLE 2
Material Book 1
Page 35



keiskamma canada
foundation

Keiskamma

Learning the Hard Way

Through this simulation activity students will explore access to resources, in particular the frustrations of being in a classroom with limited materials.

Grades 3–6

■ PURPLE 3
Material Book 1
Page 39

It is often easy to take for granted all the materials and resources that are available to us in our schools and classrooms. This engaging lesson has students simulating a classroom experience based on a personal story from one of Keiskamma's volunteers. The class is encouraged to conduct research and create a presentation with little resources and no help from the teacher. Students will reflect in writing about their experience.

Time: 60+ minutes (may take more than one day)

Objective(s):

- Students will begin to understand and provide justification for reasons why poverty is a complex and holistic issue.
- Students will examine the factors that contribute to the cycle of poverty faced by many people in developing countries.

Summarized Alberta curriculum links:

- Social Studies 3-6: General Values and Attitudes (1,2,6)
- Social Studies 3-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 3-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 3-6: Specific Skills and Processes (S.1,S.6)
- Social Studies 3: Communities in the World (3.1.1,3.1.2,3.1.3,3.1.4)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)
- Language Arts: General Outcome (2,3,5)

Materials:

- Very short dull pencils for each student
- One small hand pencil sharpener (per class)
- One package of crayons – well used (per class)
- One eraser (per class)
- One glue stick (per class)
- 1 pair of scissors (per class)
- 3 sheets of poster paper (per class)
- 3 magazines (per class)

UNICEF's mission is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. Built on varied legal systems and cultural traditions, the Convention is a universally agreed set of non-negotiable standards and obligations. With this lesson as a guide, students will engage in a conversation about what is a want and what is a need. Students will also become familiar with the United Nations Convention on the Rights of the Child (NCRC). They will discuss the difference between relative poverty and absolute poverty. NOTE: This lesson will require a teacher to log onto World Vision's "WORLD CLASS" website and use various documents that are posted. This requires a free membership from the World Class website.

Time: 45-60 minutes

Objective(s):

- Students will differentiate between wants and needs.
- Students will become familiar with the United Nations Convention on the Rights of the Child (NCRC).
- Students will define poverty in terms of denial of basic rights.

Summarized Alberta curriculum links:

- Social Studies 3-6: General Values and Attitudes (1,2,6)
- Social Studies 3-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 3-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 3-6: Specific Skills and Processes (S.1,S.6)
- Social Studies 3: Communities in the World (3.1.1,3.1.2,3.1.3,3.1.4)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)

Materials:

- GEAR lesson from www.ourworldclass.ca
 - *Journey to a New Planet, The Rights Balloon or Forming a New Government*
- A copy of the cards and SMART Board slides of the cards can be found on the Resources page of the World Class website.

World Vision

Poverty and Rights

This lesson addresses the difference between wants and needs as well as the rights of the child.

Grades 3–6

■ PURPLE 4
Material Book 1
Page 43

World Vision

Myth Busters

This lesson discusses the personal and cultural perceptions of poverty. Opportunity for discussion, critical thinking and sharing of thoughts and ideas is highlighted throughout.

Grades 5–6

■ PURPLE 5
Material Book 1
Page 45

There are many different factors that contribute to poverty- from access to resources to policies set by governments. In this lesson students engage in conversation and debate about how they view poverty. The lesson begins with students sharing what they believe poverty looks like. Then, the class tries to look deeper and decide whether these are myths or facts. The lesson ends with a discussion and reflection.

Time: 60+ minutes

Objective(s):

- Students will explore personal and cultural perceptions of poverty.
- Students will contribute and work constructively in groups.
- Students will apply critical thinking skills to defend a position.

Summarized Alberta curriculum links:

- Social Studies 5-6:General Values and Attitudes (1,2,6)
- Social Studies 5-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 5-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 5-6: Specific Skills and Processes (S.1,S.6,S.9)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)
- Language Arts: General Outcome (3,4,5)

Materials:

- Five inflated balloons to the board.
- *Common Perceptions of People Who are Experiencing Poverty* strips (included)
- Tape and a thumb tack (for bursting balloons)
- Myth Busters Handouts (replicate according to the number of students in each group)
- Markers and chart paper for each group



Development that takes into consideration sustainable solutions puts people first, building on their strengths and own understandings of the development needed in their lives and in their community. Sustainable solutions look at the big picture and the many factors that influence the cycles of poverty.

In this lesson students are given different scenarios to examine peoples' lives in other communities around the world. Using guided questioning and worksheets, they are challenged to come up with their own ideas and solutions to the problems. The class is offered time to think about examples of successful solutions that have been implemented in the past. Students are challenged to think about how particular strategies might help improve families' lives and how those in turn might improve livelihoods. Finally, as a class, students are inspired to take action.

Time: 40 minutes

Objective(s):

- Students will begin to understand and provide justification for reasons why poverty is a complex and holistic issue.
- Students will examine the factors that contribute to the cycle of poverty faced by many people in developing countries.
- Students will become global citizens.

Summarized Alberta curriculum links:

- Social Studies 4-6: General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1,S.6,S.9)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)

Materials:

- Student Handout (BLM 4.1) Sri Lanka scenario
- Student Handout (BLM 4.2) Ethiopia scenario
- Student Worksheet (BLM 4.3) Sri Lanka questions
- Student Worksheet (BLM 4.4) Ethiopia questions
- Map (BLM 4.5) Global Map
- Map (BLM 4.6) Asia Map
- Map (BLM 4.7) Africa Map

Note: This lesson is easier to carry out with a LCD Projector and computer; but can be done without.

CHF

Sustainable Solutions

This resource challenges students to think about how particular strategies might help improve families' lives in the developing world and then offer ideas as to how these might improve livelihoods. Finally, as a class, students are given the opportunity to take action.

Grades 4–6

■ PURPLE 6
Material Book 1
Page 53

CHF

The Real Survivor

This lesson plan includes a card game and materials focused on food security and protection. Worksheet and teacher background notes are also included.

Grades 4–6

■ PURPLE 7
Material Book 1
Page 71

Food insecurity and poverty have many interrelated causes. Environmental, social, economic and political factors all contribute to the amount and quality of food that people in poor rural communities can access.

Through this interactive game, students are introduced to a range of factors that people living in poor rural communities in developing countries face that contribute to their cycle of poverty. The interactions between environmental, economic, social and political factors are stressed as each student tries to collect enough food to “survive.” Following the game, students analyze the many factors that contribute to food security through discussion and by completing a summary chart and questions as an extension activity.

Time: 2 X 40 minutes

Objective(s):

- Students will become aware of and be able to analyze the many factors that contribute to food security.

Summarized Alberta curriculum links:

- Social Studies 4-6:General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1,S.6,S.9)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)

Materials:

- Student Handout (BLM 6.1) Activity Cards
- Student Handout (BLM 6.2) Food Cards
- Student Worksheet (BLM 6.3) Factors that Affect Food Production

This educational resource provides students with an interactive, hands-on way to learn about micro-credit loans, specifically in Guatemala. Many remarkable Guatemalan women are using micro-credit, small loans to transform their lives by developing their entrepreneur opportunities. Background information on the organizations involved is provided as part of this package, as well as a series of questions, to engage the students in reflections focused on the advantages of micro-credit banking and its impact on the lives of those who utilize it. A DVD to compliment this lesson is available upon request at the ACGC office (780.988.0200 or projects@acgc.ca).

Time: 60 minutes

Objective(s):

- Students will develop an appreciation of the differences between charity, relief and development.
- Students will become familiar with the concept of micro-credit.
- Students will consider how their own lifestyle and choices may impact people in another country.

Summarized Alberta curriculum links:

- Social Studies 3-6:General Values and Attitudes (1,2,6)
- Social Studies 3-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 3-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 3-6: Specific Skills and Processes (S.1,S.6,S.9)
- Social Studies 3: Communities in the World (3.1.1,3.1.2,3.1.3,3.1.4)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)

Materials:

- Profile cards
- Circumstance cards
- Access to Google (not necessary)

Sahakarini

Sahakarini, the Kaqchikel Presbytery and Micro-credit in Rural Guatemala

This resource includes an interactive game that explores a micro-credit program started in rural Guatemala. Game instructions and cards are provided to offer a rich learning experience through play.

Grades 3–6

■ PURPLE 8
Material Book 1
Page 97



Centre for Affordable Water and Sanitation Technology (CAWST)

Tikho's Story Three Pile Sorting

*This resource offers a
descriptive lesson about
water sanitation.*

Grades 1–3

■ DARK BLUE 1
Material Book 1
Page 119

This interactive activity provides an opportunity for students to examine issues of sustainable sanitation and water hygiene practices. In particular, the sanitation ladder shows that improvements to sanitation systems can be made step by step as people identify options for improving sanitation in their community through a gradual process. The activity is best carried out after discussing challenges that exist in this context or viewing the Tikho's Story Presentation, which can easily be downloaded at www.cawst.org/wavemakers.

Time: 60 minutes

Objective(s):

- Students will describe a community's sanitation situation.
- Students will identify options for improving sanitation by discovering that improvements can be made step-by-step.
- Students will assess people's understanding of water, hygiene and sanitation practices and impact on health.
- Students will explore issues of water, hygiene and sanitation.
- Students will discover and analyze how diarrhoeal disease can be spread through the environment.

Summarized Alberta curriculum links:

- Language arts: General Outcome (2)
- Health: Personal Health (1.2, 2.2, 3.2)

Materials:

- 20 cards with scenes (included)
- Good, Bad, In-Between Title Cards – 1 of each (included)

The water crisis we see today is not an issue of scarcity, but rather an issue of access. As the world population grows, so does the water crisis. Lack of access to clean water kills thousands of lives, while leaving others with reduced quality of life. This simulation game will give you a sense of what life is like when one's access to clean water is limited and under threat. In this game, each group represents a family living in South Africa. The country experiences periodic droughts and flooding. It's a country with a history of apartheid, human rights abuses and disparity between rich and poor.

Time: 60-90 minutes

Objective(s):

- Students will learn about the current water situation and related issues in the world.
- Students will think about their values and how they compare with the values of others.
- Students will develop ideas and take action in response to what they have learned.

Summarized Alberta curriculum links:

- Health: Understanding and Expressing Feelings (5.7,6.7,5.8,6.8,5.9,6.8)
- Social Studies 5-6:General Values and Attitudes (1)
- Social Studies 5-6: General Knowledge and Understanding (14)
- Social Studies 5-6: General Skills and Processes (1,7)
- Social Studies 5-6: Specific Skills and Processes (S.1,S.6)

Materials:

- Water jug / sink (representing the well)
- 1 cup / vessel for each family
- 1 pitcher for each family
- 4 containers (for tokens, RISK cards, event cards deck 1 and 2)
- Flip chart or black board
- Bell or whistle
- Crest and /or house building suppliers (optional – see phase 1)

Development and Peace

AMANZI

This resource offers an interactive game for students to explore the important role water plays and the issues that arise when access is limited.

Grades 5–6

■ DARK BLUE 2
Material Book 1
Page 147



Change for Children Association

Water to Survive: A Look at Water Inequality

This lesson addresses the challenges people face when they do not have enough water to survive.

Grades 1–3

■ DARK BLUE 3
Material Book 1
Page 163

Most of us take water for granted. This lesson opens up the opportunity to teach students how scarce drinkable water is for much of the world. Students learn about the reality of water inequity in Canada and Nicaragua, and the challenges that people face when they do not have enough water to survive.

Time: 20 minutes activity, 10 minutes discussion (30 minutes total)

Objective(s):

- Students will learn about the current water situation and related issues in the world.
- Students will think about their values and how they compare with the values of others.

Summarized Alberta curriculum links:

- Social Studies 1-3: Values and Attitudes (1,2,6)
- Social Studies 1-3: Skills and Processes (1,2,6,7)
- Social Studies 1-3: Specific Skills and Processes (S.1,S.6)
- Social Studies 3: Communities in the World (3.1.1,3.1.2,3.1.3,3.1.4)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)

Materials:

- Priority Sheet (Usages of Water)
- 4-8 Labelled Plastic Cups – download labels as separate attachment
- Ziploc bags labelled CANADA and NICARAGUA
- Jelly Beans (65 Jelly Beans in Canada bag, and 12 Jelly Beans in Nicaragua bag)

Water in much of the world is scarce, unsafe and undrinkable. Meanwhile, water is being privatized and more people across the developing nations have decreased access to water. This lesson takes a look at these issues through an interactive game. Included are debriefing questions where students can reflect on what they have learned.

Time: 60 minutes

Objective(s):

- Students will learn about the current water situation and related issues in the world.

Summarized Alberta curriculum links:

- Social Studies 6: Social Participation (6.S.6)

Materials:

- Tokens for each player (pieces of construction paper in an equal number of four different colours)
- Chairs arranged in a circle (one for each player)
- “Future” cards (can be constructed from scenarios on attached sheet)

Development and Peace

Walking for Water

This resource provides an interactive game where students will explore the effects of water privatization.

Grade 6

■ DARK BLUE 4
Material Book 1
Page 171



CANADIAN CATHOLIC ORGANIZATION FOR

**Development
and Peace**

CHF

Water Works!

This lesson explores what life is like for rural families in developing countries who have limited access to clean drinking water, through a narrative.

Grades 1–6

■ DARK BLUE 5
Material Book 1
Page 175

Almost 1 billion people across the globe lack access to safe water and over 2.5 billion don't have access to proper sanitation. Each year 1.8 million children die of water and sanitation-related diseases. Through this lesson students will use a story to learn about what life is like for rural families in developing countries who have limited access to clean drinking water. Basic uses of water are discussed throughout. Students will discover that water is a resource that does not come easily for everyone around the world. Students will learn about how families across the world carry and conserve their water.

Time: 2 X 40 minutes

Objective(s):

- Students will learn about the current water situation and related issues in the world.

Summarized Alberta curriculum links:

- Drama 1: Goal 1 (1,9)
- Drama 2-3: Goal 1 (1,9)
- Drama 2-3: Goal 2 (5)
- Drama 2-3: Goal 3 (2,3)
- Art 1-6: Component (3,4,9)
- Social Studies 1-6: General Values and Attitudes (1,2,6)
- Social Studies 1-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1-6: Specific Skills and Processes (S.1,S.6)
- Social Studies 1: My World, Home, School, Community (1.1.1)
- Social Studies 2: Canada's Dynamic Communities (2.1.1)
- Social Studies 3: Communities in the World (3.1.1,3.1.2,3.1.3,3.1.4)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)

Materials:

- Student Handout (BLM 3.1) is an Introductory Sheet to water use in Ghana. This can be projected or photocopied and distributed.
- Print Student Handout (BLM 3.2) for students.
- Student Photographs (BLM 3.3)- visual aids that show water realities in Ghana. This is best shown as a slideshow but can be printed and distributed.
- Student Photographs (BLM 3.4)- visual aids for perspective on water volume.
- 1 Tea towel or other linen item per group
- 1 Cup or small container per group for resource tickets
- Materials for graphing exercise, i.e. rulers, graph paper and pencil crayons
- Volunteer to assist, if required.

There are two important reasons for teaching the *Convention of the Rights of the Child*. One is that as a signatory to it, Canada is legally obligated to spread awareness of the Convention to children and adults, leaving a particularly important role for the education system. A second reason is that there is significant evidence that teaching children about their Convention rights increases their respect for the rights of others. These art activities are participatory and inclusive, allowing students to experience their participation rights while learning about the Convention.

Time:

Each lesson is designed to take place over one or two 60 minute classes.

Objective(s):

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

Summarized Alberta curriculum links:

- Art: Expression Component 10 (i,ii,iii)
- Language Arts: General Outcome (1-5)

Materials:

- Art materials are specific to individual lessons.

UNICEF***Teaching Children's Rights Through Art***

This resource includes 35 art lessons and activities that explore children's rights, particularly through the Convention on the Rights of the Child. Mediums range from drawing and photography to sculpting and mixed media collage.

Grades 3–6

■ RED 1
Material Book 2
Page 3

CHF

*Changing the World
with Plants and Animals*

This lesson introduces students to the United Nations' Millennium Development Goals (MDGs) and how Canadian organizations are working to achieve these goals.

Grades 4–6

■ RED 2
Material Book 2
Page 103

Canadian civil society organizations build partnerships daily to work towards sustainable international development. Through this lesson students will learn about the United Nations' Millennium Development Goals and how Canadian organizations are working to achieve these goals. Specifically, students will explore one example of how a specific country is being helped by an organization that is tackling these goals. Students are given the opportunity to use their critical thinking skills to examine the effectiveness of the help being given. Finally, students have the opportunity to take action to work towards accomplishing the Millennium Development Goals.

Time: 2 X 40 minute lessons

Objective(s):

- Students will learn about the Millennium Development Goals (MDGs).
- Students will be able to identify what international development work looks like.
- Students will become global citizens.

Summarized Alberta curriculum links:

- Mathematics 4: Number sense (1,3)
- Mathematics 5: Number sense (1)
- Mathematics 6: Number sense (5,6)
- Science 4: Science Inquiry (4-1,4-2)
- Science 4: Plant Growth and Changes (4-10(1))
- Science 5: Wetland Ecosystem (5-10(9,10))
- Science 6: Trees and Forests (6-10 (1,9,10))
- Social Studies 4-6: General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1,S.6,S.9)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)

Materials:

- Student Photographs (BLM 5.1) Millennium Development Goals Slideshow
- Student Handout (BLM 5.2) Millennium Development Cards
- Student Photographs (BLM 5.3) Ethiopia Slideshow
- Student Handout (BLM 5.4) Ethiopia Case Study
- Student Handout (BLM 5.5) Ethiopia Worksheet
- Student Handout (BLM 5.6) Millennium Development Goals Progress Update

Think about the things you would have to give up in order to balance your budget. What effects will *not* having these things have on your family? How would you feel if your family had to make these decisions about money every day? In this lessons students will be guided to create a budget based on a family profile and discuss how this affects the way they would live, while taking these questions into consideration.

Time: 60 minutes

Objective(s):

- Students will understand how low wages affect a family's ability to meet basic needs thus contributing to poverty in Canada.
- Students will apply number operations to calculate a simple monthly budget.
- Students will use critical thinking skills to analyze cause and affect relationships.

Summarized Alberta curriculum links:

- Health 6: Life Learning Choices (6.1)
- Social Studies 5-6:General Values and Attitudes (1,2,6)
- Social Studies 5-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 5-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 5-6: Specific Skills and Processes (S.1,S.5,S.7,S.8)
- Math 5: Number Sense (1-6)
- Math 6: Number Sense (1-8)

Materials:

- Class set of Money Matters Handout #1
- Profiles and Money Matters Handouts #2, 2a and 3 for each pair of students
- Pencils for all students
- Calculators for each pair of students

World Vision

Money Matters

This lesson explores how wages affect the way a family lives. In addition, students will learn about basic budgeting.

Grades 5–6

■ RED 3
Material Book 2
Page 131

UNAC (with Safe and Caring Schools)

Developing A Sense of Worth in Oneself and Respecting the Similarities and Differences of Others

This three part lesson focuses on respecting people who have different beliefs from oneself. Students are encouraged to present their family traditions and celebrations. Also included is a review lesson which has students share presentations with parents and other classrooms.

Grades 1–3

■ RED 4
Material Book 2
Page 137

Each person on this planet is unique and should be respected for their differences. In this three part lesson, students discuss the many ways people are different. Classes are encouraged to pick something that is unique about a person and create a presentation.

Time: 3 X 60+ minutes

Objective(s):

- Students will celebrate diversity in their classroom, school and community.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Health 1: Understanding and Expressing Feelings (1.9, 2.9, 3.9)
- Social Studies 1-3: Values and Attitudes (1)
- Social Studies 1: My World, Home, School, Community (1.1.1, 1.1.2)
- Language Arts: General Outcome (3-5)

Materials:

- Have student handout 1 completed before the lesson (sent home and returned). You may want to send home a completed copy of a fictional model for parents to view.
- Prepare an overhead of your completed fictional model.
- Student handout 1 from previous lesson
- Star template
- Presentation rubric – Handout 2



Margaret Meade once said, “Never doubt that a group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has”. Through this lesson students will be guided to think of a time in their lives when it was necessary to work as a team to accomplish a goal and how this helped them with the end result. Emphasis is also placed on respecting diversity. Remember, by respecting each other and working as a team, Together Everyone Achieves More!

Time: 2 X 30 minutes

Objective(s):

- Students will acknowledge that all people have similarities and differences in abilities and beliefs.
- Students will understand the necessity of working peacefully and cooperatively together for the common good.
- Students will show respect for others, and their beliefs and abilities.
- Students will learn to work together as a team.
- Students will develop listening skills.

Summarized Alberta curriculum links:

- Physical Education 2-4: Respectful Communication (C1)
- Physical Education 2-4: Fair Play (C2)
- Physical Education 2-4: Different Roles (C3)
- Physical Education 2-4: Play Cooperatively (C4)
- Physical Education 2-4: Contribute to teamwork (C5)
- Social Studies 2-4: General Values and Attitudes (1,2,6)
- Social Studies 2-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 2-4: General Skills and Processes (1,2,4,6,7,8)
- Language Arts: General Outcome (3)

Materials:

- Access to a gymnasium or large open area
- One piece of string for all students, no longer than 20 cm (may not be necessary)
- Group Handout: one per group

UNAC (with Safe and Caring Schools)

Respecting Others Through Cooperative Games

This resource includes lessons about how to work together and respect differences. Extensions are included.

Grades 2–4

■ RED 5
Material Book 2
Page 153



CHF

Friendship Fun

This resource introduces students to life in rural Northern Ghana. They will discover what homes look like and learn about the daily lives of children. They will also develop a better understanding of how far children and families must walk to access schools and hospitals.

Grades 1–3

■ RED 6
Material Book 2
Page 165

Have you ever wondered what life is like in another part of the world? This is a chance for students to catch a small glimpse of life in rural communities in Northern Ghana. Students will explore different aspects of home life and then using this new knowledge create a model village.

Time: 1 X 40 minutes, 1 X 20 minutes

Objective(s):

- Students will celebrate diversity in their global community.
- Students will work towards becoming global citizens.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

Summarized Alberta curriculum links:

- Art: Component 3. 4. 9
- Math 1: Number Sense (3)
- Grade 2 Number Sense (4)
- Science 1: Science Inquiry (1-1,1-2)
- Science 1: Problem Solving through Technology (1-3)
- Science 1: Building Things (1-7(1), 1-8 (1))
- Science 1: Plants and Animals (1–11 (3,6))
- Science 2: Science Inquiry (2-1,2-2,2-3)
- Science 2: Problem Solving through Technology (1-3)
- Science 2: Exploring Liquids (2-5(1,9))
- Science 2: Small Crawling and Flying Animals (2-10(5,8))
- Science 3: Building with a Variety of Materials (3-6, 3-7(1,2,3))
- Science 3: Animal Life Cycles (3-8)
- Social Studies 1-3: General Values and Attitudes (1,2,6)
- Social Studies 1-3: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-3: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 2: Human geography (2.1.1)
- Social Studies 2: Economy of Communities (2.1.4)
- Social Studies 3: Communities of the World (3.1.1,3.1.2,3.1.3,3.1.4)
- Social Studies 3: Global Citizenship (3.2.1,3.2.2)

Materials:

- Plasticine
- Sticks for fencing
- 1 Cardboard per group for building the community
- Straw for roofs (if available)
- Student Handouts (BLM 4.1) Introductory sheets describe communities in Northern Ghana
- Student Photographs (BLM 4.2)- visual aids that show authentic scenes of a village in Ghana
- Nalogu: *Everyone Lends a Hand* DVD and Teacher Guide (Optional. See Teacher Background Notes for instructions on ordering your video)

In the area of international development we are often faced with issues of poverty, forgetting southern nations also have great strengths. By examining photographs, this activity helps students use their critical thinking skills to identify the positive aspects and strengths of rural communities in Vietnam, Ghana and Grenada, a Caribbean Island. This process encourages students to look beyond the often portrayed negative image's about developing countries. Students look at how those strengths could be used to improve the lives of the people in the community. In the second part of this lesson, students reflect on their own strengths as a class and as individuals. Students then generate ideas of how they could use those strengths to improve the lives of people in their school and beyond.

Time: 40 minutes

Objective(s):

- Students will celebrate diversity in their global community.
- Students will work towards becoming global citizens.
- Students will increase their awareness.
- Students will research and create action for change.

Summarized Alberta curriculum links:

- Social Studies 1-6:General Values and Attitudes (1,2,6)
- Social Studies 1-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1-6: Specific Skills and Processes (S.5,S.6)
- Social Studies 1: My World: Home, School, Community (1.1.1,1.1.4)
- Social Studies 3: Communities in the World (3.1 (1,2,3))
- Social Studies 4: Interaction with Environment (4.1.4)
- Social Studies 6: Citizens Participating in Democracy (6.1.1)
- Language Arts 1-6: General Outcome (1,2,4,5)

Materials:

- LCD Projector (alternatively, a wall map, if possible)
- Computer
- Slide Show Pictures
 - What's Right with this Picture? Slide show
 - Hook Photograph: (Hook)
 - World Map Image: (World Map)
 - African Map Image: (Africa Map)
 - Asian Map Image: (Asia Map)
 - Student Photograph (BLM 1.1) depicts a community in a rural Caribbean Island
 - Student Photograph (BLM 1.2) depicts a community in rural Northern Ghana
 - Student Photograph (BLM 1.3) depicts a community in rural Northern Vietnam
 - Student Photograph (BLM 1.4) depicts a community in rural Northern Ghana

CHF

What's Rights with this Picture?

This activity focuses students' attention on positive aspects of the lives of people living in developing nations.

Grades 1–6

■ RED 7

Material Book 2

Page 183

CHF

Music to Farm By!

This lesson introduces students to farming in Ghana while singing songs and learning basic rhythms.

Grades 1–3

■ RED 8
Material Book 2
Page 195

The use of music is a great way for students to become engaged in a lesson. This lesson introduces different aspects of farming in Africa and specifically Ghana, through music and song. Students are introduced to typical rhythm from Ghanaian music, in an active, hands-on approach. They will make their own instrument and will then use this instrument during the singing and dancing of a familiar song which focuses on farming and market practices in Ghana.

Time: 40 minutes

Objective(s):

- Students will celebrate diversity in their global community.
- Students will work towards becoming global citizens.
- Students will increase their awareness.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

Summarized Alberta curriculum links:

- Music 1-3: Rhythm (1,2,3,4,5)
- Music 1-3: Expression (3,6,7)
- Social Studies 1-3: General Values and Attitudes (1,2,6)
- Social Studies 1-3: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-3: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1: My World: Home, School, Community (1.1.1, 1.1.5)
- Social Studies 2: Human Geography (2.1.1)
- Social Studies 3: Communities around the world (3.1(1,2,3,4))
- Social Studies 3: Global Citizenship (3.2 (1,2))

Materials:

- For shakers: paper towel or toilet paper rolls, plastic bottles, potato chip cans, small margarine tubs
- To go inside shaker/drum: seeds, rice, dried beans
- For drums: large margarine tubs, large tin cans
- To secure ends (if needed): tape, colourful yarn or cloth, heavy paper, construction paper to decorate outside, elastic bands of cans/tubs
- For decorating: paint, shells, feathers, glue
- Student Handout (BLM 2.1) introduces farming and music in Ghana
- Student Handout (BLM 2.2) explains Adinkra symbols
- Student Handout (BLM 2.3) has printed song lyrics
- Pictures of a kidi (BLM 2.4) and a shekre (BLM 2.5), traditional Ghanaian instruments
- Audio Clips (drums 1) and (drums 2) to play at beginning of lesson (**Must go to:** <http://www.chf-partners.ca/teaching-resources/education/lessons-1-3/music-to-farm-by.html>)
- Computer, LCD Projector, and Speakers

In this lesson students learn about Ethiopia, Ghana, Vietnam and Sudan's need for plants and animals by using their visual spatial skills. Students will be guided to navigate their animals through four mazes. Individually or in groups, children will learn that each country has animals that are useful to that particular place. They will also learn how animals are a valuable source of protein and extra income. Additionally, students are able to put themselves in the shoes of the farmers by planting and observing the growth of their own grass.

Time:

- 40 minutes
- Additional 20 minute lessons to check plants

Objective(s):

- Students will increase their awareness.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Science 1: Seasonal Changes (1-6(3,4))
- Science 1: Plants and Animals (1-11(3,6))
- Science 2: Science Inquiry (2-1,2-2)
- Science 2: Problem Solving through Technology (2-3)
- Science 2: Small Crawling and Flying Animals (2-10(5,8))
- Science 3: Animal Life Cycles (3-10(2, 8))
- Mathematics 1: Number sense (3)
- Mathematics 2: Number sense (4,7)
- Mathematics 3: Number sense (2,5)
- Social Studies 1-3:General Values and Attitudes (1,2,6)
- Social Studies 1-3: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-3: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 2: Human Geography (2.1.1)
- Social Studies 3: Communities around the world (3.1(1,2,3,4))

Materials:

- Pencils
- Crayons
- World map
- Planting: small sponges
- Grass seed
- Tops from plastic containers (like yogurt) to keep the sponges on while the plants grow
- Student Worksheet (BLM 6.1) donkey in Ethiopia maze
- Student Worksheet (BLM 6.2) cow in Ghana maze
- Student Worksheet (BLM 6.3) chicken in Vietnam maze
- Student Worksheet (BLM 6.4) ram in Sudan maze
- Picture Folder (BLM 6.5) for animal slideshow
- Map Folder (BLM 6.6) to show students location on maps
- Computer and LCD Projector for slideshow

CHF**Grass for Grazing**

This resource explores the different uses of animals around the world.

Grades 1-3

■ RED 9
Material Book 2
Page 209

CHF

Trees for Life

This lesson aims to teach students how trees provide benefits to our lives and can meet daily needs.

Grades 1–3

■ RED 10
Material Book 2
Page 227

Trees are an important resource for the earth and humankind. Trees are essential to a healthy planet and our survival. However, they also play an important role in helping people meet their basic needs. In this lesson students will learn how trees can help people in developing countries in a number of ways. They will be shown how trees and wood are essential for meeting daily needs. Students will be encouraged to discuss the balance needed to keep trees growing in order to enjoy their benefits, but also to be able to use them as resource.

Time: 40 minutes

Objective(s):

- Students will increase their awareness.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Social Studies 1-3: General Values and Attitudes (1,2,6)
- Social Studies 1-3: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-3: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 2: Human Geography (2.1.1)
- Social Studies 3: Communities around the world (3.1(1,2,3,4))
- Science 1: Seasonal Changes (1-6(1,3))
- Science 1: Plants and Animals (1–11(3,6))
- Science 2: Small Crawling and Flying Animals (2-10(5,8))
- Science 3: Building with a Variety of Materials (3-6, 3-7(1,2,5))
- Science 3: Animal Life Cycles (3-10 (2, 8))
- Art 1-3: Components (3,4,9)

Materials:

- Two pieces of flipchart paper or poster board, taped together lengthwise
- Pencils
- Crayons or colouring pencils
- Junior scissors
- Student Handout (BLM 7.1) has a variety of leaf outlines to print out for students so they may cut out and colour.
- Pictures from (BLM 7.2) two tree outlines to be projected and trace.
- Student Handout (BLM 7.3). Can be projected and read as a class or by teacher.
- Slide show (BLM 7.4) showing wood use

In this lesson, students use their creativity and imagination. The story about crops can be used in shared or guided reading, depending on the level of the children. Students are able to explore different countries around the world by emotively engaging in the creation of their own puppet show. Scripts are provided, but students can adapt them as they please. Finally, after reading and interactively learning about crops, they will be able to indulge their taste buds by sharing a snack with peers.

Time:

- 2 X 40 minutes
- 1 X 40 minutes for puppet show

Objective(s):

- Students will increase their awareness.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Art 1-3: Component (3,4,9)
- Drama 1: Goal 1 (1,9)
- Drama 2-3: Goal 1 (1,9)
- Drama 2-3: Goal 2 (5)
- Drama 2-3: Goal 3 (2,3)
- Social Studies 1-3: General Values and Attitudes (1,2,6)
- Social Studies 1-3: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-3: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1: My World: Home, School, Community (1.1.2,1.1.4)
- Social Studies 2: Human Geography (2.1.1)
- Social Studies 3: Communities around the world (3.1(1,2,3,4))
- Language Arts 1-3: General Outcome (1,2,4,5)

Materials:

- Stick puppet show:
 - Popsicle sticks
 - Crayons
 - Glue Scissors
- Sharing a snack:
 - Dips (optional)
 - Corn chips
 - Rice cakes
 - Whole wheat crackers
 - Corn nuts and/or Soy nuts
- Student Handout (BLM 5.1) explains grain use in different parts of the world
- Student Photographs (BLM 5.4) depict farming and various crops in rural poor communities
- Student Worksheet (BLM 5.2) can be photocopied and cut out for puppet heads
- Student Handout (BLM 5.3) can be photocopied and each script can be given to a different group of students

CHF**Grains for Growth**

This lesson explores different countries through the use of a puppet show.

Grades 1–3

■ RED 11
Material Book 2
Page 243

Development and Peace

Adbusting

This lesson looks at how advertising is used to make money. Students are encouraged to use their critical skills to identify values and methods used to increase or maintain sales.

Grades 3–6

■ RED 12
Material Book 2
Page 259

It is often easy enough to be deceived by messages of advertising and the media. This exercise of media deconstruction has a goal for students to be able to identify the messages, values and methods used to increase or maintain sales.

Time: 60 minutes

Objective(s):

- Students will increase their awareness.

Summarized Alberta curriculum links:

- Art 3-6: Reflection, Component 3
- Language Arts 3-6: General Outcome (2)
- Social Studies 3-6: Specific Skills and Processes (S.9)

Materials:

- Paper
- Pens
- Scissors
- Paste
- Magazines with a lot of ads



CANADIAN CATHOLIC ORGANIZATION FOR

**Development
and Peace**

Children of all ages can develop their questioning, analyzing, and debating skills which will help them with their reading and writing skills. In this lesson students begin by learning how a chocolate bar connects them to many different places in the world. Students will then debate on issues relating to cocoa bean production in a rural community in Ghana. Finally, students will compare Ghana and Canada's role in the global economy through a research project.

Time: 3 X 40 minutes

Objective(s):

- Students will work towards becoming global citizens.
- Students will learn to defend their opinions while being respectful of others' opinions.
- Students will develop critical thinking skills through research.

Summarized Alberta curriculum links:

- Drama 4-6: Goal 1, 2, 3
- Social Studies 4-6: General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1,S.6)
- Social Studies 4: Sense of the Land (4.1.1)
- Social Studies 5: Physical Geography (5.1.1)
- Social Studies 5: Shaping Identity (5.3.1)
- Social Studies 6: Participating in Democracy (6.1.1)
- Language Arts 4-6: General Outcome (1,2,4,5)

Materials:

- Paper
- String
- Marker Tape/Push pins
- World map or globe
- Chocolate bar
- Atlases
- Picture of/actual ingredients
- Internet (will vary depending on the chocolate bar used)
- Student Handout (BLM 2.1) signs for Ghanaian Elders and North American "Experts"
- Student Handout (BLM 2.2) debate information for Group A Ghanaian Elders
- Student Handout (BLM 2.3) debate information for Group B North American Chocolate Company
- Student Handout (BLM 2.4) debate information for Group C Ghanaian Elders
- Student Handout (BLM 2.5) debate information for Group D North American Chocolate Company
- Student Worksheet (BLM 2.6) Ghana on the World Market
- Student Worksheet (BLM 2.7) Canada on the World Market
- Student Slideshow (BLM 2.8) ingredients used in Chocolate making

CHF

Whose Decision is it Anyway?

This resource explores global connectedness through classroom and peer discussions, as well as a research project.

Grades 4–6

■ RED 13
Material Book 2
Page 261

Keiskamma

Keiskamma Songbook: Aquarium

This resource includes scores of music based around Keiskamma's community habitat. Students will be encouraged to become aware of sounds in their local and global environments.

Grades 1–3

■ RED 14
Material Book 2
Page 293

Music is a great way to learn about one's own culture as well as another's. In this lesson students have the opportunity to learn music scores created using Keiskamma's community habitat. By being encouraged to learn global sounds, students will be motivated to learn sounds from their local environments as well as be inspired to learn more about the natural environment through art and movement.

Time:

Times may vary depending on class. Specific lesson may be pulled out of this workbook or it may be used in full.

Objective(s):

- Students will celebrate diversity in their local and global community.
- Students will work towards becoming global citizens.
- Students will increase their awareness.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

Summarized Alberta curriculum links:

- Music 1-3: Rhythm (1,2,3,4,5)
- Music 1-3: Expression (3,6,7)
- Social Studies 1-3: General Values and Attitudes (1,2,6)
- Social Studies 1-3: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-3: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1: My World: Home, School, Community (1.1.1, 1.1.5)
- Social Studies 2: Human Geography (2.1.1)
- Social Studies 3: Communities around the world (3.1 (1,2,3,4))
- Social Studies 3: Global Citizenship (3.2 (1,2))

Materials:

- Recorder for each student

Afghanistan has experienced tremendous school enrolment rates since 2001, the highest in the history of Afghanistan. However, there are still challenges to girls' education, with issues of availability and accessibility of schools, safety of students and teachers, need for infrastructure and recruitment and retaining of teachers. This resource highlights women and children's human rights, as well as the changes in accessibility to these rights. These lessons are encouraged to be taught through discussion, games and activities.

Time:

- Pre-presentation activity- 60 minutes
- Interactive Game- 60 minutes
- Activity 1, Rights of the Child- 45 minutes
- Activity 2, It's Not Fair!- 30 minutes
- Landmines and Afghanistan Lesson Plan- 40 minutes
- Student Activities- 60 minutes

Objective(s):

- Students will illustrate, in writing, their understanding of changes in human rights and women's rights experienced by Afghan people.
- Students will conduct an inquiry into the current political, economic, and social conditions in Afghanistan.
- Students will consider the impact of education and development in the quality of life of people in Afghanistan.

Summarized Alberta curriculum links:

- Health 4-6: Understanding and Expressing Feelings (R.7,R.8,R.9)
- Health 4-6: Life Learning Choices (L.1,L.3,L.4,L.7,L.8)
- Social Studies 4-6:General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1, S.6)
- Social Studies 5: Canada: Shaping an Identity (5.3.1)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)
- Language Arts: General Outcome (1,3,4,5)

continued on next page

Canadian Women for Women in Afghanistan

Understanding Human Rights in Afghanistan

This resource will engage students in learning about their own basic human rights and the concept of universality of human rights.

Using Afghanistan as a case study, they will examine how and why human rights need to be protected and see examples of what life is like when these rights are taken away. Students are challenged to find ways in which they can assist oppressed people around the world in reclaiming those rights. Background information; a PowerPoint presentation and script; interactive game cards and instructions; and lesson plans are included.

Grades 4-6

■ RED 15
Material Book 2
Page 343

Canadian Women for Women in Afghanistan

Understanding Human Rights in Afghanistan

Materials:

- Activity 1
 - Declaration of the Rights of the Child (Plain language version)
<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>
 - Flipchart paper and markers
 - Copies of “The Breadwinner”, “Parvana’s Journey” and “Mud City” by Deborah Ellis (please contact ACGC to loan copies for your class).
- Landmines and Afghanistan lesson plan
 - Background information on landmines from:
 1. Mines Action Canada web site: www.minesactioncanada.org
 2. International Campaign to Ban Landmines web site: www.icbl.org
 3. Handouts (included)
- Interactive game
 - Cards
 - Character sheets
 - 1 sheet adhesive labels (30 per sheet)
 - 17 envelopes at least 4” by 6”

My World, My View is adapted from Lydia Keen's Photography Workshop. It was originally designed for grades 4-8, but can be adapted for older or younger students. The purpose of *My World, My View* is for Canadian students to capture their communities through photos and compare their images to those taken by students in another Canadian community. This workshop encourages students to partner with another school on the World Vision World Class site to share their project experiences through online discussions and blogs, and collaborate to take action to change a problem in their local or global community. *My World, My View* will allow students to capture images of their communities while developing cultural awareness and an understanding of community needs in developing countries.

Time:

Times may vary depending on class and depth with which you choose to address this project. This can be utilized as a three-day lesson or take place throughout the year.

Objective(s):

- Students will understand what makes communities better places for all people.
- Students will compare similarities and differences in culture, lifestyle and needs of communities around the world.
- Students will express and exchange ideas and respond to the ideas of others.
- Students will collaborate to develop a plan of action to promote awareness of and/or address a community or global problem.

Summarized Alberta curriculum links:

- Social Studies 3-6: General Values and Attitudes (1,2,6)
- Social Studies 3-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 3-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 3-6: Specific Skills and Processes (S.1, S.6)
- Social Studies 3: Communities in the World (3.1(1,2,3,4))
- Social Studies 3: Global Citizenship (3.2.1, 3.2.2)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)
- Language Arts: General Outcome (1,2,5)
- Art 3-6: Component 10 (iii) (F. Photography)

Materials:

- Camera for each student or group of students
- Memory cards (at least 1GB), batteries and extra batteries for each camera
- Computer or laptop
- Projector (if possible)
- USB cable to connect the camera to the computer
- External hard drive or memory stick to store the students' images
- Paper and ink will be needed for printing invitations to the exhibit
- Materials to hang the exhibit: clothes pegs, string/twine, glue and multi coloured paper useful for mounting pictures onto for the exhibit.
- Portfolios (photo albums that hold 15-20 photos), one per student
- Paper, markers/pencil crayons for the students to design a portfolio cover

World Vision

My World, My View: Photography Collaboration Project

This workshop is a photography collaboration project. While taking photos of their lives, students will learn about local and global community needs.

Grades 3–6

■ LIGHT BLUE 1
Material Book 3
Page 3

UNAC

What Kind of World...?

This resource includes a series of three lessons and an information package to help students learn about the United Nations.

Grades 4–6

■ LIGHT BLUE 2
Material Book 3
Page 17

At the heart of the *What Kind of World...?* package are three lesson plans which aim to teach students the basics of the United Nations (UN) system and a number of critical global issues from a Canadian perspective. Each one-hour session draws links between local and global issues, and highlights the role of Canada in the UN and the UN in daily life. The sessions are geared towards interactive learning and allowing youth to develop their own ideas and opinions about global issues. Although the lessons are intended to be taught sequentially, they may also be given individually with the assistance of the provided background information.

Time: 60 minute lessons per session (x3)

Objective(s):

- Students will increase their awareness of international problems and possible solutions.
- Students will increase their understanding of the UN and to foster an appreciation for its work.
- Students will increase their understanding of Canada's role on the international stage.
- Students will increase their enthusiasm for learning about global issues.
- Students will gain a sense of empowerment from finding solutions to global problems.

Summarized Alberta curriculum links:

- Social Studies 4-6: General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1,S.6)

Materials:

- For example Class Charters - www.unac.org/learn/wrld/class-charter.htm



There are 6 billion people in the world and many different beliefs about how the world and its people were created. Global citizens respect different religious beliefs and understand that there is diversity in the world within different cultural groups. This lesson will guide students to respect diverse beliefs as they reflect on the many similarities and differences that exist.

Time: 60 minutes

Objective(s):

- Students will understand that religious and cultural groups have different beliefs about the creation of the world and its people.
- Students will show respect for differences in creation beliefs.

Summarized Alberta curriculum links:

- Social Studies 4: General Values and Attitudes (1,2,3,6)
- Social Studies 4: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4: General Skills and Processes (1,2,4,6,7,8)
- Language Arts 4: General Outcome (3)

Materials:

- The story of Adam and Eve at <http://christiananswers.net/godstory/creation1.html>
- The story of Weesarkejauk in the Grade 4 textbook Ordinary People in Alberta's Past
- A third story of creation from another religious or cultural group at www.waldorfhomeschoolers.com/creation.htm
- A poster defining create (See Poster 1)
- A poster defining belief (See Poster 2)
- A poster defining respect (See Poster 3)

UNAC (with Safe and Caring Schools)

Respecting Diverse Beliefs about the Creation of the World

This lesson addresses the different stories of creation, while exploring the similarities and differences.

Grade 4

■ LIGHT BLUE 3
Material Book 3
Page 43



One Child's Village

A Day in the Life of a Young Student Living in Rural Africa...THE STORY OF GRACE

This lesson guides students through a narrative about a young girl living in rural Africa. Discussion questions are provided for students to explore the similarities and differences between themselves and Grace.

Grades 1–6

■ LIGHT BLUE 4
Material Book 3
Page 51

Have you ever wondered what it would be like to live in another part of the world? This lesson follows a young Kenyan girl through her daily routine. Vivid images and a narrative provide students with an idea of life somewhere else. Students are encouraged to discuss what they have learned after the PowerPoint presentation.

Time: 80 minutes

Objective(s):

- Students will understand what makes communities better places for all people.
- Students will compare similarities and differences in culture, lifestyle and needs of communities around the world.
- Students will express and exchange ideas and respond to the ideas of others.

Summarized Alberta curriculum links:

- Social Studies 1-6: General Values and Attitudes (1,2,6)
- Social Studies 3-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 3-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 2: Specific Skills and Processes (S.5, S.6)
- Social Studies 1: My World: Home, School, Community (1.1.1,1.1.4)
- Social Studies 3: Communities in the World (3.1(1,2,3,))
- Social Studies 4: Sense of the Land (4.1.4)
- Social Studies 6: Citizens Participating in Decision Making (6.1.1)
- Language Arts: General Outcome (1,2,4,5)

Materials:

- PowerPoint presentation located on the ACGC website (www.acgc.ca) under Resources/Development in a Box 1-6/Peace Studies

The carbon footprint offers a way to calculate your contribution to the carbon dioxide emissions that affect our climate. It measures the total amount of carbon production created by your energy consumption. Knowing your carbon footprint can show areas where you can decrease your energy consumption and, in turn, reduce your production of carbon emissions. This lesson is intended to educate students about energy use and carbon footprints. In the end, the goal is for students to come away with some energy-saving ideas. Students have a passport that they must fill out in order to complete the “Olympic” race.

Time: 60 minutes

Objective(s):

- Students will contribute to the school’s positive environment.
- Students will become active global citizens.
- Students will examine the factors that contribute to environmental destruction.
- Students will begin to understand and provide justification for reasons why the environment is a complex and holistic issue.
- Students will express and exchange ideas and respond to the ideas of others.
- Students will collaborate to develop a plan of action to promote awareness of carbon footprinting.

Summarized Alberta curriculum links:

- Social studies 6: Values and attitudes (1,2,6,7)
- Social studies 6: Skills and Processes (1,2)

Materials:

- One passport per team (included- to be printed for each group)
- Materials for each activity
 - Collection of bathroom products (include three items not derived from petroleum)
 - Three fruits or vegetables
 - Three different photos of three different meals (one with ingredients from far away)
 - List of hydro uses (included- to be printed)
- Scissors
- Flipchart paper
- Three sheets of paper per group (pencils/pens)

Development and Peace

Powerdown Olympics

This interactive game introduces students to carbon footprints and how they can reduce energy use.

Grade 6

■ GREEN 1
Material Book 3
Page 55



Development and Peace

Chocolate Chip Cookie Mining

This interactive game explores the destruction that occurs during the mining process.

Grades 3–6

■ GREEN 2
Material Book 3
Page 59

This activity will introduce students to the economics of mining while developing skills in math, science, problem solving, and decision-making and language arts. Each player must “purchase” their “property”, “purchase” the necessary “equipment”, pay the costs associated with the “mining operation” and finally pay the cost of “reclamation”. In return each player earns money for the amount of “ore” mined. The object is to make as much money as possible after paying all expenses.

Time: 45 minutes

Objective(s):

- Students will examine the economics of mining.
- Students will begin to understand and provide justification for reasons why mining is a complex and holistic issue.
- Students will express and exchange ideas and respond to the ideas of others.

Summarized Alberta curriculum links:

- Social Studies 3-6: General Values and Attitudes (1,2,6,7)
- Social Studies 3-6: General Skills and Process (1,2)
- Science 4: 4-1,4-2,4-3,4-4
- Science 4: Light and Shadows (4-9(1-12))

Materials:

- Chocolate chip cookies
- Copies of Cookie Mining Spreadsheet (included)
- Napkins
- Pins or toothpicks



This project is based around the issue of providing light for people in developing countries, who do not have access to electricity. Light Up The World is an international development organization based in Calgary, Canada and is used throughout the project as an example of this type of work in action in the real world. Students will be required to investigate the context, design and manufacture a sustainable lighting system and write/present a technical project report similar to that produced by Electrical and Electrical Engineers in industry.

Included in the online pack is a PowerPoint containing student activities, guidelines for writing a project report, a student template for the report, this set of teachers' notes and a careers education tagging sheet.

Time:

45 minutes x 11 classes (Time required to complete this project will depend on class- extra time is needed at the end for presentations as students share their final results.)

Objective(s):

- Students will design and manufacture a solid state, sustainable lighting system for people in a country with no access to electricity.
- Students will describe the benefits of White LEDs (WLEDs) in comparison to kerosene oil lamps and incandescent lighting.
- Students will calculate appropriate resistor values to protect LEDs used in the lighting system.
- Use software to design, model and simulate their lighting system circuit.
- Students will develop a printed circuit board layout for their lighting system.
- Students will use soldering equipment to assemble and test their PCB.
- Students will design and manufacture an appropriate housing for the lighting system.
- Students will write and present an industrial style technical report detailing what they have learnt during the project.
- Students will discuss the personal skills and qualities that they have used in the project, and how these might relate to future career choices.

Summarized Alberta curriculum links:

- Social Studies 5-6: General Values and Attitudes (1,3,4)
- Social Studies 5-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 5-6: General Skills and Process (1,2,4,6,7,8)
- Social Studies 5-6: Specific Skills and Processes (S.1,S.5-S.9)
- Art: Expression Component 10 (iii)
- Science 4: 4-1,4-2,4-3,4-4
- Science 4: Light and Shadows (4-9(1-12))
- Science 5: 5-1,5-2,5-3
- Science 5: Electricity and Magnetism (5-5(1-7,10))
- Science 5: Mechanisms Using Electricity (5-6(2))
- Language Arts: General Outcome (1,3,4,5)

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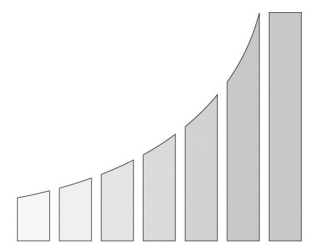
Light Up The World

Lighting up the World

This resource is based around the issue of providing light for people in developing countries, who do not have access to main electricity. Students are required to investigate a sustainable lighting system and then write and present a technical projects report.

Grades 5–6

■ GREEN 3
Material Book 3
Page 63



LIGHT UP THE WORLD

Light Up The World

Lighting up the World

Materials:

- PowerPoint presentation (included in hardcopy- access to online is available through [www.acgc.ca /Resources/Development](http://www.acgc.ca/Resources/Development) in a Box 1-6/Environmental Sustainability)
- Video 'The Man Who Lit up the Mountains' (<http://lutw.org/Videos>)
- Access to Windows Movie Maker (extension- not necessary)
- Access to a power source
- Access to Circuit Wizard and Yenka (Crocodile Technology)
- Basic soldering equipment

Taking action for change in your community or around the world requires a lot of thought and preparation. This kit is an effective tool to address the “now what”. It offers a step-by-step guide on how to positively make change and take action.

Time: The amount of time needed to complete this action plan depends on both the group and the degree to which the action plan is implemented. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will increase their awareness, identify and reflect on issues of concern.
- Students will research and create action for change.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Health: Life Learning Choices (L.7)
- Social Studies 4-6: General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,11,12)
- Social Studies 4-6: General Skills and Processes (1,2,5,6,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1, S.6)
- Language Arts 4-6: General Outcome (1-5)

Materials:

- This resource includes all the necessary information needed to implement the lesson.

**John Humphrey Centre
for Peace and Human
Rights**

*Ignite Change Now:
Youth Action Toolkit*

This resource explores ideas of global citizenship and current social issues in a step towards students developing a concrete action plan.

Grades 4–6

■ YELLOW 1
Material Book 1
Page 201



Bridges of Hope

Pull for Poverty

There are three components to this fundraising plan resource: student guide, team leader guide and a school coordinator guide. Students are encouraged to take action in order to create awareness.

Grades 4–6

■ YELLOW 2
Material Book 1
Page 223

According to UNICEF, 22,000 children die each day due to poverty. In order to combat poverty, *Bridges of Hope* hosted its first ever ‘Pull for Poverty’ in May 2010 in Lethbridge, Alberta. It was a huge success! ‘Pull for Poverty’ is a round robin tournament, tug-of-war fundraiser that helps raise awareness about poverty in the world today. This is an invitation for students and teachers from schools in your area to enter a team in the tournament and help *Bridges of Hope* bring light to the issues that matter most.

All the money will be donated directly to *Bridges of Hope* in aid of the work they are doing to help orphaned and vulnerable children in Africa and other impoverished countries around the world.

Time:

The amount of time needed to complete this action plan depends on both the group and the degree to which the action plan is implemented. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will organize a school/community-wide event with the intent to fundraise money for *Bridges of Hope* international projects.
- Students will work together to create a “Pull for Poverty” event.
- Students will raise money to help combat poverty.

Summarized Alberta curriculum links:

- Health 4-6: Life Learning Choices (L.3,L.4,L.7,L.8)
- Social Studies 4-6:General Values and Attitudes (1,2,6)
- Social Studies 4-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 4-6: General Skills and Processes (1,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.6)
- Language Arts 4-6: General Outcome (1-5)

Materials:

- 3 Resource packages (Participant, Team Leader and Coordinator) – all included

Knowledge about the Millennium Development Goals introduces learners to many of the major global development issues facing the world today, while providing a framework for understanding challenges that exist in local communities everywhere. This guide aims to orient teachers to the issues, resources, and possibilities for youth action around the MDGs. The suggested activities are easily adapted for classroom projects in a range of contexts and foster learning through inquiry, collaboration, and participatory action-learning. These activities can be conducted as independent lessons, introductory steps to a specific project, or as a complete unit.

Time:

Although the unit has a basic structure, flexibility will be maintained to allow for inclusion of student talent and interest. Emphasis is on student initiative and ingenuity; the teacher is to act as a facilitator and guide. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will acquire knowledge of self and others through contributing to school's positive environment.
- Students will develop organizational skills through participation in school-based activities.
- Students will develop leadership skills while preparing school-wide activities.
- Students will become active global citizens.
- Students will use knowledge to initiate an action project.

Summarized Alberta curriculum links:

- Health 3-6: Life Learning Choices (L.3,L.4,L.7,L.8)
- Social Studies 3-6: General Values and Attitudes (1,2,6)
- Social Studies 3-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 3-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 3-6: Specific Skills and Processes (S.1,S.6)
- Social Studies 3: Communities in the World 3.1 (3.1.1, 3.1.2, 3.1.3, 3.1.4)
- Social Studies 3: Global Citizenship 3.2 (3.2.1, 3.2.2)
- Social Studies 4: Sense of the Land (4.1.1)
- Social Studies 5: Physical Geography of Canada (5.1.1)
- Social Studies 5: Histories and Stories of Ways of Life in Canada (5.2.1)
- Language Arts: General Outcome (3,4,5)

Materials:

- Access to the following websites:
 - www.cause.ca
 - www.worldonfire.ca
 - <http://ca.youtube.com/watch?v=6Sb6RmRMbBY>
- Handouts
 - Advertising Handout
 - Advertising Rubric
 - Sample Press Release
 - Press Release Worksheet
 - Self-Evaluation Sheet

CAUSE

From Hearts to Hands: Let's CHANGE our World

This resource includes four lesson plans on human rights injustices. Also included are tips on fundraising, presentations, and activities.

Grades 3–6

■ YELLOW 3
Material Book 1
Page 283

Optometry Giving Sight

Say Yes today for a better tomorrow

This package includes information to help with a fundraising event for Optometry Giving Sight.

Grades 1–6

■ YELLOW 4
Material Book 1
Page 297

Today, more than 670 million people live without access to the eye exams and glasses they need. Without glasses, children may be unable to learn at school and parents unable to work to provide for their families. Training local eye care professionals and establishing community based vision centres and optical labs are the only way to solve this global problem for the long term. This resource provides information and an opportunity for students to work together to learn about the issue and act as global citizens.

Time:

The amount of time needed to complete this action plan depends on both the group and the degree to which the action plan is implemented. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will organize a school event with the intent to fundraise money for *Optometry Giving Sight* international projects.
- Students will increase their awareness, identify and reflect on issues of concern.
- Students will research and create action for change.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Health: Life Learning Choices (L.3,L.4,L.7,L.8)
- Social Studies 4-6: General Skills and Processes (1,2,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1, S.6)
- Language Arts 4-6: General Outcome (1-5)

Materials:

- Flyer (included)
- Building poster (smaller version included - larger version may be ordered from *Optometry Giving Sight*)
- Campaign Poster (smaller version included - larger version may be ordered from *Optometry Giving Sight*)
- Brick Poster (smaller version included - larger version may be ordered from *Optometry Giving Sight*)

This resource outlines the necessary steps to putting on a successful fundraising event. There is background information, event ideas, communicating with media tips and more. It allows teachers and students to be creative and flexible in the type of event they would like to organize. This is easily used in a classroom, leadership group or as a school wide project.

Time:

The amount of time needed to complete this action plan depends on both the group and the degree to which the action plan is implemented. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will organize a school event with the intent to fundraise money for *Canadian Humanitarian* international projects.
- Students will increase their awareness, identify and reflect on issues of concern.
- Students will research and create action for change.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Health: Life Learning Choices (L.3,L.4,L.7,L.8)
- Social Studies 4-6: General Skills and Processes (1,2,7,8)
- Social Studies 4-6: Specific Skills and Processes (S.1,S.6)
- Language Arts 4-6: General Outcome (1-5)

Materials:

- This resource includes all the necessary information needed to implement the lesson.

Canadian Humanitarian***Event and Fundraiser Toolkit***

This fundraising toolkit provides pertinent information on how to hold a successful fundraiser for Canadian Humanitarian.

Grades 1–6

■ YELLOW 5
Material Book 1
Page 313

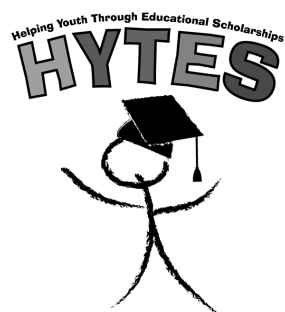
HYTES

Education Package

This package includes activities and fundraising ideas for students wishing to raise money for HYTES.

Grades 5–6

■ **YELLOW 6**
Material Book 1
Page 331



This package seeks to provide resources to educators and youth leaders to raise awareness and understanding around issues of social injustice, quality of life standards and the importance of education. Through different activities students will increase their understanding of global issues and can organize a fundraising event to benefit HYTES.

Time:

The amount of time needed to complete this action plan depends on both the group and the degree to which the action plan is implemented. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will increase their awareness in Canadian schools and the Canadian public on the need for educational support in developing countries.
- Students will work together to provide educational scholarships for youth in developing countries to advance and grow themselves, contribute to their community and benefit society.

Summarized Alberta curriculum links:

- Health: Life Learning Choices (L.3,L.4,L.7,L.8)
- Social Studies 5-6:General Values and Attitudes (1,2,6)
- Social Studies 5-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 5-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 5-6: Specific Skills and Processes (S.1,S.6)
- Language Arts: General Outcome (5)

Materials:

- Overhead transparencies - background information, profiles, comparisons, Vow of Silence, Cost of Education
- Examples of Kenyan Success Cards
- Examples of further possible school success cards
- Posters (students can make their own or use those provided in the package)
- Fabric (CONTACT HYTES for fabric)
- Computers
- Arts supplies: fabric paint, markers, posters, stickers, stamps
- Support of a quilter or quilting group which will be able to assemble the final product
- Vow of Silence pledge sheet
- HYTES PowerPoint presentation
- LCD projector and laptop
- Handouts - Entrance/Exit slip
- Tickets for door prize and a door prize
- Simulation activity tickets
- Postcards
- Education fundraising package
- Artefacts
- Student profile handout

Through a story, activities and a fundraising opportunity, students learn about how leprosy continues to affect the lives of people around the globe. Students will read a story about a girl who contracts and then is cured of leprosy and will hear about how it was made possible because of the generosity of other people.

Time:

The amount of time needed to complete this action plan depends on both the group and the degree to which the action plan is implemented. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will increase their awareness, identify and reflect on issues of concern.
- Students will research and create action for change.
- Students will work towards becoming global citizens.

Summarized Alberta curriculum links:

- Health: Life Learning Choices (L.3,L.4,L.7,L.8)
- Social Studies 1-6:General Values and Attitudes (1,2,6)
- Social Studies 1-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1-6: Specific Skills and Processes (S.1,S.6)
- Language Arts: General Outcome (1-5)

Materials:

- Story
- Letter
- Box template
- Postcard template

Leprosy Mission Canada

Umbrella Girl

This fundraising campaign resource guide comes with templates, letters, activities and a story about the “umbrella girl”.

Grades 1–6

■ YELLOW 7
Material Book 1
Page 381



ICChange

**FROM IDEA TO
ACTION: A Guide
for Community
Development Initiatives**

This manual offers a 5 step plan for development projects, a real life case study, and multiple fictitious development project scenarios for students to gain practice.

Grades 1–6

■ **YELLOW 8**
Material Book 1
Page 397

It is often easier to step into a project that you feel passionate about with a little guidance. This resource offers just that - guidance and motivation to generate ideas on how to become more globally aware, tips on putting your commitment idea into action, case studies to deepen understanding, as well as reflection questions.

Time:

The amount of time needed to complete this action plan depends on both the group and the degree to which the action plan is implemented. Action plans may be completed within a month or continue on to the following year.

Objective(s):

- Students will be able to conceptualize meaningful actions and how to increase global awareness.
- Students will learn the basic steps required to implement a project.
- Students will gain the ability to think critically about community projects and their overall effectiveness, strengths and weaknesses.

Summarized Alberta curriculum links:

- Health: Life Learning Choices (L.3,L.4,L.7,L.8)
- Social Studies 1-6:General Values and Attitudes (1,2,6)
- Social Studies 1-6: General Knowledge and Understanding (1,4,11,12)
- Social Studies 1-6: General Skills and Processes (1,2,4,6,7,8)
- Social Studies 1-6: Specific Skills and Processes (S.1,S.6)
- Language Arts: General Outcome (1-5)

Materials:

- This resource includes all the necessary information needed to implement the lesson.



ICCHANGE

Development and Peace

Icebreakers

Grades 4–6

This activity includes a list of interactive games to get students moving and feeling comfortable in their surroundings.

Development and Peace

The Cities Game

Grades 3–6

This is an interactive game explores what people may experience during rebuilding after a war.

Development and Peace

The Land Game

Grades 4–6

This resource includes an energizer/activity with a theme of “landlessness” and lives of refugees.

Development and Peace

A Tap Water vs. Bottle Water Taste Test

Grades 4–6

This activity includes a Coke versus Pepsi type display with the aim is to show that there is no real difference between tap water and some bottled water.

Development and Peace

Step one: Warming up to the world and each other

Grades 1–6

This resource includes activities that engage students in themes surrounding social justice.

■ ORANGE

Material Book 3

Pages 89 –224



CANADIAN CATHOLIC ORGANIZATION FOR

**Development
and Peace**

■ ORANGE
Material Book 3
Pages 89 –224

John Humphrey Centre for Peace and Human Rights *Rights in the Sun: A Practical Guide for Human Rights Education*

Grades 1–6

This resource provides numerous interactive activities and games that may be used as icebreakers, conclusions or complements to different lessons. The focus is on human rights and global citizenship.



Mennonite Central Committee *'Peace is a Choice...At Each Small Turn Choose Peace'*

Grade 6

This resource will introduce students to the tools that can be used to impact in positive ways the big and small conflict issues in their own worlds, and in the larger world.



UNAC (with Safe and Caring Schools)

Safe and Caring Schools for Students of all Faiths - A Guide for Teachers

This is a resource for teachers. Information and ideas for teachers who want to create a safe environment for all students. Included are activities that promote the respectful classroom dynamic are also provided within.

UNAC

Teachers Guide: Refugees: A CANADIAN PERSPECTIVE

This information package, aimed at teachers, will assist in the understanding of issues surrounding Canadian refugees.



**United Nations
Association
in Canada** | *Edmonton
Branch*

John Humphrey Centre for Peace and Human Rights

Youth Guide to the Canadian Charter of Rights and Freedom - French and English

This resource provides the *Canadian Charter of Rights and Freedoms* in a youth-friendly manner.

John Humphrey Centre for Peace and Human Rights

Youth guide to the United Nations' Universal Declaration of Human Rights - French and English

This guide provides a breakdown of the United Nation's *Universal Declaration of Human Rights*, a document created in response to the atrocities committed during the Second World War.



John Humphrey Centre
for Peace and Human Rights
pour la paix et les droits de la personne

■ PINK

Material Book 3
Pages 225 – 460

■ PINK

Material Book 3
Pages 225 – 460

HIV Edmonton

Patrick's Wish

This resource includes a story about a young boy named Patrick who grew up with AIDS.

HIV Edmonton

TALKING to KIDS about HIV/AIDS

A pamphlet to help kids understand HIV and AIDS.

HIV Edmonton

HIV & AIDS BASIC FACTS

This resource comes with questions and answers about HIV and AIDS.



Leprosy Mission

Pete the Pig

This lesson will teach students about sharing, compassion and about leprosy as a disease. A narrative is included for more in-depth understanding.



CHF

Background Information

Additional information for use with CHF resources. Includes maps, facts about Ghana, recipes, and links to further information on several countries.



The following is a list of the entire Alberta grade 1-6 curriculum links connected to Development in a Box Grades 1-6.

To locate specific links attached to specific lessons please see the Table of Contents and/or Lesson Descriptions.

• Health and Life Skills	Page 74
• Language Arts	Page 75
• Social Studies	Page 76
Grade 1	Page 77
Grade 2	Page 78
Grade 3	Page 78
Grade 4	Page 80
Grade 5	Page 81
Grade 6	Page 84
• Drama	Page 85
• Art	Page 86
Grade 1 & 2	Page 86
Grade 3 & 4	Page 87
Grade 5 & 6	Page 88
• Mathematics	Page 89
Grades 1-4	Page 89
Grades 5 & 6	Page 90
• Science	Page 91
Grade 1	Page 91
Grade 2	Page 91
Grade 3	Page 93
Grade 4	Page 93
Grade 5	Page 94
Grade 6	Page 95
• Physical Education	Page 96
• Music	Page 96

■ HEALTH AND LIFE SKILLS

General Outcome: Personal Health:

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

- W-1.2 demonstrate positive hygiene and health care habits; e.g., habits to reduce germ transmission, habits for dental hygiene
- W-2.2 examine the need for positive health habits; e.g., adequate sleep, sun protection
- W-3.2 improve and practice positive health habits; e.g., lifting and carrying book bags/ backpacks, maintaining good posture

General Outcome: Understanding and Expressing Feelings:

Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

- R-5.7 apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions
- R-6.7 apply a variety of strategies for resolving conflict; e.g., practice treating differences of opinion as opportunities to explore alternatives
- R-5.8 develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations
- R-6.8 analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community
- R-1.9 recognize and accept individual differences within groups; e.g., one's own family
- R-2.9 explain how groups can contribute to a safe and caring environment
- R-3.9 encourage fair play through modeling; e.g., model fair play and safe play practices to cross-age groupings
- R-5.9 explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members
- R-6.9 make decisions cooperatively; e.g., apply a consensus-building process in group decision making

General Outcome: Life Learning Choices:

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

- L-5.1 identify and implement an effective time management plan; e.g., prioritize goals
- L-6.1 expand strategies for effective personal management; e.g., develop and implement a personal budget, assess the power of positive thinking
- L-4.3 demonstrate effective decision-making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results
- L-5.3 investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision-making, delayed decision-making
- L-6.3 analyze influences on decision-making; e.g., family, peers, values, cultural beliefs, quality of information gathered
- L-4.4 distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals
- L-5.4 analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits

■ LANGUAGE ARTS

- L–6.4 identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans
- L–4.7 describe the impact of service contributions on self; e.g., increase in self-worth, confidence and understanding of others
- L–5.7 identify, within the school, the volunteer service accomplishments of staff and students
- L–6.7 identify the volunteer accomplishments of the community, and communicate information and appreciation
- L–4.8 select, perform as a class and analyze volunteer accomplishments; e.g., participate in spring cleanup, collect used eyeglasses
- L–5.8 develop strategies for showing appreciation for volunteer contributions; e.g., use communication technologies
- L–6.8 analyze and assess the impact of volunteerism in the school and community

General Outcome 1:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- Express ideas and develop understanding
- Consider the ideas of others

General Outcome 2:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

- Experience various texts
- Construct meaning from texts
- Appreciate artistry of various texts
- Generate ideas
- Structure texts

General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information.

- Determine information needs
- Use a variety of sources
- Access information
- Share ideas and information

General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- Appraise own and others work
- Revise and edit
- Enhance Artistry
- Present Information
- Use effective oral and visual communication

■ LANGUAGE ARTS

General Outcome 5:

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- Appreciate Diversity
- Relate text to culture
- Use language to show respect
- Cooperate with others
- Work in groups

■ SOCIAL STUDIES

Values and Attitudes:

Social studies provides learning opportunities for students to:

- 1: value the diversity, respect the dignity and support the equality of all human beings
- 2: demonstrate social compassion, fairness and justice
- 3: appreciate and respect how multiple perspectives, including Aboriginal and Francophone, shape Canada's political, socioeconomic, linguistic and cultural realities
- 4: honour and value the traditions, concepts and symbols that are the expression of Canadian identity
- 6: demonstrate a global consciousness with respect to humanity and world issues
- 7: demonstrate a consciousness for the limits of the natural environment, stewardship for the land and an understanding of the principles of sustainability

Knowledge and Understanding:

Social studies provides learning opportunities for students to:

- 1: understand their rights and responsibilities in order to make informed decisions and participate fully in society
- 4: understand historic and contemporary issues, including controversial issues, from multiple perspectives
- 11: understand how political and economic distribution of power affects individuals, communities and nations
- 12: understand the role of social, political, economic and legal institutions as they relate to individual and collective well-being and a sustainable society
- 14: understand that humans exist in a dynamic relationship with the natural environment.

Skills and Processes:

Social studies provides learning opportunities for students to:

- 1: engage in active inquiry and critical and creative thinking
- 2: engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision making
- 4: use and manage information and communication technologies critically
- 5: conduct research ethically using varied methods and sources; organize, interpret and present their findings; and defend their opinions
- 6: apply skills of metacognition, reflecting upon what they have learned and what they need to learn

- 7: recognize and responsibly address injustices as they occur in their schools, communities, Canada and the world
- 8: communicate ideas and information in an informed, organized and persuasive manner.

Grade 1

My World: Home, School, Community

- 1.1.1: value self and others as unique individuals in relation to their world:
 - appreciate how belonging to groups and communities enriches an individual's identity(I)
 - appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC)
 - demonstrate respect for their individual rights and the rights of others (C, I)
 - recognize and respect how the needs of others may be different from their own (C)
- 1.1.2: value the groups and communities to which they belong:
 - demonstrate a willingness to share and cooperate with others (C, PADM)
 - appreciate how their actions might affect other people and how the actions of others might affect them (C)
 - demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM)
 - assume responsibility for their individual choices and actions (CC, I)
- 1.1.4: determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:
 - In what ways do people cooperate in order to live together peacefully? (C, I)
 - How do groups make decisions? (PADM)
 - In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C)
- 1.1.5: distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:
 - What are some familiar landmarks and places in my community? (CC, TCC)
 - Why are these landmarks and places significant features of the community? (CC, I, TCC)
 - What are some differences between rural and urban communities? (CC, LPP)
 - Where is my community on a map or on a globe? (LPP)
- 1.S.1 develop skills of critical thinking and creative thinking:
 - examine ideas and information from varied sources
 - choose and justify a course of action
 - compare and contrast information from similar types of electronic sources
- 1.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
 - behaviour in accordance with classroom, school and community expectations

■ SOCIAL STUDIES

Grade 2

Canada's Dynamic Communities

- 2.1.1 appreciate the physical and human geography of the communities studied:
 - appreciate how a community's physical geography shapes identity (I, LPP)
 - appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)
 - value oral history and stories as ways to learn about the land (LPP, TCC)
 - acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)
 - demonstrate care and concern for the environment (C, ER, LPP)
- 2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:
 - What kinds of natural resources exist in the communities (e.g., fishing, agriculture, and mining)? (ER, LPP)
 - What are the occupations in each of the communities? (ER)
 - What kinds of goods and services are available in the communities? (ER)
 - What impact does industry have on the communities (i.e., agriculture, manufacturing) (ER, LPP)
- 2.S.1 develop skills of critical thinking and creative thinking
 - distinguish between a fictional and a factual account about Canadian communities
 - choose and justify a course of action
 - compare and contrast information from similar types of electronic sources, such as information collected on the Internet.
- 2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
 - demonstrate the ability to deal constructively with diversity and disagreement
 - work and play in harmony with others to create a safe and caring environment
 - consider the needs and ideas of others
 - share information collected from electronic sources to add to a group task
- 2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
 - participate in activities that enhance their sense of belonging within their school and community

Grade 3

Communities in the World

- 3.1.1 appreciate similarities and differences among people and communities:
 - demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)
- 3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What determines quality of life? (CC)
 - How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)

- How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)
- 3.1.3 examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
 - In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
 - In what ways do the communities show concern for their natural environment? (GC, LPP)
 - How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)
- 3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:
 - What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
 - What goods and services do the communities import from and export to other parts of the world? (ER, GC)
 - What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

Global Citizenship

- 3.2.1 appreciate elements of global citizenship:
 - recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
 - respect the equality of all human beings (C, GC, I)
- 3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:
 - How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
 - What are some environmental concerns that Canada and communities around the world share? (ER, GC)
 - In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)

■ SOCIAL STUDIES

Global Citizenship continued

- 3.S.1 develop skills of critical thinking and creative thinking:
 - evaluate ideas and information from different points of view
 - choose and justify a course of action
 - generate original ideas and strategies in individual and group activities
 - compare and contrast information from similar types of electronic sources, such as information collected on the Internet
- 3.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
 - participate in projects that improve or meet the particular needs of their school or community
- 3.S.9 develop skills of media literacy:
 - compare information on the same issue or topic from print media, television, photographs and the Internet
 - identify key words from information gathered from a variety of media on a topic or issue

Grade 4

Alberta: A Sense of the Land

- 4.1.1 value Alberta's physical geography and natural environment:
 - appreciate the variety and abundance of natural resources in Alberta (ER, LPP)
 - appreciate how land sustains communities and quality of life (ER, LPP)
 - demonstrate care and concern for the environment through their choices and actions (LPP)
- 4.1.4 analyze how Albertans interact with their environment by exploring and reflecting upon the following questions and issues:
 - In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)
 - How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP)
- 4.S.1 : develop skills of critical thinking and creative thinking:
 - evaluate significant local and current affairs, distinguishing between fact and opinion
 - evaluate, critically, ideas, information and positions from multiple perspectives
 - re-evaluate opinions to broaden understanding of a topic or an issue
 - generate original ideas and strategies in individual and group activities
 - seek responses to inquiries from various authorities through electronic media
- 4.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
 - initiate projects that meet the particular needs or expectations of their school or community

- 4.S.9 develop skills of media literacy:
 - compare information on the same issue or topic from print media, television, photographs and the Internet
 - examine diverse perspectives regarding an issue presented in the media
 - identify and distinguish points of view expressed in electronic sources on a particular topic

Grade 5

Physical Geography of Canada

- 5.1.1 value Canada's physical geography and natural environment:
 - appreciate the variety and abundance of natural resources in Canada (ER, LPP)
 - appreciate the diversity of geographic phenomena in Canada (LPP)
 - appreciate the environmental significance of national parks and protected areas in Canada (ER, LPP)
 - appreciate how the land sustains communities and the diverse ways that people have of living with the land (GC, LPP)
 - appreciate the influence of the natural environment on the growth and development of Canada (LPP)
 - demonstrate care and concern for the environment through their choices and actions (GC, LPP)
 - appreciate the geographic vastness of Canada (LPP)
- 5.1.2 examine, critically, the physical geography of Canada by exploring and reflecting upon the following questions and issues:
 - What are the major geographical regions, landforms and bodies of water in Canada? (LPP)
 - How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)
 - How have natural disasters and severe weather been part of Canada's physical geography? (LPP, TCC)
 - What are the differences and similarities among the geographical regions of Canada? (LPP)
 - How is the geographical region they live in different from other regions of Canada? (LPP)
 - What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP)
 - How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment? (ER, LPP)

■ SOCIAL STUDIES

Grade 5

Histories and Stories of Ways of Life in Canada

- 5.2.1 appreciate the complexity of identity in the Canadian context:
 - recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)
 - acknowledge oral traditions, narratives and stories as valid sources of knowledge about the land and diverse Aboriginal cultures and history (CC, I, TCC)
 - acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)
 - acknowledge British influence and presence in Canada (CC, I, TCC)
 - acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)
 - recognize how changes in society can affect identity (CC, I)
- 5.2.2 examine, critically, the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:
 - What do the stories of First Nations, Métis and Inuit peoples tell us about their beliefs regarding the relationship between people and the land? (I, CC, TCC, LPP)
 - How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada? (I, CC, TCC)
 - How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (e.g., languages, symbolism)? (LPP, TCC)
 - What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)
 - In what ways do anthropology and archaeology contribute to our understanding of First Nations, Métis and Inuit peoples? (CC, LPP, TCC)

Canada: Shaping an Identity

- 5.3.1 appreciate how changes impact citizenship and identity:
 - recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)
 - recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)
 - recognize the historical significance of French and English as Canada's official language (C, I, PADM)
- 5.S.1: develop skills of critical thinking and creative thinking:
 - analyze significant local and current affairs from a variety of sources, distinguishing between fact and opinion
 - evaluate ideas, information and positions from multiple perspectives
 - re-evaluate personal opinions to broaden understanding of a topic or an issue
 - generate original ideas and strategies in situations of individual and group activities
 - seek responses to inquiries from various authorities through electronic media
 - recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

- 5.S.5: demonstrate skills of cooperation, conflict resolution and consensus building:
 - consider multiple points of view while attempting to reach group consensus
 - demonstrate the ability to deal constructively with diversity and disagreement
 - work collaboratively with others to achieve a common goal
 - record group brainstorming, planning and sharing of ideas by using technology
 - retrieve data from available storage devices, such as a shared folder, to which a group has contributed
- 5.S.6: develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
 - demonstrate commitment to the well-being of the school or community by volunteering to help where needed
- 5.S.7 apply the research process:
 - determine themes, patterns and trends from information gathered
 - use graphs, tables, charts and Venn diagrams to interpret information
 - draw and support conclusions, based on information gathered, to answer a research question
 - cite references as part of research
 - design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
 - navigate within a document, compact disc or other software program that contains links
 - organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
 - organize information, using such tools as a database, spreadsheet or electronic webbing
 - use a variety of technologies to organize and synthesize researched information
 - reflect on and describe the processes involved in completing a project
- 5.S.8 demonstrate skills of oral, written and visual literacy:
 - select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration
 - respond appropriately to comments and questions, using language respectful of human diversity
 - listen to others to understand their perspectives
 - create visual images for particular audiences and purposes
 - identify and distinguish points of view expressed in electronic sources on a particular topic
 - extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
 - communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes

■ SOCIAL STUDIES

Grade 6

Citizens Participating in Decision Making

- 6.1.1 recognize how individuals and governments interact and bring about change within their local and national communities:
 - recognize and respect the democratic rights of all citizens in Canada (C, I)
 - value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)
 - recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)
 - value citizens' participation in a democratic society (C)
 - value the contributions of elected representatives in the democratic process (PADM)
- 6.S.1 develop skills of critical thinking and creative thinking:
 - assess significant local and current affairs from a variety of sources, with a focus on examining bias and distinguishing fact from opinion
 - critically evaluate ideas, information and positions
 - re-evaluate personal opinions to broaden understanding of a topic or an issue
 - generate original ideas and strategies in individual and group activities
 - seek responses to inquiries from various authorities through electronic media
- 6.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
 - demonstrate the skills of compromise to reach group consensus
 - work collaboratively with others to achieve a common goal
 - record group brainstorming, planning and sharing of ideas by using technology
 - extend the scope of a project beyond classroom collaboration by using communication technologies, such as the telephone and e-mail
- 6.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:
 - demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
- 6.S.7 apply the research process:
 - determine reliability of information filtering for point of view and bias
 - formulate questions to be answered through the research process
 - use graphs, tables, charts and Venn diagrams to interpret information
 - draw and support conclusions based on information gathered to answer a research question
 - include references in an organized manner as part of research
 - formulate new questions as research progresses
 - design and follow a plan, including a schedule, to be used during an inquiry process, and make revisions to the plan, as necessary
 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locators (URLs)
 - organize information, using such tools as a database, spreadsheet or electronic webbing
 - use a variety of technologies to organize and synthesize researched information
 - reflect on and describe the processes involved in completing a project

- 6.S.8 demonstrate skills of oral, written and visual literacy:
 - express opinions and present perspectives and information in a variety of forms such as oral or written presentations, speeches or debates
 - express reasons for their ideas and opinions, in oral or written form
 - use skills of informal debate to persuasively express differing viewpoints regarding an issue
 - respond appropriately to comments and questions, using language respectful of human diversity
 - listen to others to understand their perspectives
 - organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
 - communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes
- 6.S.9 develop skills of media literacy:
 - detect bias present in the media
 - examine and assess diverse perspectives regarding an issue presented in the media
 - analyze significant current affairs
 - identify and distinguish points of view expressed in electronic sources on a particular topic
 - use selected presentation tools to demonstrate connections among various pieces of information
 - recognize that information serves different purposes and that data from electronic sources may need to be verified to determine accuracy or relevance for the purpose used

■ DRAMA

Goal 1:

To acquire knowledge of self and others that results from reflecting on dramatic play.

- #1: realize and appreciate the uniqueness of self
- #9: give meaning to abstract concepts realized through dramatic play.

Goal 2:

To develop competency in communication skills through drama.

- #5: give form and shape to ideas and experiences.

Goal 3:

To foster an appreciation for drama as an art form.

- #2: develop a capacity to analyze, evaluate and synthesize ideas and experiences
- #3: develop an awareness and appreciation of the variety of dramatic forms of expression.

■ ART

Grade 1 & 2*Component 3*

APPRECIATION: Students will interpret artworks literally.

- Art takes different forms depending on the materials and techniques used.
- An art form dictates the way it is experienced
- An artwork tells something about its subject matter and the artist who made it.
- Colour variation is built on three basic colours.
- Tints and shades of colours or hues affect the contrast of a composition.
- All aspects of an artwork contribute to the story it tells

Component 4

MAIN FORMS AND PROPORTIONS: Students will learn the shapes of things as well as develop decorative styles.

- All shapes can be reduced to basic shapes; i.e., circular, triangular, rectangular.
- Shapes can be depicted as organic or geometric.
- Shapes can be made using different procedures; e.g., cutting, drawing, tearing, stitching.
- Animals and plants can be represented in terms of their proportions.
- A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Component 9

CRAFTSMANSHIP: Students will add finishing touches.

- Finishing touches (accents, contrasts, outlines) can be added to make a work more powerful.
- Stepping back from a work helps in judging how it can be improved.

Expression: Component 10(i)

- Purpose 2: Students will illustrate or tell a story
- Purpose 4: Students will express a feeling or a message
- Purpose 5: Students will create an original composition, object or space based on supplied motivation

Expressions: Component 10(ii)

- Subject matter: Students will develop themes with an emphasis on personal concerns

Expression: Component 10 (iii)

MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, and photography and technographic arts.

- F. Photography and Technographic Arts

Grade 3 & 4*Component 3*

APPRECIATION: Students will interpret artworks by examining their context and less visible characteristics.

- Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art.
- Artistic style is largely the product of an age.
- Technological change affects types of art.
- Our associations influence the way we experience a work of art.
- Art is valued for different reasons; e.g. aesthetic, economic, symbolic, associative.
- Art serves societal as well as personal needs.

Component 4

MAIN FORMS AND PROPORTIONS: Students will perfect forms and develop more realistic treatments.

- Shapes can suggest movement or stability.
- Many shapes are symmetrical
- Images can be portrayed in varying degrees of realism.
- Internal as well as external proportions can be depicted.
- Landscapes can show middle ground, background and foreground.
- Size variations among objects give the illusion of depth.

Component 9

CRAFTMANSHIP: Students will improve compositions by refining, rehearsing and critiquing.

- Refinement of forms and surface qualities is necessary to give a finished appearance to a composition.
- Rehearsals and ongoing critiques should be scheduled to improve composing skills.

Expression: Component 10(i)

- Purpose 2: Students will illustrate or tell a story
- Purpose 4: Students will express a feeling or a message
- Purpose 5: Students will create an original composition, object or space based on supplied motivation

Expressions: Component 10(ii)

- Subject matter: Students will develop themes with an emphasis on personal concerns

Expression: Component 10 (iii)

MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

- F. Photography and Technographic Arts

■ ART

Grade 5 & 6*Component 3*

APPRECIATION: Students will interpret artworks for their symbolic meaning.

- Artistic style affects the emotional impact of an artwork.
- An artwork can be analyzed for the meaning of its visible components and their interrelationships.
- Artworks contain symbolic representations of a subject or theme.
- Artworks can be appreciated at many different levels, literal and symbolic.
- An art critic helps us to understand works of art.

Component 4

MAIN FORMS AND PROPORTIONS: Students will modify forms by abstraction, distortion and other transformations.

- The direction of shapes determines the static or dynamic quality of the work.
- Shapes can be enhanced with complexities embedded or extended forms.
- The metamorphosis and transformation of shapes can be depicted, one shape becomes another; e.g., a cloud becomes an animal; or one shape changes within itself; e.g., pupa to butterfly.
- Forms can reveal their functions.
- Shapes can be abstracted or reduced to their essence.
- Shapes can be distorted for special reasons.
- Sighting techniques can be used to analyze the proportions of things.
- Receding planes and foreshortened forms create depth in a picture plane.
- Gridding can be used for systematically capturing or distorting the proportions of things.

Component 9

CRAFTSMANSHIP: Students will perfect images through economical use of material and efficiency of effort.

- Minimal actions and limited media result in stronger forms, as in Chinese painting, cartoons or Inuit sculptures.
- Skill in getting the most from the least.

Expression: Component 10(i)

- Purpose 2: Students will illustrate or tell a story
- Purpose 4: Students will express a feeling or a message
- Purpose 5: Students will create an original composition, object or space based on supplied motivation

Expressions: Component 10(ii)

- Subject matter: Students will develop themes with an emphasis on personal concerns

■ MATHEMATICS

Expression: Component 10 (iii)

MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, and photography and technographic arts.

- F. Photography and Technographic Arts

Grade 1

Develop number sense

- 3. Demonstrate an understanding of counting by:
 - indicating that the last number said identifies “how many”
 - showing that any set has only one count
 - using the counting-on strategy
 - using parts or equal groups to count sets.

Grade 2

Develop number sense

- 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]
- 7. Demonstrate an understanding of conservation of number.[C, R, V].

Grade 3

Develop number sense

- 2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V]
- 5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V]

Grade 4

Develop number sense

- 1. Represent and describe whole numbers to 10 000, pictorially and symbolically. [C, CN,V]
- 3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4- digit numerals) by:
 - indicating that the last number said identifies “how many”
 - showing that any set has only one count
 - using the counting-on strategy
 - using parts or equal groups to count sets.

■ MATHEMATICS

Grade 5

Develop number sense

- 1. Represent and describe whole numbers to 1 000 000. [C, CN, V, T] [ICT: C6–2.2]
- 2. Use estimation strategies, including:
 - front-end rounding
 - compensation
 - compatible numbers in problem-solving contexts. [C, CN, ME, PS, R, V]
- 3. Apply mental mathematics strategies and number properties, such as:
 - skip counting from a known fact
 - using doubling or halving
 - using patterns in the 9s facts
 - using repeated doubling or halving to determine, with fluency, answers for basic multiplication facts to 81 and related division facts. [C, CN, ME, R, V]
- 4. Apply mental mathematics strategies for
 - multiplication, such as:
 - annexing then adding zero
 - halving and doubling
 - using the distributive property. [C, CN, ME, R, V]
- 5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems. [C, CN, PS, V]
- 6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems. [C, CN, ME, PS, R, V]

Grade 6

Develop number sense

- Demonstrate an understanding of place value, including numbers that are:
 - greater than one million
 - less than one thousandth. [C, CN, R, T]
- 2. Solve problems involving whole numbers and decimal numbers. [ME, PS, T] [ICT: C6–2.4]
- 3. Demonstrate an understanding of factors and multiples by:
 - determining multiples and factors of numbers less than 100
 - identifying prime and composite numbers
 - solving problems using multiples and factors. [CN, PS, R, V]
- 4. Relate improper fractions to mixed numbers and mixed numbers to improper fractions. [CN, ME, R, V]
- 5. Demonstrate an understanding of ratio, concretely, pictorially and symbolically. [C, CN, PS, R, V]
- 6. Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically. [C, CN, PS, R, V]
- 7. Demonstrate an understanding of integers, concretely, pictorially and symbolically. [C, CN, R, V]
- 8. Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R, V]

■ SCIENCE

Grade 1

- 1–1 Bring focus to investigative activities, based on their own questions and those of others.
- 1–2 Describe materials and objects that have been observed and manipulated, and identify what was done and found out.
- 1–3 construct, with guidance, an object that achieves a given purpose, using materials that are provided.

Topic B: Seasonal Changes

- 1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things
 - 3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis

Topic C: Building Things

- 1–7 Construct objects and models of objects, using a variety of different materials.
 - 1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks: construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools; construct model objects; e.g., furniture equipment, boats, vehicles; construct toys; e.g., pop-ups, figures; create wind- and water-related artifacts; e.g., dams, water wheels, boats.
- 1–8 Identify the purpose of different components in a personally constructed object or model and identify corresponding components in a related object or model.
 - 1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks:
 - construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools
 - construct model objects; e.g., furniture, equipment, boats, vehicles

Topic E: Needs of Animals and Plants

- 1–11 describe some common living things, and identify needs of those living things.
 - 3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.
 - 6. Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.

Grade 2

- 2–1 Investigate, with guidance, the nature of things, demonstrating an understanding of the procedures followed.
- 2–2 Recognize pattern and order in objects and events studied; and, with guidance, record procedures and observations, using pictures and words; and make predictions and generalizations, based on observations
- 2–3 Construct, with guidance, an object that achieves a given purpose, using materials that are provided.

■ SCIENCE

Topic A: Exploring Liquids

- 2–5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things
 - 1. Recognize and describe characteristics of liquids:
 - recognize and describe liquid flow
 - describe the shape of drops
 - describe the surface of calm water
 - 9. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe.

Topic E: Small Crawling and Flying Animals

- 2-10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.
 - 5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people.
 - 8. Identify ways in which animals are considered helpful or harmful to humans and to the environment.

Grade 3*Topic B: Building with a Variety of Materials*

- 3–6 Use, safely, a variety of tools, techniques and materials in construction activities.
- 3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.
 - 1. Using a variety of materials and techniques, design, construct and test structures that are intended to:
 - support objects
 - span gaps
 - serve as containers
 - serve as models of particular living things, objects or buildings.
 - 2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.
 - 3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively
 - 5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.

Topic C: Testing Materials and Designs

- 3–8 evaluate the suitability of different materials and designs for their use in a building task.
 - 1. Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use.

■ SCIENCE

Grade 3*Topic E: Animal Life Cycles*

- 3–10 describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.
- 2. Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders.
- 8. Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.
- 9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation

Grade 4

- 4–1: Investigate the nature of things, demonstrating purposeful action that leads to inferences supported by observations.
- 4–2: Identify patterns and order in objects and events studied; and record observations, using pictures, words and charts, with guidance in the construction of charts; and make predictions and generalizations, based on observations.
- 4-3: Investigate a practical problem, and develop a possible solution.
- 4-4: Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

Topic D: Light and Shadows

- 4–9 Identify sources of light, describe the interaction of light with different materials, and infer the pathway of a light beam.
- 1. Recognize that eyes can be damaged by bright lights and that one should not look at the Sun—either directly or with binoculars or telescopes.
- 2. Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials).
- 3. Distinguish objects that emit their own light from those that require an external source of light in order to be seen.
- 4. Demonstrate that light travels outward from a source and continues unless blocked by an opaque material.
- 5. Describe changes in the size and location of Sun shadows during the day—early morning, to midday, to late afternoon.
- 6. Recognize that opaque materials cast shadows, and predict changes in the size and location of shadows resulting from the movement of a light source or from the movement of a shade-casting object.
- 7. Distinguish transparent materials from opaque materials by determining if light passes through them and by examining their shadows.
- 8. Classify materials as transparent, partly transparent (translucent) or opaque.
- 9. Recognize that light can be reflected and that shiny surfaces, such as polished metals and mirrors, are good reflectors.

■ SCIENCE

Topic D: Light and Shadows continued

- 10. Recognize that light can be bent (refracted) and that such objects as aquaria, prisms and lenses can be used to show that light beams can be bent.
- 11. Recognize that light can be broken into colours and that different colours of light can be combined to form a new colour.
- 12. Demonstrate the ability to use a variety of optical devices, describe how they are used, and describe their general structure. Suggested examples include: hand lens, telescope, microscope, pinhole camera, light sensitive paper, camera, kaleidoscope. Students meeting this expectation will be able to provide practical descriptions of the operation of such devices, but are not required to provide theoretical explanations of how the devices work.

Topic E: Plant Growth and Changes

- 4–10 Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth.
 - 1. Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen

Grade 5

- 5–1 Design and carry out an investigation, using procedures that provide a fair test of the question being investigated.
- 5–2 Recognize the importance of accuracy in observation and measurement; and, with guidance, apply suitable methods to record, compile, interpret and evaluate observations and measurements.
- 5–3 Design and carry out an investigation of a practical problem, and develop a possible solution.

Topic A: Electricity and Magnetism

- 5–5 Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials.
 - 1. Recognize and appreciate the potential dangers involved in using sources of electrical currents:
 - understand that household electrical currents are potentially dangerous and not a suitable source for experimentation
 - understand that small batteries are a relatively safe source of electricity, for experimentation and study, but that care should be taken to avoid short circuits
 - understand that short circuits may cause wires to heat up, as well as waste the limited amount of energy in batteries.
 - 2. Describe and demonstrate example activities that show that electricity and magnetism are related:
 - demonstrate that electricity can be used to create magnetism
 - demonstrate that a moving magnet can be used to generate electricity.

- 3. Demonstrate and interpret evidence of magnetic fields around magnets and around current-carrying wires, by use of iron filings or by use of one or more compasses.
- 4. Demonstrate that a continuous loop of conducting material is needed for an uninterrupted flow of current in a circuit.
- 5. Distinguish electrical conductors—materials that allow electricity to flow through them— from insulators—materials that do not allow electricity to flow through them.
- 6. Recognize and demonstrate that some materials, including resistors, are partial conductors of electricity.
- 7. Predict the effect of placing an electrical resistance in a simple circuit; e.g., in a circuit with a light bulb or electric motor.
- 10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.

Topic B: Mechanisms Using Electricity

- 5–6 Construct simple circuits, and apply an understanding of circuits to the construction and control of motorized devices.
- 2. Design and construct circuits that operate lights and other electrical devices.

Topic E: Wetland Ecosystems

- 5–10 Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.
- 9. Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping on hunting pond wildlife.
- 10. Identify individual and group actions that can be taken to preserve and enhance wetland habitats

Grade 6

Topic E: Trees and Forests

- 6-10 Describe characteristics of trees and the interaction of trees with other living things in the local environment.
- 1. Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.
- 9. Identify human actions that enhance or threaten the existence of forests.
- 10. Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.

■ PHYSICAL EDUCATION

- C1: Respectful Communication
- C2: Fair Play
- C3: Different Roles
- C4: Play Cooperatively
- C5: Contribute to teamwork

■ MUSIC

- Rhythm : The student will understand that
 - 1. Music may move to a steady beat.
 - 2. Music may move evenly or unevenly.
 - 3. Music is made up of long sounds, short sounds and silences.
 - 4. There are strong and weak beats in music.
 - 5. Long sounds, short sounds and silences may be grouped to form rhythm patterns.
- Expression: The student will understand that
 - 3. Music may express our feelings.
 - 6. Music reflects our feelings about holidays, seasons, our country and cultural heritage.
 - 7. The words of a song are very important to the understanding of the song (text).

CONTRIBUTING ORGANIZATIONS

Thank you to the following ACGC member organizations for contributing to *Development in a Box* grades 1-6:

Bridges of Hope

Canadian Humanitarian

Canadian Women for Women in Afghanistan

CAUSE Canada

Centre for Affordable Water and Sanitation Technology (CAWST)

Change for Children Association

CHF

Development and Peace

HIV Edmonton

HTYES (Helping Youth through Educational Scholarships)

Innovative Canadians for Change (ICChange)

John Humphrey Centre for Peace and Human Rights

Keiskamma Canada Foundation

Leprosy Mission Canada

Light Up The World Foundation

Mennonite Central Committee- Alberta

One Child's Village

Optometry Giving Sight

Sahakarini Inter-World Education and Development Association

United Nations Association of Canada- Edmonton Branch (UNAC)

World Vision

A list of ACGC's sixty-eight member organizations, along with a description of their current work and contact information can be found at the back of this Resource Guide. Should you have any questions on how to connect with these organizations please contact the ACGC office.

ACGC Membership*Membership as of June 2011***Action International Ministries**

ACTION is an evangelical, nondenominational missionary-sending agency that works in Asia, Africa, Europe, and Latin America. They currently have over 225 missionaries in 22 countries. ACTION missionaries run programs that specialize in reaching the poor to provide spiritual and practical needs-based resources.

3015 A 21st Street NE, Calgary, AB T2E 7T1
Tel: 403.204.1421 www.actioninternational.org

Alberta Public Interest Research Group (APIRG)

The Alberta Public Interest Research Group (APIRG) is a student-run, student-funded, non-profit organization dedicated to research, education, advocacy, and action in the public interest. APIRG provides students with resources to be active citizens. They also facilitate opportunities for skill development through internships, educational events, public campaigns and partnerships with community organizations.

9111-112 Street NW HUB Mall, University of Alberta
Edmonton AB T6G 2C5
Tel: 780.492.0614 www.apirg.org/welcome/index.php

Altamas for Peace and Development Association

Altamas for Peace and Development Association is a non profit association that started its operation in November of 2006. Its mission is to bring together tribes and communities in the Altamas Region, through medication, peace building and development projects. Altamas is the area between South Kurdofan and Northern Baher-algazal in Sudan.

#23 - 401 Grier Avenue NE, Calgary, AB T2K 5S7
Tel: 403.274.5568 www.altamas.ca

Association of Canadian Peacemakers International

The vision of Christian Peacemakers International is to develop and demonstrate a model of peacemaking and peacebuilding that can be emulated by others to address the structural causes of conflict in Central America (CA). The ultimate goal is to reduce the likelihood of more war in CA.

8107-44 Ave, Edmonton, AB T6K 0Z3
Tel: 780.462.6234 www.cpi-cpf.ca

Awaso Canadian Academy Foundation

Box 6911 Drayton Valley, AB T7A 1S2
Tel: 780.621.3381

Bridges of Hope International Network of Development Agencies

Bridges of Hope exists to promote poverty relief and community empowerment amongst the poorest nations on earth. This work is done through enhancing the capabilities and productivity of indigenous organizations, leadership and through people who are committed to poverty relief and community empowerment.

PO Box 81 Stn Main, Lethbridge, AB T1J 3Y3
Tel: 403.380.3844 www.bridgesofhope.ca

Canada World Youth

CWY provides young people from Canada and around the world with the opportunity to travel, live and work in different communities, to learn about local and international development, and to gain important job skills for the future. CWY's mission is to increase the ability of people, and especially youth, to participate actively in the development of just, harmonious and sustainable societies.

2330 Rue Notre-Dame Ouest, Montreal PQ H3J 1N4
Tel: 1.800.605.3526 www.cwy-jcm.org

Canadian Association for Participatory Development

The Canadian Catholic Organization for Development and Peace is the official international development organization of the Catholic Church in Canada and the Canadian member of Caritas Internationalis. It is a membership-based organization founded in 1967 by Canada's bishops, laity and clergy to fight poverty in the countries of the South, and to promote greater international justice. During the past 40 years, Development and Peace has provided \$500 million to finance 15,000 projects in 70 countries in Africa, Asia and Latin America.

8421 - 101 Ave., Edmonton, AB T6A 0L1
Tel: 780.424.1557 www.devpc.org

Canadian Catholic Organization for Development and Peace

The Canadian Catholic Organization for Development and Peace is the official international development organization of the Catholic Church in Canada and the Canadian member of Caritas Internationalis. It is a membership-based organization founded in 1967 by Canada's bishops, laity and clergy to fight poverty in the countries of the South, and to promote greater international justice. During the past 40 years, Development and Peace has provided \$500 million to finance 15,000 projects in 70 countries in Africa, Asia and Latin America.

8421 - 101 Ave., Edmonton, AB T6A 0L1
Tel: 780.424.1557 www.dev.org

Canadian Crossroads International (CCI)

Canadian Crossroads International is an international non-profit organization that works to create a more equitable and sustainable world by engaging and strengthening individuals, organizations and communities through mutual learning, solidarity and collective action.

49 Bathurst Street, Suite 201, Toronto, ON M5V 2P2
Tel: 416.967.1611 www.cciorg.ca

Canadian Department of Peace Initiative (CDPI)

Canadian Department of Peace Initiative Edmonton Chapter is a small not-for-profit and non-partisan group who takes pride that their supporters represent four of the major political parties across Canada. The Edmonton Chapter falls under the National Campaign to establish a Canadian Department of Peace. CDPI National is a founding organization of Global Alliance for Ministries & Departments of Peace. CDPI works towards building a connection between government departments to promote a culture of peace in Canada and around the world. The hope is that the government will bring together 3 major components of peace & security: peace-making, peace keeping, and peace building.

9442 - 144 Street, Edmonton, AB T5R 0R9
Tel: 780.454.7505 www.cdpiedmonton.ca

Canadian Humanitarian

The mission of Canadian Humanitarian is to provide basic necessities of life such as nutrition, shelter, health care, and education to disadvantaged children everywhere. They work toward this goal through community development and orphan rescue.

476-4 Street SE, Medicine Hat, AB T1A 0K6
Tel: 403.527.2741 www.canadianhumanitarian.com

Canadian Women for Women in Afghanistan

Canadian Women for Women in Afghanistan (CW4-WAfghan) is a volunteer solidarity network founded in 1996. CW4WAfghan began as a small volunteer network of women in Canada committed to supporting the empowerment of Afghan women and girls. There are now fourteen volunteer chapters and affiliated groups working in solidarity across Canada to support rights and opportunities for Afghan women and girls.

Marda Loop Box 86016, Calgary, AB. T2T 6B7
Tel: 403.244.5625 www.cw4wafghan.ca

Caro - Canadians Reaching out to the World's Children Foundation

This foundation is dedicated to partnering with international communities in need for the improvement of the lives of impoverished, disabled and abandoned children, their families and communities.

43 Sunflower Crt. SE, Calgary, AB T1B 2H6
Tel: 403.529.6296 www.carocanada.ca

CAUSE Canada

Founded in 1984, CAUSE Canada is an International Relief and Development Organization which strives to empower communities and individuals in disadvantaged regions to overcome poverty and improve quality of life. Working in West Africa and Central America, the development priorities of CAUSE include: primary health care; water and sanitation; reforestation; gender-specific development initiatives (women's projects); and micro-enterprise projects.

Box 8100, Canmore, AB T1W 2T8
Tel: 403.678.3332 www.cause.ca

CEIBA Association

The CEIBA Association was founded in August of 2010 by a small group of Project HOPE alumni. For ten years Project HOPE operated within Grant MacEwan University, allowing over 100 students to fundraise for and participate in international development initiatives. In the summer of 2010, it was decided that Project HOPE would no longer be organized by the University, and Ceiba was born. Maintaining the connections and relationships that Project HOPE had built over the years, both locally and abroad, Ceiba now looks towards a new future in international development and youth activism.

Suite 1, 10011 - 115 Street, Edmonton, AB T5K 1S8
Tel: 780.448.1505 www.ceibaassociation.com

Centre for Affordable Water and Sanitation Technology (CAWST)

The mission of CAWST is to provide technical training and support in water and sanitation services for those who serve the poor in developing countries. In particular, CAWST is the centre of expertise and distribution for the Biosand concrete water filtration technology, a low-cost water treatment technology specially designed for use by the poor in developing countries. These household filters are made by local people using materials commonly found in most parts of the world.

Bay 12, 2916 5th Avenue NE, Calgary, AB T2A 6K4
Tel: 403.243.3285 www.cawst.org

Centre for Global Citizenship Education and Research (CGCER)

The Center for Global Citizenship and Research is an initiative of the Department of Educational Policy Studies, that seeks to link research, teaching and social action through creating collaborative partnerships that serve the public and the education community. The Center is active in developing a critical research culture of collaboration, creativity, and compassion by bringing together local and global researchers, higher education practitioners, in-service and pre-service teachers, and community educators to work towards social change and justice.

7-104 Education North, University of Alberta,
Edmonton, AB T6G 2G5
Tel: 780.492.4879 <http://cgcer.wordpress.com>

Change for Children Association (CFCA)

Change for Children promotes action for systemic change and sustainable development through solidarity and partnership, by nurturing community, and by maintaining an integral, vital and stable organization. CFCA's mandate is to support the poor in their own process of organizing to achieve an increased, active role in promoting peace, democracy, human rights, and improved living conditions, accomplished through: growth in understanding of unfair structures and the growing popular resistance to those structures; learning from people with whom we partner to accompany them in the struggle for justice; and acting in development with a sense of urgency and commitment.

2nd Floor, 10808 - 124 Street, Edmonton, AB
T5M 0H3

Tel: 780.448.1505 www.changeforchildren.org

CHF

CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods. Their goal to deliver effective, sustainable and transformational development solutions is being realized via the Sustainable Livelihoods Approach. In over 40 years, CHF has implemented over 800 projects in more than 40 countries.

323 Chapel Street, Ottawa, ON K1N 7Z2
Tel: 613.237.0180 www.chf-partners.ca

Covenant International Ministry

Covenant International is a faith based multifaceted development organization. It was established to facilitate and inspire transformation in its fullest extent in the nation of Ethiopia and in due time in other countries at the community level.

PO Box 744, STN Main, Calgary, AB T2P 2J3
Tel: 403.923.2987 www.covenantint.org

CUSO-VSO

CUSO-VSO is a civil society development agency that works through volunteers. CUSO-VSO sends Canadians and Americans abroad to work on collaborative development projects in Africa, Asia, Latin America and the Caribbean. CUSO-VSO places people of all ages who have the hands-on know-how and perspectives needed to work with organizations working to overcome poverty.

1460 Howe Street, Vancouver, BC V6Z 1R8
Tel: 604.566.3368 www.cuso-vso.org

Engineers Without Borders - Canada

Engineers Without Borders creates opportunities for rural Africans to access clean water, generate an income from small farms, and have improved access to the services and infrastructure they need to improve their lives. They harness the problem-solving approach and creative pragmatism of the Canadian engineering sector to address the root causes of poverty in rural Africa.

Calgary Place, RPO Box 20364, Calgary, AB T2P 4J4
National Office: Suite 302, 312 Adelaide St. W, Toronto, ON M5V 1R2
Tel: 403.619.5958 <http://ewb.ca>

Four Worlds Centre for Developing Learning

The Four Worlds Centre for Development emerged out of Indigenous peoples' community healing and development efforts in North America in the early 1980s. Since then, the Four Worlds Centre has worked extensively in rural and urban settings in every corner of North America, as well as in Africa, Southeast Asia, the Pacific, the former Soviet Union and Latin America. It is well known for its culturally based approach to development work, for its participatory and trans-disciplinary approach, and for its down-to-earth articulation of principles and models to guide human and community transformation.

Box 395, Cochrane, AB T4C 1A6
Tel: 403.932.0882 www.fourworlds.ca

Ghost River Rediscovery

Drawing on the strengths of Indigenous culture, the wisdom of the Elders, with the philosophy of love and respect for the Earth and all peoples, Ghost River Rediscovery aims at empowering people of all ages and cultures to discover the natural world, the worlds between cultures and the worlds within themselves.

Suite 164, 3359-27 Street NE, Calgary, AB T1Y 5E4
Tel: 403.270.9351 www.ghostriverrediscovery.com

Global Centre for Outreach Foundation

Global Centre For Outreach Foundation is a registered Canadian non-profit organization with the objective to alleviate human suffering through education and awareness campaigns on poverty, illiteracy and diseases.

#104, 10630 114 Street Edmonton, AB T4H 3J9
Tel: 780.802.4384 <http://globalcentrefoundation.org>

Global, Environmental, and Outdoor Educators Council (GEOEC)

Global Environmental and Outdoor Educators Council is one of 23 specialist Councils of the Alberta Teachers' Association. Their mission is to promote quality professional development for teachers in the area of global, environmental, and outdoor education.

5720-113B Street, Edmonton, AB T6E 0S5
Tel: 780.438.4818 www.geoec.org

Helping Youth through Educational Scholarships (HYTES)

Helping Youth Through Educational Scholarships (HYTES) is a Canadian not-for-profit organization that has no affiliation with any government or religion. They raise funds in Canada to provide scholarships in developing nations. Their current focus is on paying for secondary tuition costs for community minded and financially challenged students in Kenya, Tanzania, Uganda, Zambia and Guatemala.

2024 34 Ave. SW, Calgary, AB T2T 2C3
Tel: 403.291.9812 www.hytes.org

HIV Edmonton

HIV Edmonton's vision is to work with the whole community, in a global context, ensuring: There are no new HIV infections; People living with HIV live longer, healthier lives, free of stigma; Everyone affected by HIV gets the services they need without barriers or discrimination. HIV Edmonton's education and research initiatives aim to bridge the gap between local and global HIV/AIDS issues.

9702 111 Avenue, Edmonton, AB T5G 0B1
Tel: 780.488.5742 www.hivedmonton.com

Innovative Canadians for Change (ICChange)

Innovative Canadians for Change is a Canadian NGO composed of experts and students from all across Canada, who are putting their diverse skills and talents together for the common goal of improving the quality of life and security of vulnerable populations. This organization will act as an umbrella for projects like the Kenya Ceramic Project and other exciting new efforts we are implementing worldwide, new technologies we are developing and new relationships we are fostering with other non-profits, universities, UN and governments.

9127 - 84 Ave., Edmonton, AB T6C 1E5
Tel: 780.289.8915 www.icchange.ca

John Humphrey Centre for Peace and Human Rights

Named after the late John Peters Humphrey, the principal drafter of the United Nations Declaration of

Human Rights, the Centre's mission is to advance the universal implementation of human rights through teaching education of all people, with a specific focus on children and youth. A commitment to human rights, it is envisioned, will move us towards a sustainable peace and human development, locally and internationally.

7723 85 Street, Edmonton, AB T6C 3B4
Tel: 780.453.2638 www.johnhumphreycentre.org

Keiskamma Canada Foundation

Keiskamma is a non-profit that is dedicated to supporting the work of the Keiskamma Trust in South

Africa by raising awareness and funds for their health and art projects. They have a long-term commitment to building relationships in efforts to restore lives devastated by the AIDS pandemic.

PO Box 34199, 126 Kingsway Mall, Edmonton, AB T5G 3G4
Tel: 780.454.2474 www.keiskammaCanada.com

L'Institut Indo-Canadien Shastri Indo-Canadian Institute

The Shastri Indo-Canadian Institute is a unique bi-national organization that promotes understanding between India and Canada. To achieve this goal, the Institute funds a variety of academic activities and exchanges between these partner countries.

1402 Education Tower, University of Calgary,
2500 University Drive, Calgary, AB T2N 1N4
Tel: 403.220.7467 www.sici.org

Lifeline Malawi

Lifeline Malawi Association is an independent Canadian humanitarian medical relief and development organization headquartered in Calgary. It is dedicated to providing medical aid without discrimination to the people of developing countries. It works to provide excellence and leadership in health care through community based health centres, outreach programs, partnerships and capacity building initiatives.

210, 1289 Highfield Cres SE, Calgary, AB T2G 5M2
Tel: 403.214.7780 www.lifelinemalawi.com

Light Up the World Foundation

The Light up the World Foundation brings ultra-efficient, durable and near permanent White Light Emitting Diodes (WLED) lighting solutions powered by renewable energy to the world's poor in ecologically sensitive and remote rural areas. Since inception, LUTW has lit up more than 14,000 homes in 42 countries. LUTW's goal of reaching the approximately 2 billion people worldwide without access to adequate lighting is ongoing.

244 - 13 Avenue SW, Calgary, AB T2R 0K2
Tel: 403.266.5004 www.lutw.org

Maharashtra Seva Samiti Organization (MSSO)

MSSO was established in 1984 by immigrants from the Maharashtra State in India. It is a volunteer based registered charity which helps grassroots volunteer groups in India implement projects that are locally deemed appropriate to better the lives of the people there. MSSO assistance priorities are in vocational training, health care and family planning, water and sanitation, and sound environmental development.

508, 330 - 26 Avenue SW, Calgary, AB T2S 2T3
Tel: 403.252.9686 www.mssoonline.org

Marda Loop Justice Film Festival

The Marda Loop Justice Film Festival is a documentary film festival and a hub of global citizen engagement promoting understanding of justice issues and advocating for the well being of local and global neighbours. Its goals include fostering awareness and understanding of injustices and indignities suffered by many in our world, telling stories of hope in action, facilitating conversations around justice, views of the world, essential questions, and the greater common good. The Festival collaborates with other justice film festivals, community institutions of learning, civil society, faith, media, government and business to establish projects that achieve shared goals of justice awareness and public engagement.

56 Glenview Dr. SW, Calgary, AB T3E 4H5
Tel: 403.240.2975 www.justicefilmfestival.ca

Mennonite Central Committee - Alberta

Mennonite Central Committee - Alberta is an NGO that works with national and international programs for relief, development, peace and education.

#210, 2946 - 32 Street NE, Calgary, AB T1Y 6J7
Tel: 403.275.6935 www.alberta.mcc.org

Micah Centre at King's University College

The Micah Center at King's University College advances student awareness of justice issues and creates opportunities for experiential learning opportunities around the world through internships.

9125 - 50th Street, Edmonton, AB T6B 2H3
Tel: 780.465.3500 Ext. 8070 www.micahcentre.ca

One Child's Village

One Child's Village is a non-governmental, non-religious, not-for-profit society of volunteers who are united in values and who seek to enhance the quality of life for all members of the global community, especially those who are poor, suffering or are otherwise disadvantaged. The emphasis in their work is placed on supporting orphans affected by or infected by HIV/AIDS.

7954 - 84th Avenue, Edmonton, AB T6C 1C5
Tel: 780.433.3342 www.onechildsvillage.org

Operation Eyesight Universal

Operation Eyesight is an international development organization dedicated to treating and preventing blindness in the developing world. Since 1963, their programs have restored sight to more than two million people and treated 33 million others for a variety of potentially blinding eye problems.

4 Parkdale Crescent, Calgary, AB T2N 3T8
Tel: 403.283.6323 www.operationeyesight.com

Optometry Giving Sight

Optometry Giving Sight is an initiative that specifically targets the prevention of blindness and impaired vision due to uncorrected refractive error - the need for eye glasses to see. At least 670 million people around the world are blind or vision impaired simply because they do not have access to an eye examination and a pair of glasses. Optometry Giving Sight funds the solution by supporting programs that offer not only eye exams and glasses in countries with little or no access to them, but that establish the infrastructure and human resources required for sustainable, quality vision care.

4 Parkdale Cresc NW, Calgary, AB T2N 3T8
Tel: 403.670.2619 www.givingsight.org

Oxfam Canada

Oxfam Canada believes Canadians and other citizens of the world can end poverty and injustice by working together in solidarity to assert their basic human rights. Oxfam Canada supports 28 countries around the world to secure basic human rights, combining support to long-term development and humanitarian responses with research, advocacy and campaigning against the root causes of poverty and injustice. Their programs are located in the Americas, the Horn of Africa, Southern Africa, and South Asia.

416 - 21st Street East, Saskatoon, SK S7K 0C2
Tel: 306.242.4097 www.oxfam.ca

Project Shelter Wakadogo

Project Shelter Wakadogo is trying to raise awareness for the plight of the children of northern Uganda. Since its creation it has grown and evolved into an internationally recognized charitable organization. We call it Project Shelter Wakadogo, which means "for the little ones" in Swahili.

36, 9520 - 174 Street SW, Edmonton, AB T5T 5Z3
Tel: 780.930.2101 <http://shelterwakadogo.org>

Racecourse Community School Fundraising Initiative

The Racecourse Community School Fundraising Initiative raises awareness and funds for the Racecourse Community School for orphans and vulnerable children in Zambia. The Racecourse Community School is a primary school for over 1700 children who cannot afford to attend government run schools. The funds that they send go towards budget items such as teachers's allowances and training, school supplies for students, building maintenance, and sponsorship of graduates.

11526 - 76 Avenue Edmonton, Alberta T6G 0K7
Tel: 780.263.2552 www.racecourseschool.com

Rainbow for the Future

Rainbow for the Future is a Canadian development agency dedicated to the organization and integration of sustainable relief efforts throughout Africa. Some of their current projects include literacy programs for girls in Ethiopia and irrigation projects.

10712 - 101 Street, Westlock, AB T7P 1H7
Tel: 780.349.5631 www.rainbowftf.org

Rainbow of Hope for Children

Rainbow of Hope for Children is an Alberta-based NGO working for human development in Brazil, Central America, the Philippines, and Africa. ROHFC works with their international partners in the areas of education, political awareness, health and wellness, life skills, women's capacity building, land reform, agriculture, and marketing techniques. At home, they provide education services to schools, communities and church groups through experienced speakers and their publication, NEXUS.

PO Box 2883, Wainright, AB T9W 1S7
Tel: 780.842.6091 www.rainbowofhopeforchildren.ca

RESULTS Canada

RESULTS CANADA is a national network of volunteers. We are committed to creating the political will to end hunger and the worst aspects of poverty in Canada and around the world, and to demonstrating that individuals do make a difference.

103 - 153 Chapel Street, Ottawa, ON K1N 1H5
Tel: 613.562.9240 <http://results-resultats.ca>

Sahakarini Inter-World Education and Development Association

Sahakarini exists to promote, encourage and assist international aid and development, as well as encourage and foster development education activity.

PO Box 1685, Camrose, AB T4V 1X6
Tel: 403.672.8222 www.sahakarini.org

Samaritan's Purse - Canada

Samaritan's Purse is a nondenominational evangelical Christian organization providing spiritual and physical aid to hurting people around the world. Since 1970 Samaritan's Purse has helped meet the needs of people who are victims of war, poverty, natural disasters, disease, and famine with the purpose of sharing God's love through His Son, Jesus Christ.

20 Hopewell Way NE Calgary, AB T3J 5H5
Tel: 403.250.6565 www.samaritanspurse.ca

Somali Canadian Education and Rural Development Organization (SCERDO)

SCERDO is committed to promote crucial education and development needs for Somalis at home and around the world. SCERDO is currently working to promote education for peace and sustainable development in primary schools in parts of Northern Somalia. They have also launched a campaign to promote the importance of education and rural development for Somalia's future development.

12052 Fort Road, Edmonton, AB T5B 4H1
Tel: 780.491.0233 www.scerdo.org

Sombrilla Refugee Support Society

Sombrilla is an Edmonton based NGO supporting development projects in South and Central America. Sombrilla works in partnership and solidarity with our partners in the South. We presently have projects in Peru and Guatemala with a focus on clean water, education and food security. Sombrilla also partners with local youth such as Scouts and high school students to further awareness of global issues and to raise funds for our projects.

11424 - 77 Avenue, Edmonton, AB T6G 0L8
Tel: 780.988.2976 www.sombrilla.ca

Stop TB Canada

Stop TB Canada initiative is part of a global movement to accelerate social and political action to stop the unnecessary spread of tuberculosis around the world.

Email: anne.fanning@ualberta.ca

The Canadian Moravian Mission Society

The Canadian Moravian Mission Society was established in Alberta to promote the mission work of the Moravian Church and foster outreach and connection within the Moravian congregations. As part of the Worldwide Moravian Unity it works to support work in Central America, Tanzania, South Africa, Kenya, India, Nepal, Peru and Sierra Leone.

8008-161 Street NW Edmonton, Alberta T5R 2K6
Tel: 780.486.2283 www.moravian.ca

The Human Development Foundation of North America

Human Development Foundation provides primary Education, Primary Health and Community development by Social Mobilization in remote rural areas of Pakistan. We believe in the motto of SELF HELP and practice it with full participation of communities we serve.

4208 Ramsey Road, Edmonton, AB T6H 5R2
Tel: 780.430.6994 www.hdfcanada.org

The Leprosy Mission

The Leprosy Mission Canada was formed in Guelph in 1892. Since then, they have supported those affected by this terrible disease. In 1892 there was no cure - our work consisted of prayer and support. When a cure was found, the work became diagnosing and bringing the cure to as many as possible. The Leprosy Mission's work now still includes these things - and so much more. It includes rehabilitation, small business loans, training, running self help groups and teaching people to live with the effects of leprosy.

100 - 100 Mural Street, Richmond Hill, ON L4B 1J3
Tel: 905.886.2885 www.leprosy.ca

The Tamaraneh Society for Community Development and Support

The Tamaraneh Society for Community Development and Support exists to support the basic human needs development of Ro-Mano Village in Sierra Leone, West Africa, which was ravaged by civil war and is currently in the position of having to rebuild. The development work is focused on the education of children and youth and the basic health needs of the community. The society raises funds and collaborates with partners in Sierra Leone to determine the needs of the community, provide initial funding for start-up/self-help and maintenance of basic education and health care and enable the community to reach some form of local sustainability of basic needs through local entrepreneurship.

PO Box 78170, RPO Callingwood, Edmonton, AB T5T 6A1
Tel: 780.993.1062 www.tamaraneh.org

Tools for Schools Africa Foundation (TFS-A Fdn.)

Tools for Schools Africa works to improve the quality of life in the Northern Region of Ghana by enhancing educational opportunities for girls. We are based in Damongo and presently have 44 bright and motivated girls on scholarship, most at the junior and senior high levels. In the past year we built a boarding house for junior high girls and this year are publishing a children's ABC Book about Northern Ghana. We also have a registered NGO in Ghana, and plan to ship a container fall 2011. If anyone is interested in a one on one relationship with a girl and agrees to help sponsor post secondary education, please contact us. This can cost as little as \$1,000 a year.

4757-56 St. Red Deer, AB T4N 2K2
Tel: 403.340.3889 www.tfs-africa.org

Trickster Theatre

Trickster Theatre has been working in Alberta schools for 30 years, providing a popular Residency Program to schools for over 20 years. Nearly 500 schools have held Trickster Residencies. These have covered all grade levels. Currently the focus is on Kids Go Global where student theatre performances are based on global issues. Kids Go Global aims to build connections between NGOs and schools.

Suite 980 105-150 Crowfoot Cres. NW Calgary, AB T3G 3T2
Tel: 403.288.9393 www.trickstertheatre.com

True Vision Ghana

True Vision Ghana (TVG) is a Ghanian-run not-for-profit organization that works with disadvantaged groups in Northern Ghana on HIV/AIDS issues. They currently work with AIDS orphans in Northern Ghana through their Care and Aid Program, ensuring that the orphans are receiving basic needs such as food, medicine and education. True Vision Ghana also works with rural junior high schools to discuss sexual health issues and prevention as well as works with caregivers of orphans supported in the Care and Aid Program.

14735 Deer Run Drive SE Calgary, AB T2J 5Z1
Tel: 403.874.6588 www.truevisionghana.org

UEnd Foundation (UEnd: Poverty)

UEnd: empowers you to give a new kind of gift-one that helps eradicate extreme poverty and changes the way we think about giving through the redirection of a small portion of your gift spending.

#200, 5716 1st Street SE, Calgary, AB T2G 1H8
Tel: 866.629.0516 www.uend.org

Unisphere Global Resource Centre

The Unisphere Global Resource Centre is a community-based charity dedicated to global issues such as poverty, famine, and human rights issues. Unisphere educates individuals about global issues as well as issues that affect them locally.

101 - 6th Street SE, Medicine Hat, AB T1A 1G7
Tel: 403.529.2656 <http://nonprofit.memlane.com/unisphere>

United Nations Association in Canada - Edmonton Branch (UNAC)

The Edmonton Branch of UNAC is part of a nationwide group of voluntary, non-partisan United Nations organizations concerned with global affairs. It is comprised of interested Canadians in the greater-Edmonton area who seek solutions to world problems through the effective use of the UN, its specialized agencies, and other multilateral institutions. This branch is committed to promoting awareness of critical issues such as the environment, human rights, disarmament, and development.

Grant MacEwan College, 10700 - 104 Avenue,
Edmonton, AB T5J 4S2
Tel: 780.439.6292 www.edmonton.unac.org

University of Alberta International - Global Education Program

Driven by its vision to connect with the world, UAI works to support the creation of an internationally vibrant learning and research environment. UAI's broad suite of services assists students, staff and community in virtually every aspect of international engagement at the U of A.

3 - 657 Enterprise Square, 10230 Jasper Avenue
Edmonton, AB T5J 4P6
Tel: 780.492.5962 www.international.ualberta.ca

Women's Empowerment International Foundation (WEIF)

WEIF's mission is to alleviate poverty in Central and South Asia, particularly among women and children. Our programs focus on four core social issues: education, infrastructure, economic development and health care.

132 Bainbridge Crescent NW, Edmonton, AB
T5T 6B4
Tel: 780.707.5431 www.weif.org

World Fit For Children - Alberta Chapter

World Fit For Children (WFFC) is a non-governmental, non-sectarian, international children's organization governed by a volunteer Board of Directors. WFFC believes strongly that as a children's organization, the only way to help children is to ask them directly, as it is the children themselves who can best tell us what they need. Consisting of a group of volunteers, the Alberta Chapter advocates and organizes fundraising events for projects that take place in the developing world.

10835 84 Avenue, Edmonton, AB T6E 2J1
Tel: 780.690.1492 www.worldfitforchildren.com

World University Service of Canada (WUSC)

WUSC is a network of individuals and postsecondary institutions who believe that all peoples are entitled to the knowledge and skills necessary to contribute to a more equitable world. Our mission is to foster human development and global understanding through education and training.

PO Box/ CP 3000 Stn/Succ. C (1404 Scott Street),
Ottawa, ON K1Y 4M8
Tel: 613.798.7477 www.wusc.ca

World Vision

World Vision is a Christian relief, development and advocacy organization dedicated to working with children, families and communities in over 100 countries, to overcome poverty and injustice.

1 World Drive, Mississauga, ON L5T 2Y4
Tel: 905.565.6200 ext. 3192
Tel (Alt): 780.416.8523 www.worldvision.ca

