



ACGC 
Alberta Council for Global Cooperation

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ABOUT ACGC

Who is ACGC?

The Alberta Council for Global Cooperation (ACGC) is a network of Alberta based individual members and non- profit international development organizational members who build partnerships in Alberta and around the world, working in a wide 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. Working 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.
- Visit the ACGC website at www.acgc.ca to learn more about ACGC and its members.
- 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.
- If you are an educator, receive a free Development in a Box teaching resource kit to share with your school.
- 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.

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ABOUT DEVELOPMENT IN A BOX

In keeping with Alberta Education's focus on global citizenship, ACGC presents *Development in a Box*. Through a collection of educational resources from contributing ACGC member organizations, this educational toolkit is to be used in grades seven through twelve 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-five of ACGC's sixty-five members and touch upon thematic areas based around the Millennium Development Goals (MDGs) – Poverty, Economics, Human Rights, Environmental Sustainability, Peace Studies and Taking Action on Global Issues; additional activities not falling directly under one of these specific categories are also included. Each individual lesson plan 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 book 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;
- applicable Alberta curriculum links in varying subject areas for grades seven through twelve, for each specific lesson;
- a section outlining the different activities included;
- description and contact information for each ACGC member organization.

HOW TO USE DEVELOPMENT IN A BOX

To navigate through *Development in a Box* we suggest starting at the **Table of Contents**. The Table of Contents will assist you in discovering what will best meet your needs in terms of thematic area, grade level and curriculum covered. Further explorations should take you to **Lesson Descriptions**, which provide you with a detailed summary of the content of the lesson plans, as well as the time, materials, and summarized curriculum links. Within the resource book you will also discover a detailed outline of the applicable Alberta curriculum links for each lesson plan; this can be found under **Curriculum Objectives**.

You will uncover the individual lessons in folders separated by colour according to the different thematic areas. 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 a purple folder, further identified by title name of the lesson on the front of the folder. Within the individual folders you will find all necessary resources required for the particular lessons.

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 relate to the thematic areas based around the MDGs and are useful in providing additional support throughout the 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 provided with the opportunity 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? 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 19</i>	Lesson Descriptions <i>Pages 20 to 65</i>	Curriculum Objectives <i>Pages 66 to 200</i>	Contents: Activities <i>Pages 201 to 202</i>	ACGC Member Organizations <i>Pages 203 to 211</i>
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WHERE TO FIND IT:

LESSON DESCRIPTION	CURRICULUM OBJECTIVES	FOLDER
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POVERTY

• CAUSE Canada: <i>From Hearts to Hands: Let's DO Something</i>	Page 22	Page 68	Purple 1
• CHF: <i>Sustainable Livelihoods: Poverty & Quality of Life</i>	Page 23	Page 72	Purple 2
• CHF: <i>A Deeper Look at Poverty</i>	Page 24	Page 74	Purple 3
• CHF: <i>The Real Survivor</i>	Page 25	Page 76	Purple 4
• UNICEF: <i>An Introduction to Malaria</i>	Page 26	Page 79	Purple 5
• World Vision: <i>Alive at Five: The Silent Global Crisis of Child Deaths</i>	Page 27	Page 83	Purple 6
• Altamas for Peace and Development Association: <i>Our Story: Living in a Refugee Camp</i>	Page 29	Page 94	Purple 7

ECONOMICS

• Sahakarini: <i>Where Credit Is Due</i>	Page 30	Page 102	Dark Blue 1
• CUSO/VSO: <i>Where Credit Is Due</i>	Page 31	Page 105	Dark Blue 2
• CHF: <i>Microfinance – Giving Credit Where Credit Is Due</i>	Page 32	Page 108	Dark Blue 3
• Change for Children Association: <i>Alphabet Soup in the Americas</i>	Page 33	Page 111	Dark Blue 4
• The Centre for Global Citizenship Education and Research: <i>Living in a Globalizing World: A Deliberative Dialogue on Globalization</i>	Page 34	Page 115	Dark Blue 5
• World Vision: <i>A Hungry World: Understanding the Global Food Crisis</i>	Page 35	Page 118	Dark Blue 6
• World Vision: <i>Food Crisis Simulation</i>	Page 36	Page 126	Dark Blue 7
• Maharashtra Seva Samiti Organizations (MSSO): <i>Dawn of Hope</i>	Page 37	Page 134	Dark Blue 8

HUMAN RIGHTS

• Canadian Women for Women in Afghanistan: <i>Understanding Human Rights in Afghanistan</i>	Page 38	Page 142	Red 1
• John Humphrey Centre for Peace and Human Rights: <i>Building Human Rights Communities</i>	Page 40	Page 148	Red 2
• CHF: <i>The Gender Divide – Different Perspectives</i>	Page 41	Page 151	Red 3
• UNICEF: <i>Children's Rights and Global Citizenship</i>	Page 42	Page 153	Red 4
• UNICEF: <i>Teaching Children's Rights Through Arts</i>	Page 44	Page 156	Red 5

WHERE TO FIND IT:

	LESSON DESCRIPTION	CURRICULUM OBJECTIVES	FOLDER
ENVIRONMENTAL SUSTAINABILITY			
• Light Up the World: <i>The Power to Illuminate Lives</i>	Page 45	Page 157	Green 1
• Samaritan's Purse: <i>Turn On the Tap</i>	Page 46	Page 159	Green 2
• CHF: Deforestation – <i>What Do Trees Mean to Me?</i>	Page 47	Page 162	Green 3
• Centre for Affordable Water and Sanitation Technology (CAWST): <i>Sanitation Ladder</i>	Page 48	Page 165	Green 4
• United Nations Association in Canada (UNAC): <i>Youth of Today, City of Tomorrow</i>	Page 49	Page 166	Green 5
• Engineers Without Borders - Canada: <i>Learning about ENGINEERING: Modules for Teachers resource</i>	Page 51	Page 174	Green 6
PEACE STUDIES			
• John Humphrey Centre for Peace and Human Rights: <i>Building World Peace</i>	Page 52	Page 176	Light Blue 1
• World Vision: <i>My World, My View: Photography Collaboration Project</i>	Page 53	Page 179	Light Blue 2
• World Vision: <i>Speak Your Peace: Spoken Word Activity</i>	Page 54	Page 187	Light Blue 3
TAKING ACTION ON GLOBAL ISSUES			
• TakingITGlobal: <i>Guide to Action: Simple Steps Towards Change</i>	Page 56	Page 194	Yellow 1
• TakingITGlobal: <i>Educator's Guide to the Millennium Development Goals</i>	Page 57	Page 194	Yellow 2
• Canadian Crossroads International: <i>Action Ideas</i>	Page 58	Page 194	Yellow 3
• Helping Youth Through Educational Scholarships (HYTES): <i>Educational Package</i>	Page 59	Page 194	Yellow 4
• Change for Children Association: <i>Rural Roots Youth Action Project</i>	Page 60	Page 194	Yellow 5
• John Humphrey Centre for Peace and Human Rights: <i>Ignite Change Now: Youth Action Toolkit</i>	Page 61	Page 194	Yellow 6
• Canadian Red Cross: <i>Youth TAP (Training in Action Program)</i>	Page 62	Page 194	Yellow 7
• RESULTS Canada: <i>Take Action</i>	Page 63	Page 194	Yellow 8
ADDITIONAL RESOURCES			
• Optometry Giving Sight: <i>Pamphlet</i>	Page 64	Page 200	Orange
• Canada World Youth: <i>Pamphlet</i>	Page 64	Page 200	Orange
• Development and Peace: <i>Film Suggestions</i>	Page 64	Page 200	Orange
• SCERDO: <i>Stand Up and Lead</i>	Page 65	Page 200	Orange
• Canadian Humanitarian: <i>Fundraiser Toolkit</i>	Page 65	Page 200	Orange

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Poverty	Grades 10–12	CAUSE <i>From Hearts to Hands: Let's Do Something</i>	This resource includes 9 lesson plans focused on students developing an action plan for a project to address poverty and the Millennium Development Goals.	Health 10-12 <ul style="list-style-type: none"> • 1 (P4) • 3 (C3) Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 10-12 <ul style="list-style-type: none"> • Outcomes 1-5
Poverty	Grades 10–12	CHF <i>Sustainable Livelihoods: Poverty & Quality of Life</i>	This card game focuses on exploring sustainable livelihoods and the Human Development Index. Lesson plans and BLMs are included, as well as teacher background notes on sustainable livelihoods in international development terms and the UN Human Development Index.	Health 10-12 <ul style="list-style-type: none"> • 2 (R1) Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 3, 4 Macroeconomics 30 World Geography 30 <ul style="list-style-type: none"> • Themes 1, 2 English 10-12 <ul style="list-style-type: none"> • Outcomes 1, 3, 5
Poverty	Grades 7–12	CHF <i>A Deeper Look at Poverty</i>	This lesson plan and BLMs for discussion and case studies focus on students developing a broad understanding of factors that contribute to poverty in many countries (includes teachers background notes on causes and myths about poverty for teachers).	Health 10-12 <ul style="list-style-type: none"> • 2 (R1, R2, R3) Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 3, 4 World Geography 30 <ul style="list-style-type: none"> • Themes 1, 2 English 7-12 <ul style="list-style-type: none"> • Outcomes 1, 3, 4, 5
Poverty	Grades 7–12	CHF <i>The Real Survivor</i>	This lesson plan includes BLMs for a card game and a worksheet focused on food security and protection (also includes teacher background notes on food security and poverty).	Health 10-12 <ul style="list-style-type: none"> • 2 (R1) Science 7 <ul style="list-style-type: none"> • Unit A (1, 4) Science 8 <ul style="list-style-type: none"> • Unit E (1, 4) Science 20 <ul style="list-style-type: none"> • Outcome 1 (D) Economics for Consumers 20 English 7-12 <ul style="list-style-type: none"> • Outcomes 1, 3, 5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Poverty	Grades 7–12	UNICEF <i>An Introduction to Malaria</i>	This resource is an introductory package of 3 lesson plans and case studies to promote beginner knowledge about the socio-economic impacts of malaria as a global health concern.	Health 10-12 • 1 (P4) Science 7 • Unit A (1, 4) Science 20 • Outcome 1 (D) Science 24 • Unit C (1) Science 30 • Unit A Outcome 2 Social Studies 10-1, 10-2 • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 • Related Issue 4 English 7-12 • Outcomes 1-5
Poverty	Grades 7–10	World Vision <i>Alive at Five: The Silent Global Crisis of Child Deaths</i>	Using this resource package, students will explore the topic of global child health and survival while developing media, technological, oral, written, visual, kinaesthetic and numerical literacy skills.	Health 7-9 • W-7.1, W-8.2 • L-7.8, L-8.7, L-9.7 Health 10-12 • 1(P1, P2, P4, P9, P13, P14) • 2(R1, R6) Social Studies 9 • 9.2.2, 9.S.1-9.S.9 Social Studies 10-1, 10-2 • S1-S9 • Related Issue 3,4 Social Studies 10-4 • 4.1-4.4 Social Studies 20-1, 20.2 • S1-S9 • Related Issue 3 Social Studies 20-4 • 4.3 Social Studies 30-1, 30-2 • S1-S9 • Related Issue 4 English 7-12 • Outcomes 1-5 Math 10C • Relations and Functions Math 7-9, 10-4, 20-4 • Statistics and Probability

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Poverty	Grades 10–12	Altamas for Peace and Development Association <i>Our Story: Living in a Refugee Camp</i>	This resource includes a copy of the SudanMonitor—a publication of the Sudan Human Rights Association (SHRA) in Uganda, accompanied by a set of reflection questions and background information. Students will have the opportunity to explore issues surrounding refugee camps.	Health 10-12 <ul style="list-style-type: none"> • 1(P1, P2, P4, P9, P13, P14) • 2(R1, R6) Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3,4 Social Studies 10-4 <ul style="list-style-type: none"> • 4.1-4.4 Social Studies 20-1, 20.2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3 Social Studies 20-4 <ul style="list-style-type: none"> • 4.3 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Economics	Grades 10–12	Sahakarini <i>Where Credit Is Due</i>	This lesson includes a DVD package featuring three groups of Guatemalan women using micro-credit banking; also included are study questions and background info on the organization featured in DVD.	Health 10-12 <ul style="list-style-type: none"> • 2 (R1, R2, R3, R8) Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issue 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issues 3, 4 Microeconomics 30 Macroeconomics 30 World Geography 30 <ul style="list-style-type: none"> • Theme 2 (a, e) International Politics 30 English 10-12 <ul style="list-style-type: none"> • Outcomes 1-3
Economics	Grades 10–12	CUSO/VSO <i>Where Credit is Due</i>	This resource includes a radio documentary about microcredit (52 mins + 2 minute song).	Health 10-12 <ul style="list-style-type: none"> • 2 (R1, R2, R3, R8) Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issue 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issues 3, 4 Microeconomics 30 Macroeconomics 30 World Geography 30 International Politics 30 English 10-12 <ul style="list-style-type: none"> • Outcomes 1, 2, 3

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Economics	Grades 10–12	CHF <i>Microfinance - Giving Credit Where Credit Is Due</i>	This resource includes a lesson plan and BLMs for the activity, as well as comprehension questions focused on developing an understanding of the social and environmental impacts of microfinance - microcredit - projects (includes teachers background on the nature of microfinance programs).	Health 10-12 • 2 (R1, R2, R3, R8) Social Studies 10-1, 10-2 • Related Issue 4 Social Studies 30-1, 30-2 • Related Issues 3, 4 Microeconomics 30 Macroeconomics 30 World Geography 30 • Theme 2 International Politics 30 English 10-12 • Outcomes 1, 2, 3
Economics	Grades 10–12	Change for Children <i>Alphabet Soup in the Americas</i>	This teacher resource, with vocabulary, reading, and discussion guides, supports the reading of an article focused on providing an introduction to the complex issues surrounding the role of the World Trade Organization (WTO) and the Free Trade Area of the Americas (FTAA) and multilateral trade agreements.	Social Studies 10-1, 10-2 • Related Issues 3, 4 Social Studies 30-1, 30-2 • Related Issues 3, 4 International Politics 30 Macroeconomics 30 English 10-12 • Outcomes 1, 2, 3
Economics	Grades 10–12	The Centre for Global Citizenship Education and Research <i>Living in a Globalizing World: A Deliberative Dialogue on Globalization</i>	This teacher resource book includes background information on the structure and process of a deliberative dialogue. In addition, it includes a vocabulary guide, as well as possible discussion questions.	Social Studies 10-1, 10-2 • Related Issues 1-4 Social Studies 20-1, 20-2 • Related Issue 2 Social Studies 30-1, 30-2 • Related Issues 2, 4 English 10-12 • Outcomes 1, 3-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Economics	Grades 9–12	World Vision <i>A Hungry World: Understanding the Global Food Crisis</i>	This resource package provides background information, statistics, case studies, classroom activities, and action ideas for teaching about global food insecurity. Causes and impacts and the complex ways in which these two are interrelated are discussed.	Health 9 <ul style="list-style-type: none"> • L-9.7 Health 10-12 <ul style="list-style-type: none"> • 1(P1, P4, P9, P13, P14) • 2(R1, R6) Social Studies 9 <ul style="list-style-type: none"> • 9.2.2, 9.S.1-9.S.9 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3,4 Social Studies 10-4 <ul style="list-style-type: none"> • 4.1-4.4 Social Studies 20-1, 20.2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3 Social Studies 20-4 <ul style="list-style-type: none"> • 4.3 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 4 English 9-12 <ul style="list-style-type: none"> • Outcomes 1-5
Economics	Grades 7–12	World Vision <i>Food Crisis Simulation</i>	This interactive activity sets a stage for students to begin to understand the global food crisis. A simulation activity and follow-up questions are included.	Health 9 <ul style="list-style-type: none"> • L-9.7 Health 10-12 <ul style="list-style-type: none"> • 1(P1, P4, P9, P13, P14) • 2(R1, R6) Social Studies 9 <ul style="list-style-type: none"> • 9.2.2, 9.S.1-9.S.9 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3,4 Social Studies 10-4 <ul style="list-style-type: none"> • 4.1-4.4 Social Studies 20-1, 20.2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3 Social Studies 20-4 <ul style="list-style-type: none"> • 4.3 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Economics	Grades 7–12	Maharashtra Seva Samiti Organization (MSSO) <i>Dawn of Hope</i>	This lesson includes the DVD titled <i>Dawn of Hope</i> featuring a woman by the name of Nileema Mishra who built hope in her birth town by creating the opportunity for women to use micro-financing. Discussion questions included.	Health 9 <ul style="list-style-type: none"> • L-8.7 • L-9.7 Health 10-12 <ul style="list-style-type: none"> • 2(R1, R2, R3, R6, R8) Social Studies 9 <ul style="list-style-type: none"> • 9.S.1-9.S.9 • Related Issue 9.2.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3,4 Social Studies 10-4 <ul style="list-style-type: none"> • 4.1-4.4 Social Studies 20-1, 20.2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3 Social Studies 20-4 <ul style="list-style-type: none"> • 4.3 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3,4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Human Rights	Grades 7–12	Canadian Women for Women in Afghanistan <i>Understanding Human Rights in Afghanistan</i>	This resource includes 2 introductory lessons (PowerPoint Presentation on Afghanistan & game with characters to introduce life in 3 time periods in Afghanistan), and 4 lesson plans (including background information on Afghanistan).	Science 7 <ul style="list-style-type: none"> • Unit A (1, 4) Science 8 <ul style="list-style-type: none"> • Unit E (1, 4) Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 1-4 Social Studies 20-1, 20-2 <ul style="list-style-type: none"> • Related Issues 2-3 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issues 2-4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Human Rights	Grades 7–12	John Humphrey Centre <i>Building Human Rights Communities</i>	This resource is a 3 section lesson plan with detailed lessons focusing on background information to human rights issues (specifically the Universal Declaration of Human Rights), how to address human rights issues, and how to become a human rights school.	Social Studies 9 <ul style="list-style-type: none"> • Related Issues 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Human Rights	Grades 10–12	CHF The Gender Divide: <i>Different Perspectives</i>	Through this lesson plan students will create a community map based on their gender's perspective, then decide on a development project for their community.	Social Studies 10-1, 10-2 • Related Issue 4 Biology 20 • Unit B (20-B1) English 10-12 • Outcomes 1-5
Human Rights	Grades 7–12	UNICEF <i>Children's Rights and Global Citizenship</i>	Through 7 lesson plans this resource addresses the human rights issues that exist with war affected children, sexual exploitation, child labour and education.	Social Studies 10-1, 10-2 • Related Issues 2-4 Social Studies 30-1, 30-2 • Related Issue 4 English 7-12 • Outcomes 1-5
Human Rights	Grades 7–12	UNICEF <i>Teaching Children's Rights Through Arts</i>	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.	Art 7-12 • drawings, compositions, encounters English 7-12 • Outcomes 1-5
Environmental Sustainability	Grades 10–12	Light Up the World <i>The Power to Illuminate Lives</i>	This lesson includes a PowerPoint presentation and activity focused on solar powered light systems.	Science 10 • Unit D (1) Social Studies 10-1, 10-2 • Related Issues 3, 4 English 10-12 • Outcomes 1-3, 5
Environmental Sustainability	Grades 7–12	Samaritan's Purse <i>Turn On the Tap</i>	This unit includes 5 lesson plans with detailed information on water treatment, including case studies for students to consider.	Science 7 • Unit A (1, 4) Science 8 • Unit E (1, 4) Science 24 • Unit C (2) Science 30 • Unit A (2) Social Studies 10-1, 10-2 • Related Issues 3, 4 English 7-12 • Outcomes 1-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Environmental Sustainability	Grades 7–12	CHF <i>Deforestation: What do Trees Mean to Me?</i>	This resource includes lesson plans and BLMs for a role playing activity focused on gaining an understanding of the causes of deforestation and how humans impact their natural environment (includes teacher background notes on the causes and effects of deforestation).	Science 7 <ul style="list-style-type: none"> • Unit A (1, 4) Biology 20 <ul style="list-style-type: none"> • Unit B (20-B1) World Geography 30 <ul style="list-style-type: none"> • Themes 1, 2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 3, 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Environmental Sustainability	Grade 8	Centre for Affordable Water and Sanitation Technology (CAWST) <i>Sanitation Ladder</i>	This resource includes a set of lesson plans & activities for learning about fecal-oral transmission routes, water hygiene and sanitation practices.	Science 8 <ul style="list-style-type: none"> • Unit E (1, 4)
Environmental Sustainability	Grades 9–12	UNAC <i>Youth of Today, City of Tomorrow</i>	This resource includes 7 lesson plans, 5 mini-units and a DVD focused on human settlement issues of urbanization and sustainable cities.	Social Studies 9 <ul style="list-style-type: none"> • Outcome 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 1 Science 9 <ul style="list-style-type: none"> • Unit A (1) • Unit C (1, 2) Science 10 <ul style="list-style-type: none"> • Unit D (4) Pure Math 30 <ul style="list-style-type: none"> • Topic 2 CALM 20 <ul style="list-style-type: none"> • Outcomes 1-3 Political Thinking 20 Local and Canadian Geography 20 World Geography 30 <ul style="list-style-type: none"> • Themes 1, 2 Applied Sociology 30 Microeconomics 30 Macroeconomics 30 Art 9, 10, 30 Career and Technology Studies English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Environmental Sustainability	Grades 7-12	Engineers Without Borders - Canada <i>Learning about ENGINEERING: Modules for Teachers resource</i>	This resource includes a digital presentation, as well as a module for teachers. The goal of this lesson is for students to gain a basic, general understanding of what engineering encompasses and how it can be used within the international development field.	Health 9 <ul style="list-style-type: none"> • L-8.2 • L-9.2 • L-7.4 • L-8.4 • L-9.4 • L-4.5 • L-5.5 • L-6.5 • L-4.6 • L-5.6 • L-6.6 Health 10-12 <ul style="list-style-type: none"> • 3(C1, C2, C3, C4, C5, C6, C7, C8, C9, C11)
Peace Studies	Grades 9–10	John Humphrey Centre <i>Building World Peace</i>	This resource includes 5 classroom lesson plans focused on the Universal Declaration of Human Rights and global citizenship.	Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Peace Studies	Grades 7–12	World Vision <i>My World, My View: Photography Collaboration Project</i>	This workshop engages students in capturing images of their communities while developing cultural awareness and an understanding of community needs in developing countries.	Health 9 <ul style="list-style-type: none"> • L-9.7 Health 10-12 <ul style="list-style-type: none"> • 1(P1, P4, P9, P13, P14) • 2(R1, R6) Social Studies 9 <ul style="list-style-type: none"> • 9.2.2, 9.S.1-9.S.9 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3,4 Social Studies 10-4 <ul style="list-style-type: none"> • 4.1-4.4 Social Studies 20-1, 20.2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 3 Social Studies 20-4 <ul style="list-style-type: none"> • 4.3 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Peace Studies	Grades 7–12	World Vision <i>Speak Your Peace: Spoken Word Activity</i>	This activity involves one or more people performing a poem, using voice, gesture, rhythm and pacing to enhance its meaning. Spoken word can be a tool for advocacy, allowing people traditionally without a voice to be heard in a forum where words are the main currency.	Social Studies 9 <ul style="list-style-type: none"> • 9.S.1, 9.S.7-9.S.9 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • S1, S7-S9 • Related Issue 3,4 Social Studies 10-4 <ul style="list-style-type: none"> • 4.1-4.4 Social Studies 20-1, 20.2 <ul style="list-style-type: none"> • S1, S7-S9 • Related Issue 3 Social Studies 20-4 <ul style="list-style-type: none"> • 4.3 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • S1-S9 • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Taking Action on Global Issues	Grades 7–12	TakingITGlobal <i>Guide to Action: Simple Steps Towards Change</i>	This 24 page booklet provides information for students to devise an action plan focused on issues that matter to them.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Taking Action on Global Issues	Grades 7–12	TakingITGlobal <i>Educator's Guide to the Millennium Development Goals</i>	This resource includes 8 activity lesson plans for developing understandings of the Millennium Development Goals and making an action plan related to the goals.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Taking Action on Global Issues	Grades 7–12	Canadian Crossroads International <i>Action Ideas</i>	This pamphlet on action ideas allows students to learn more about poverty issues and how to write a letter to address concerns about an issue.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Taking Action on Global Issues	Grades 7–12	HYTES <i>Educational Package</i>	This package includes details for fundraising activities (Success Cards & Quilt Raffle Fundraiser) and information on a school presentation by HYTES.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Taking Action on Global Issues	Grades 7–12	Change for Children <i>Rural Roots Youth Action Project</i>	A resource guide to support youth community engagement.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Taking Action on Global Issues	Grade 10	John Humphrey Centre <i>Ignite Change Now: Youth Action Toolkit</i>	This resource explores ideas of global citizenship and current social issues in a step towards developing a concrete action plan.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 10-12 <ul style="list-style-type: none"> • Outcomes 1-5

THEME	LEVEL	LESSON	SUMMARY	CURRICULUM LINKS
Taking Action on Global Issues	Grades 7–12	Red Cross <i>Youth TAP (Training in Action Program)</i>	This resource is targeted at students developing skills for using the media, planning events, improving public speaking, and improving leadership skills.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Taking Action on Global Issues	Grades 7–12	RESULTS Canada <i>Take Action</i>	This resource includes useful tips for engaging your local politician, friends and family on issues surrounding poverty.	Health 10-12 <ul style="list-style-type: none"> • Outcome 1 (P4) • Outcome 3 (C3) Social Studies 9 <ul style="list-style-type: none"> • Outcomes 9.1, 9.2 Social Studies 10-1, 10-2 <ul style="list-style-type: none"> • Related Issues 2, 3, 4 Social Studies 30-1, 30-2 <ul style="list-style-type: none"> • Related Issue 4 English 7-12 <ul style="list-style-type: none"> • Outcomes 1-5
Additional Resources	Grades 7–12	Assorted organizations' materials	A collection of brochures, programs and other tools supporting global citizenship programs and activities.	

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CAUSE Canada

*From Hearts to Hands:
Let's DO Something*

9 lesson plans focused on students developing an action plan for a project to address poverty and the Millennium Development Goals (MDGs).

Grade 10–12

■ PURPLE 1

What better way to teach leadership than to let students try their hands at leading? This unit is focused on students identifying issues that are important to them - with a focus on poverty and the UN Millennium Development Goals. The structure of this unit allows students to work within the whole group, in small groups, and individually, in order to complete smaller tasks towards the campaign. In this mini-unit, students will engage in an “apprentice-like” experiential leadership activity which will teach them about key aspects of leadership. There is room for student choice. Tasks will be assigned based on individual talents and outcomes of the leadership inventory done in the introductory class. The emphasis in this unit is on student initiative and ingenuity!

Time:

- Lesson 1-5: 45 minutes each
- Lesson 6: 45 minutes + time to work on products
- Lesson 7: 45 minutes + time for actual presentations
- Lesson 8-9: 45 minutes each

Objective(s):

- Students will acquire knowledge of self and others through contributing to the 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 10-12: General Outcomes 1(P4), 3 (C3)
- Social Studies 10-1: Related Issues 2 (2.2, 2.3), 3 (3.1, 3.2), 4 (4.1-4.11)
- Social Studies 10-2: Related Issues 2 (2.2, 2.3), 3 (3.1, 3.2), 4 (4.1-4.11)
- Social Studies 30-1: Related Issue 4 (4.1-4.3, 4.6, 4.7, 4.9, 4.10)
- Social Studies 30-2: Related Issue 4 (4.1-4.3, 4.5-4.9)
- English Language Arts 10-12: General Outcomes 1-5

Materials:

- Computers and access to the internet
- Poster paper
- Markers
- White paper for individual calendars
- Different coloured paper
- Highlighters
- Guest Speakers (from media-news/newspaper/radio, NGO representatives, etc...)
- Example press releases
- Handouts: Leadership & multiple intelligence surveys, goal-setting checklists, press release worksheets, advertising worksheets, rubrics for marketing products, rubric for presentations, presentation worksheets, self-evaluations, reflection charts

“Sustainable livelihoods” is a popular phrase in the world of international development. But what does it mean? Livelihood traditionally refers to a person’s means of support or the way he/she earns money to meet the basic needs of life. The concept of livelihoods in the “sustainable livelihoods” context extends beyond just financial support. It includes all of the assets and resources in life that are used to meet peoples’ needs. The sustainable component of “sustainable livelihoods” indicates that the means of livelihood should be able to adapt, withstand shocks and not destroy the natural environment.

Development for sustainable livelihoods puts people first, building on their strengths and own understandings of the development needed in their lives and in their community. A sustainable livelihoods approach to development is holistic. It looks at the big picture and the many factors that influence the cycles of poverty, and not solely at one sector of development, such as economic. In this unit, class discussion and small group work are focused on an interactive card game, while individual work is used to address the topics of poverty and development with students.

Time: 60 minutes

Objective(s):

- Students will examine the factors that contribute to the cycle of poverty faced by many people in developing countries.
- Students will analyze quality of life and measurement tools such as the Human Development Index.

Summarized Alberta curriculum links:

- Health 10-12: General Outcomes 2(R1)
- Social Studies 10-1: Related Issues 3 (3.1, 3.2, 3.7-3.9), 4 (4.1, 4.4)
- Social Studies 10-2: Related Issues 3 (3.1, 3.2, 3.7-3.9), 4 (4.1, 4.4)
- Macroeconomic 30: Markets, Money and Management (3, 5, 7, 8, 17)
- World Geography 30: Themes 1 (b, c, d, e), 2 (a, d, e, h)
- English Language Arts 10-12: General Outcomes 1, 3, 5

Materials:

- Student Worksheet (BLM 2.1): *Sustainable Livelihoods Chart*
- Student Worksheet (BLM 2.2): *Sustainable Livelihoods Score Card*
- Student Handout (BLM 2.3): *Sustainable Livelihoods Instruction Sheet*
- Student Handout (BLM 2.4): *Sustainable Livelihoods Playing Cards*

CHF

Sustainable Livelihoods: Poverty & Quality of Life

This card game focuses on exploring the ways of sustainable livelihoods and the Human Development Index.

Grade 10–12

■ PURPLE 2

CHF

*A Deeper Look at
Poverty*

This lesson plan and BLMs for discussion and case study focus on students developing a broad understanding of factors that contribute to poverty.

Grade 7–12

■ PURPLE 3

“Why are People Poor?” This is a complex question. A person’s poverty level depends largely on assets that he/she has access to. Additionally, policies and institutions at the global, national, municipal, and community level also contribute to or alleviate a person’s poverty level. Another key component that contributes to a person’s poverty is extreme shock or unrest. This lesson plan considers the perspective that poverty does not have one simple definition. People from different countries and different people within a community can see poverty in varying ways.

Time: 60 minutes + 20 minutes for group presentations

Objective(s):

- Students will explore the many criteria and components of life that can contribute to poverty.
- Students will apply their understanding of poverty and use decision-making skills in small groups to rank the order of poverty levels of people described in the case studies.
- Students will begin to understand and provide justification for reasons why poverty is a complex and holistic issue.

Summarized Alberta curriculum links:

- Health 10-12: General Outcomes 2 (R1, R2, R3)
- Social Studies 10-1: Related Issues 3 (3.2, 3.6, 3.9), 4 (4.1, 4.4, 4.8, 4.11)
- Social Studies 10-2: Related Issues 3 (3.2, 3.6, 3.9), 4 (4.1, 4.4, 4.8, 4.11)
- World Geography 30: Themes 1 (b, c, d, e), 2 (a, e)
- English Language Arts 7-10: General Outcomes 1, 3, 4, 5

Materials:

- Student Handout (BLM 2.1): *Case study of Joseph, a person living in poverty in Ethiopia*
- Student Handout (BLM 2.2): *Case study of Faith, a person living in poverty in Kenya*
- Student Handout (BLM 2.3): *Case study of Tanh, a person living in poverty in Vietnam*
- Student Handout (BLM 2.4): *Case study of Fiona, a person living in poverty in Zimbabwe*

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 in developing countries 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.” Additionally, discussion, completion of summary chart and interactive questions provide an opportunity for students to engage with others to build their understanding of the factors involved in food security issues.

Time: 60 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:

- Health 10-12: General Outcomes 2 (R1)
- Science 7: Unit A (1, 4)
- Science 8: Unit E (1, 4)
- Science 20: Outcome 1 (D1.2sts, D2.4)
- Social Studies 10-1: Related Issues 3 (3.2, 3.6, 3.9), 4 (4.1, 4.4, 4.8, 4.11)
- Social Studies 10-2: Related Issues 3 (3.2, 3.6, 3.9), 4 (4.1, 4.4, 4.8, 4.11)
- Economics for Consumers 20: (1, 2, 5)
- English Language Arts 7-12: General Outcomes 1, 3, 5

Materials:

- Student Handout (BLM 3.1): Activity Cards
- Student Handout (BLM 3.2): Food Cards
- Student Worksheet (BLM 3.3): Factors that Affect Food Production

CHF

The Real Survivor

This lesson plan includes BLMs for a card game, as well as a worksheet on food security and protection.

Grade 10–12

■ PURPLE 4

UNICEF

*An Introduction to
Malaria*

This resource is an introductory package of 3 lesson plans and case studies to promote beginner knowledge about the socio-economic impacts of malaria as a global health concern.

Grade 7–12

■ PURPLE 5

Malaria is a significant health and development concern facing millions of people - it is the largest cause of child mortality in Africa and its control and prevention are part of the United Nations Millennium Development Goals (MDGs). Controlling malaria is a critical key to breaking the cycle of poverty in developing countries. Malaria is increasing largely as a result of environmental degradation and change, but is preventable and treatable. As a critical global issue with curriculum links to environmental and world studies and science, malaria deserves some time and attention in the classroom. The lessons in this mini-unit can stand alone but are better used as a sequence of three so that students develop an understanding of both the science of malaria infection and the socioeconomic impacts the disease has worldwide.

Time:

- Lesson 1: 60 minutes
- Lesson 2: 60 minutes
- Lesson 3: 60 minutes

Objective(s):

- Students will be introduced to some of the socio-economic issues associated with the disease.
- Students will critically assess the complex issues underlying malaria to formulate questions.
- Students will develop skills such as mapping, information literacy, interpersonal communication and social responsibility.
- Students will understand the concepts of setting targets and planning objectives.

Summarized Alberta curriculum links:

- Health 10-12: General Outcomes 1 (P4)
- Science 7: Unit A (1, 4)
- Science 20: Outcome 1 (D1.2sts, D2.4)
- Science 24: Unit C (1)
- Science 30: Unit A Outcome 2 (30-A2.1K, 30.A2.1sts)
- Social Studies 10-1: Related Issues 2 (2.2, 2.3) 3 (3.2), 4 (4.1-4.11)
- Social Studies 10-2: Related Issues 2 (2.2, 2.3) 3 (3.2), 4 (4.1-4.11)
- Social Studies 30-1: Related Issue 4 (4.1-4.3, 4.6, 4.7, 4.9, 4.10)
- Social Studies 30-2: Related Issue 4 (4.1-4.3, 4.5, 4.6, 4.8, 4.9)
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Access to computer and internet video clips - <http://www.rollbackmalaria.org/multimedia/video.html>
- Overheads- BLM 1-3
- Handouts- BLM 1-6

In the time it takes to read this sentence, a child under the age of five will die. That child likely lived in a developing country and dies from causes that were preventable or treatable. This resource provides tools and activities supporting curricular outcomes, while addressing the many issues surrounding child poverty.

Time:

- Module 1: Opening Challenges (25 min), Activity 1 (45 min), Activity 2 (75 min)
- Module 2: Activity 1 (100 min), Activity 2 (50 min), Activity 3 (150 min)
- Module 3: Activity 1 (50 min), Activity 2 (100 min)
- Module 4: Activity 1 (60-75 min), Activity 2 (150-200 min)
- Module 5: Opening Challenge (30 min), Activity 1 (50-100 min), Activity 2 (200 min)

Objective(s):

- Students will understand and draw meaning from various types of texts.
- Students will research information from various sources.
- Students will critically analyze media messages for bias, trustworthiness and relevancy.
- Students will create graphs and use data management to interpret patterns in mathematical relationships.
- Students will produce reflective writing, perform orally and create artwork.
- Students will use multimedia technology and appropriate conventions and techniques to create a media production.
- Students will work constructively in groups and use effective listening and communication skill.
- Students will understand factors impacting global child survival and the importance of health interventions in the first five years of life.

Summarized Alberta curriculum links:

- Health 7-9: General Outcomes W-7.1, W-8.2, L-7.8, L-8.7, L-9.7
- Health 10-12: General Outcomes 1(P1, P2, P4, P9, P13, P14), 2(R1, R6)
- Social Studies 9: Related Issues 9.2.2, 9.S.1-9.S.9
- Social Studies 10-1, 10-2: Related Issues S1-S9, 3, 4
- Social Studies 10-4: Related Issues 4.1-4.4
- Social Studies 20-1, 20.2: Related Issues S1-S9, 3
- Social Studies 20-4: Related Issue 4.3
- Social Studies 30-1, 30-2: Related Issues S1-S9, 4
- English Language Arts 7-12: Outcomes 1-5
- Math 10C: Relations and Functions
- Math 7-9, 10-4, 20-4: Statistics and Probability

...continued on next page

World Vision

Alive at Five: The Silent Global Crisis of Child Deaths

Using this resource package, students will explore the topic of global child health and survival while developing media, technological, oral, written, visual, kinaesthetic and numerical literacy skills.

Grade 7–10

■ PURPLE 6

World Vision

*Alive at Five: The Silent
Global Crisis of Child
Deaths***Materials:**

- Module 1, Activity 1- Script (included pg. 15), string or tape, paper and markers, world map or globe, red, green and yellow dot stickers, class set of role play cards (included pg. 57-60), class set of *What Rights? And Born Lucky? Then pay for it* (see Extension)
- Module 1, Activity 2- Computers and internet (optional), class set of Fact Sheets (pg. 51-56), seven header signs (indicated on pg. 12)
- Module 2, Activity 1- Student handouts (pg. 23), class set of How to Detect Bias in the News, Magazines, newspapers, videos, access to computer and internet
- Module 2, Activity 2- Student handouts (pg. 24, 52, 53, 55), access to computer and internet
- Module 2, Activity 3- Access to computer and internet
- Module 3, Activity 1- Calculators, rulers, pencils, paper, markers, chart or banner paper, handouts (p. 30)
- Module 3, Activity 2- Calculators, rulers, pencils, paper, handouts (pg. 32), video (see lesson)
- Module 4, Activity 1- Handouts (pg. 37 & 38), podcast (see lesson)
- Module 4, Activity 2- Pen, pencil, paper, word processor, recording device, microphone (optional), handouts (pg. 39 & 41)
- Module 5, Activity 1- Handouts (pg. 45 & 7), computer and Internet, video (see lesson), sticky notes, markers
- Module 5, Activity 2- Handouts (pg. 46 & 47), recording device

Every refugee camp is different; therefore, presenting different issues. Throughout this lesson students will explore the multiple challenges associated with settling in and returning from refugee camps. Using personal stories provided within the magazine students will be better able to critically and reflectively respond to the questions provided.

Time: 80 minutes

Objective(s):

- Students will understand and draw meaning from various types of texts.
- Students will produce reflective writing, perform orally and create artwork.
- Students will work constructively as an individual and in groups and use effective listening and communication skill.

Summarized Alberta curriculum links:

- Health 7-9: General Outcomes W-7.1, W-8.2, L-7.8, L-8.7, L-9.7
- Health 10-12: General Outcomes 1(P1, P2, P4, P9, P13, P14), 2(R1, R6)
- Social Studies 9: Related Issues 9.2.2, 9.S.1-9.S.9
- Social Studies 10-1, 10-2: Related Issues S1-S9, 3, 4
- Social Studies 10-4: Related Issues 4.1-4.4
- Social Studies 20-1, 20.2: Related Issues S1-S9, 3
- Social Studies 20-4: Related Issue 4.3
- Social Studies 30-1, 30-2: Related Issues S1-S9, 4
- English Language Arts 7-12: Outcomes 1-5

Materials:

- Copy of magazine – SudanMonitor
- Background information
- Questions

Altamas for Peace and Development Association

Our Story: Living in a Refugee Camp

This resource includes a copy of the SudanMonitor – a publication of the Sudan Human Rights Association (SHRA) in Uganda, accompanied by a set of reflection questions and background information. Students will have the opportunity to explore issues surrounding refugee camps

Grade 10–12

■ PURPLE 7



Sahakarini

Where Credit Is Due

This lesson includes a DVD package featuring three groups of Guatemalan women using micro-credit banking; also included are study questions and background info on the organization featured in DVD.

Grade 10–12

■ DARK BLUE 1

This educational resource tells the story of three groups of remarkable Guatemalan women who are using micro-credit, small loans to transform their lives by developing their entrepreneur opportunities. The resource contains a DVD package featuring the micro-credit case studies. Additionally, background information on the organization is provided for the teacher to engage the students in a series of study questions focused on the advantages of micro-credit banking and its impact on the lives of entrepreneurs.

Time: 60 minutes + 24 minute video

Objective(s):

- Students will develop an appreciation of the differences between charity, relief and development.
- Students will form an understanding of the role of women in development.
- Students will become familiar with the concept of micro-credit.
- Students will examine the political and economic history of Latin America.
- Students will consider how their lifestyle and choices may impact people in another country.

Summarized Alberta curriculum links:

- Health 10-12: General Outcome 2 (R1, R2, R3, R8)
- Social Studies 10-1: Related Issue 4 (4.8, 4.10, 4.11)
- Social Studies 10-2: Related Issue 4 (4.8, 4.10, 4.11)
- Social Studies 30-1: Related Issues 3 (3.3, 3.5), 4 (4.2, 4.3, 4.9)
- Social Studies 30-2: Related Issues 3 (3.3, 3.5), 4 (4.2, 4.3, 4.9)
- Microeconomics 30: (5)
- Macroeconomics 30: (5, 9, 15, 17)
- World Geography 30: 2 (a, e)
- International Politics 30: (1, 2)
- English Language Arts 10-12: General Outcomes 1, 2, 3

Materials:

- DVD Resource: “Where Credit is Due”, produced by Sahakarini Inter-World Education and Development Association
- Discussion Questions



Micro-credit banking is a successful means of development that creates opportunities of entrepreneurship to small groups of farmers and artisans in various global spaces. *Where Credit is Due* is a radio documentary that explores the concept of micro-credit banking and the ways that micro-credit programs begin with providing monetary funds for start-up programs to women, but have lasting impacts for their families and the entire community. The program features various case studies of groups in Northern Ghana. Additionally, the CD features a musical track, “Datoyili Women Welcome Song.”

Time: 60 minutes + 54 minute radio documentary

Objective(s):

- Students will learn about the principles of micro-credit banking.
- Students will learn about the impacts of micro-credit programs on the lives of women entrepreneurs.

Summarized Alberta curriculum links:

- Health 10-12: General Outcomes 2 (R1, R2, R3, R8)
- Social Studies 10-1: Related Issue 4 (4.8, 4.10, 4.11)
- Social Studies 10-2: Related Issue 4 (4.8, 4.10, 4.11)
- Social Studies 30-1: Related Issue 3 (3.3, 3.5), 4 (4.2, 4.3, 4.9)
- Social Studies 30-2: Related Issue 3 (3.3, 3.5), 4 (4.2, 4.3, 4.9)
- Microeconomics 30 (5)
- Macroeconomics 30 (5, 9, 15, 17)
- World Geography 30: 2 (a, e)
- International Politics 30 (1, 2)
- English Language Arts 10-12: General Outcomes 1, 2, 3

Materials:

- DVD Radio Documentary: “Where Credit is Due”

CUSO/VSO

Where Credit Is Due

This resource includes a radio documentary about micro-credit (52 mins + 2 minute song).

Grade 10–12

■ DARK BLUE 2

CHF

**Microfinance –
Giving Credit Where
Credit Is Due**

This resource includes a lesson plan and BLMs for an activity, as well as comprehension questions focused on developing an understanding of the social and environmental impacts of microfinance and microcredit projects.

Grade 10–12

■ DARK BLUE 3

Microfinance, sometimes called micro-credit, is an alternative approach to lending that provides loans to people who would not normally qualify for traditional bank loans. In this activity, students investigate this alternative economic approach, analyze the costs and benefits, and compare it with traditional lending systems. The social and environmental impacts of microfinance programs are also investigated by students.

Time: 60 minutes

Objective(s):

- Students will be able to explain why Muhammad Yunus and Grameen Bank won the Nobel Peace Prize in 2006.
- Students will examine the advantages and disadvantages of microcredit banking in comparison to traditional banking methods.
- Students will analyze the impacts of microcredit banking on the entrepreneur opportunities for women to improve their family's quality of life.

Summarized Alberta curriculum links:

- Health 10-12: General Outcomes 2 (R1, R2, R3, R8)
- Social Studies 10-1: Related Issue 4 (4.8, 4.10, 4.11)
- Social Studies 10-2: Related Issue 4 (4.8, 4.10, 4.11)
- Social Studies 30-1: Related Issue 3 (3.3, 3.5), 4 (4.2, 4.3, 4.9)
- Social Studies 30-2: Related Issue 3 (3.3, 3.5), 4 (4.2, 4.3, 4.9)
- Microeconomics 30 (5)
- Macroeconomics 30 (5, 9, 15, 17)
- World Geography 30: 2 (a, e)
- International Politics 30 (1, 2)
- English Language Arts 10-12: General Outcomes 1, 2, 3

Materials:

- Student Handout (BLM 3.1): *Microfinance Question & Answer sheet*
- Student Handout (BLM 3.2): *Muhammad Yunus and Grameen Bank - Nobel Peace Prize Winners*
- Student Worksheet (BLM 3.3): *Microfinance: Giving Credit Where Credit is Due*

The article “Alphabet Soup in the Americas,” provides an introduction to the complex issues surrounding the negotiations of the **World Trade Organization** and the **Free Trade Area of the Americas**. This reading guide has been provided to help students work through the article and develop a more comprehensive understanding of these multilateral trade agreements.

Because of the difficulty of the text and the complexity of the agreements it addresses, the suggested use of the resource indicates a plan that involves four class periods. As this is not always possible, teachers are encouraged to use only those parts of the resource that most specifically address the needs of their classroom.

Time: 4 class periods (60 min. each) **Each lesson is an entity of its own.

Objective(s):

- Students will understand that economic growth and interactions have increased global interdependence.
- Students will understand that global interactions are increasingly influenced by economic developments.
- Students will examine the impact of international agreements

Summarized Alberta curriculum links:

- Social Studies 10-1: Related Issues 3 (3.1-3.6, 3.8, 3.9), 4 (4.3, 4.8-4.11)
- Social Studies 10-2: Related Issues 3 (3.1-3.6, 3.8, 3.9), 4 (4.3, 4.8-4.11)
- Social Studies 30-1: Related Issues 3 (3.3-3.6), 4 (4.1-4.3, 4.6-4.10)
- Social Studies 30-2: Related Issues 3 (3.3-3.5), 4 (4.1-4.3, 4.6-4.10)
- International Politics 30 (2, 3, 5, 6)
- Macroeconomics 30 (10, 11, 12, 15, 16, 17)
- English Language Arts 10-12: General Outcomes 1, 2, 3

Materials:

- Article: “Alphabet Soup in the Americas” by Ricardo Acuña
- Teacher Resource including Reading Guide and Questions for Consideration

Change for Children Association

Alphabet Soup in the Americas

This teacher resource, with a vocabulary guide, reading guide, and discussion guide questions, supports the reading of an article providing an introduction into the complex issues surrounding the role of the World Trade Organization (WTO) and the Free Trade Area of the Americas (FTAA).

Grade 10–12

■ DARK BLUE 4

The Centre for Global Citizenship Education and Research

Living in a Globalizing World: A Deliberative Dialogue on Globalization

This teacher resource book includes background information on the structure and process of a deliberative dialogue, as well as three distinct approaches to globalization that may be used to hold a deliberative dialogue. In addition, this resource includes a vocabulary guide, as well as possible discussion questions.

Grade 10–12

■ DARK BLUE 5

As our world becomes increasingly interconnected, educators must work to foster in students a global consciousness with respect to humanity and world issues. One key element of this is developing an understanding of how political and economic distribution of power affects individuals, communities, nations and the globe, particularly in relation to the process of globalization. Globalization is discussed by scientists, political theorists, economists, students and more. It is hotly debated and widely contested. There are many grey areas that need to be discussed – this is not simply black-and-white. With this guide, your students will engage in a deliberate dialogue process that will get at the complexities of globalization while enhancing their ability to determine the strengths and weaknesses of arguments and identify the main ideas underlying various positions on globalization.

Time:

- Section A: 30 minutes
- Section B: 1.5 hours
- Section C: 45 minutes

Objective(s):

- Students will engage in a deliberative dialogue process that will get at the complexities of globalization.
- Students will enhance their ability to determine the strengths and weaknesses of arguments.
- Students will identify the main ideas underlying various positions on globalization.

Summarized Alberta curriculum links:

- Social Studies 10-1: Related Issues 1 (1.1, 1.5, 1.7), 2 (2.2, 2.7, 2.9), 3 (3.3, 3.4, 3.7, 3.9), 4 (4.1, 4.10)
- Social Studies 10-2: Related Issues 1 (1.1, 1.5), 2 (2.2, 2.9), 3 (3.1, 3.3, 3.4, 3.5, 3.6), 4 (4.3, 4.7, 4.8)
- Social Studies 20-1: Related Issues 3 (3.1, 3.3)
- Social Studies 20-2: Related Issues 3 (3.1, 3.3)
- Social Studies 30-1: Related Issues 2 (2.2), 4 (4.2, 4.8, 4.9, 4.10)
- Social Studies 30-2: Related Issues 2 (2.2, 2.3, 2.13), 4 (4.2, 4.8, 4.9)
- English Language Arts 10-12: General Outcomes 1, 3-5

Materials:

- Teacher Resource Book includes all necessary information to implement this lesson

The reality of today's global food insecurity is simple and harsh. In this resource students explore the global scale of the food crisis. They analyze supply and demand issues, their own food consumption, read case studies about affected children and families, and consider the difficult choices families are sometimes forced to make when their food supply diminishes. Students are also motivated to brainstorm ways in which they can take action- both locally and globally- to address issues related to global hunger.

Time: 50-100 minutes (teachers can easily adapt these activities to the specific needs of their classrooms)

Objective(s):

- Students will engage in critical thinking, group decision-making, analysis and synthesis.
- Students will research a topic of personal interest; communicate their findings in written and/or oral formats.
- Students will develop research and oral debating skills.
- Students will research various media sources; gather information; communicate findings; prepare a research bibliography.

Summarized Alberta curriculum links:

- Health 9: General Outcome L-9.7
- Health 10-12: General Outcomes 1(P1, P4, P9, P13, P14), 2(R1, R6)
- Social Studies 9: Related Issues 9.2.2, 9.S.1-9.S.9
- Social Studies 10-1, 10-2: Related Issues S1-S9, 3, 4
- Social Studies 10-4: Related Issues 4.1-4.4
- Social Studies 20-1, 20.2: Related Issues S1-S9, 3
- Social Studies 20-4: Related Issues 4.3
- Social Studies 30-1, 30-2: Related Issues S1-S9, 4
- English Language Arts 9-12: General Outcomes 1-5

Materials:

- Resource package

World Vision

A Hungry World: Understanding the Global Food Crisis

This resource package provides background information, statistics, case studies, classroom activities, and action ideas for teaching about global food insecurity. Causes and impacts and the complex ways in which these two are interrelated are discussed.

Grade 9-12

■ DARK BLUE 6

World Vision

Food Crisis Simulation

This interactive activity sets a stage for students to begin to understand the global food crisis. A simulation activity and follow-up questions are included.

Grade 7-12

■ DARK BLUE 7

Long before the name “food crisis”, more than 850 million people worldwide were already malnourished, meaning their food intake does not include sufficient calories to meet the minimum needs of an active life. Currently there continues to be a rapid and sustained deterioration in people’s access to food. Through this simulation activity students will explore the global scale of the food crisis.

Time: 90 minutes

Objective(s):

- Students will engage in critical thinking, group decision-making, analysis and synthesis.

Summarized Alberta curriculum links:

- Health 9: General Outcome L-9.7
- Health 10-12: General Outcomes 1(P1, P4, P9, P13, P14), 2(R1, R6)
- Social Studies 9: Related Issues 9.2.2, 9.S.1-9.S.9
- Social Studies 10-1, 10-2: Related Issues S1-S9, 3, 4
- Social Studies 10-4: Related Issues 4.1-4.4
- Social Studies 20-1, 20.2: Related Issues S1-S9, 3
- Social Studies 20-4: Related Issues 4.3
- Social Studies 30-1, 30-2: Related Issues S1-S9, 4
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Simulation activity with scenarios

This educational resource tells the story of Nileema Mishra, who gave hope to the women in her birth town by creating access to micro-financing- small interest free loans that have the power to transform lives by creating entrepreneur opportunities. This resource includes a 40 minute DVD outlining Nileema's journey towards creating these micro-financing opportunities and the impact it has had on the lives of people in a rural community. Additionally, background information as well as a series of questions for discussion are provided to engage students in critically thinking about poverty and the impact of micro-financing.

Time:

- 40 minute video
- 60 minutes for discussion and questions

Objective(s):

- Students will develop an appreciation of the differences between charity, relief and development.
- Students will inform an understanding of the role of women in development.
- Students will become familiar with the concept of micro-financing.
- Students will examine the political and economic history of India.
- Students will consider how their lifestyle and choices may impact people in another country.

Summarized Alberta curriculum links:

- Health 9: General Outcome L-8.7, L-9.7
- Health 10-12: General Outcomes 2(R1, R2, R3, R6, R8)
- Social Studies 9: Related Issues 9.2.2, 9.S.1-9.S.9
- Social Studies 10-1, 10-2: Related Issues S1-S9, 3, 4
- Social Studies 10-4: Related Issues 4.1-4.4
- Social Studies 20-1, 20.2: Related Issues S1-S9, 3
- Social Studies 20-4: Related Issues 4.3
- Social Studies 30-1, 30-2: Related Issues S1-S9, 3, 4
- English Language Arts 9-12: General Outcomes 1-5

Materials:

- DVD – *Dawn of Hope*
- Discussion questions

Maharashtra Seva Samiti Organization (MSSO)

Dawn of Hope

This lesson includes a DVD titled Dawn of Hope, featuring a woman by the name of Nileema Mishra who built hope in her birth town by creating the opportunity for women to use micro-financing. Discussion questions included.

Grade 7-12
■ DARK BLUE 8


Canadian Women for Women in Afghanistan

Understanding Human Rights in Afghanistan

This resource includes an introductory information guide, 2 initial lessons (DVD powerpoint presentation on Afghanistan & game with characters to introduce life in 3 time periods in Afghanistan), 3 activities, 3 mini units and 2 additional lesson plans.

Grade 7–12

■ RED 1

The resource includes an information guide, colour images, student worksheets, suggestions for a question and answer session, an interactive role-playing game and resource booklet. 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
- Character Card Activity - 60 minutes
- Psycho-social Effects of Conflict in Afghanistan - 2 x 60 minutes
- Political, Economic, and Social Conditions in Afghanistan - 3 x 60 minutes
- Significant Figures in Afghanistan's History and Today - 6 x 60 minutes

Objective(s):

- Students will illustrate, in writing, their understanding of changes in human rights and women's rights experienced by Afghan people.
- The students will conduct an inquiry into the current political, economic, and social conditions in Afghanistan.
- The students will learn about the psycho-social impacts of conflict on the quality of life for citizens in Afghanistan.
- The students will research the lives of significant figures in Afghanistan's history.
- The students will consider the impact of education and development in the quality of life of people in Afghanistan.

Summarized Alberta curriculum links:

- Science 7: Unit A (1, 4)
- Science 8: Unit E (1, 4)
- Social Studies 10-1: Related Issues 1 (1.4, 1.5, 1.7, 1.8), 2 (2.2, 2.7-2.9, 2.13), 3 (3.1, 3.2, 3.5, 3.6), 4 (4.1-4.11)
- Social Studies 10-2: Related Issues 1 (1.4, 1.5), 2 (2.2, 2.7, 2.8), 3 (3.1, 3.2, 3.5, 3.6), 4 (4.1-4.11)
- Social Studies 20-1: Related Issues 2 (2.2-2.6), 3 (3.3-3.6, 3.8)
- Social Studies 20-2: Related Issues 2 (2.2-2.6), 3 (3.3-3.6, 3.8)
- Social Studies 30-1: Related Issues 2 (2.9, 2.12), 3 (3.3, 3.4), 4 (4.2, 4.3, 4.7-4.10)
- Social Studies 30-2: Related Issues 2 (2.9, 2.12), 3 (3.3, 3.4), 4 (4.2, 4.3, 4.6-4.9)
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- “Ethnic Groups Map” of Afghanistan found at:
<http://www.nationalgeographic.com/landincrisis/ethnic.html>
- Powerpoint Presentation on DVD: “Understanding Human Rights in Afghanistan”
- 17 labeled envelopes- character cards, human right chart
- Teacher Resource Toolkit
- Flip chart paper for KWL chart
- Markers
- Access to the internet for research
- Rubrics
- Copy of the “The Chain”

* A list of reading resources is provided at the end of the Teacher Resource Toolkit.

John Humphrey Centre for Peace and Human Rights

Building Human Rights Communities

This resource is part of a 3 section unit plan with detailed lessons to teach the background information of human rights (UDHR), how to address human rights issues, and how to become a human rights school.

Grade 7–12

■ RED 2

This resource includes three lessons, student handouts and background information for teachers. The lesson plans focus on exploring the following questions: How do human rights contribute to quality of life in communities? What is a human rights community? To what extent should individuals, organizations and government support and promote human rights? Through activities that center upon responses to human rights issues, students will work collectively to learn about topics related to human rights issues that interest them, as well as focus on actions that people have taken to address human rights in these areas.

Time:

- Lesson 1: 5-8 classes
- Lesson 2: 5-8 classes
- Lesson 3: 4-6 classes

Objective(s):

- Students will understand and appreciate the relationship between human rights, citizenship and identity, and the importance of these concepts in meeting the needs of all Canadians in an equitable, just and democratic society.

Summarized Alberta curriculum links:

- Social Studies 9: Related Issue 9.1 (9.1.1-9.1.3, 9.1.6, 9.1.7), 9.2 (9.2.3, 9.2.5)
- Social Studies 10-1: Related Issue 4 (4.1-4.11)
- Social Studies 10-2: Related Issue 4 (4.1-4.11)
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Student handout II-1: concerns
- Student handout II-2: research inventory
- Student handout II-3: topic research questions
- Student handout II-4: briefing notes
- File folders
- Learning tool: retrieval chart
- Learning tool: cause and effect map
- Student handout II-5: communities and quality of life
- Student handout II-6: human rights communities
- Student handout II-7: human rights organizations
- Learning tool: frame of reference map
- Acetate sheets for an overhead projector; or PowerPoint
- Teacher backgrounder- Human rights communities
- Student handout II-8: people in communities
- Learning tool: biography profile
- Learning tool: retrieval chart
- Student handout II-9: plan of action
- Teacher backgrounder: Canadian projects and initiatives



Men and women have different gender roles in society. Recognizing the gender differences in a community is an essential first step when doing international development work. What resources do women control? What resources do men control? Who has access to resources? These are all important questions. In this activity, students take part in a role playing exercise to develop a community map from their gender's perspectives.

Time: 2 x 60 minutes

Objective(s):

- Students will explore the different roles of men and women in terms of social and environmental implications.

Summarized Alberta curriculum links:

- Social Studies 10-1: Related Issue 4 (4.1-4.4, 4.6, 4.8-4.11)
- Social Studies 10-2: Related Issue 4 (4.1-4.4, 4.6, 4.8-4.11)
- Biology 20: Unit B (20-B1)
- English Language Arts 10-12: General Outcomes 1-5

Materials:

- Chart Paper
- Markers
- Student Handout (BLM 4.1): *Community Mapping Scenario - Women*
- Student Handout (BLM 4.2): *Community Mapping Scenario - Men*

CHF

***The Gender Divide –
Different Perspectives***

Through this lesson plan students will create a community map based on their gender's perspective, then decide on a development project for their community.

Grade 10–12

■ RED 3

UNICEF

*Children's Rights and
Global Citizenship*

*Through 7 lesson plans
this resource addresses
the human rights issues
that exist within war
affected children, sexual
exploitation, child labour
and education.*

Grade 7–12

■ RED 4

The objective of this mini-unit is to promote global citizenship through a rights-based examination of global issues in the context of Canada's international obligations and initiatives under the UN Convention on the Rights of the Child. By exploring various case studies and asking critical questions, students will become aware of the different human right issues that exist in this global society. Students will analyze their role as global citizens in working towards eradicating human right violations.

Time:

- Child Soldiers Case Studies: 45 minutes
- Sushma Katumal's Story: 60 minutes
- Gabriela's Story: 45 minutes
- Child Labour and Education in India: 45 minutes
- Child Labour Case Studies: 60 minutes
- All Smiles: Afghan Girls Go Back to School: 45 minutes
- Emergency Education: Designing Curricula: 3 x 60 minutes

Objective(s):

- Students will evaluate complex issues by asking and answering geographic questions and by acquiring, organizing and analyzing geographic information.
- Students will analyze and explain the ways cultures address human needs and wants.
- Students will evaluate the causes and consequences of differing world views.
- Students will evaluate causes, consequences, and possible solutions to universal human rights and other selected global issues.
- Students will analyze major issues involving the rights, responsibilities, roles, and status of individual citizens and groups in a local, national and global context.
- Students will analyze different political systems and compare them with Canada's.
- Students will assess the role played by economic institutions and examine their impact on individuals and on private and public organizations.
- Students will evaluate factors that influence the distribution of wealth locally, nationally, and internationally.
- Students will analyze the dynamics of the market in the local, national, and global economy.
- Students will identify and use primary and secondary sources to evaluate questions.

Summarized Alberta curriculum links:

- Social Studies 10-1: Related Issues 2 (2.2, 2.3) 3 (3.1, 3.2) 4 (4.1-4.11)
- Social Studies 10-2: Related Issues 2 (2.2, 2.3) 3 (3.1, 3.2) 4 (4.1-4.11)
- Social Studies 30-1: Related Issue 4 (4.1-4.3, 4.6, 4.7, 4.9, 4.10)
- Social Studies 30-2: Related Issue 4 (4.1-4.3, 4.5, 4.6-4.9)
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Child Soldier case studies
- Sushma Katumal's story
- Gabriela's story
- Story on child labour and education in India
- Child Labour case studies
- All Smiles: Afghan Girls Go Back to School article
- Access to library resources

UNICEF

*Teaching Children's
Rights Through Arts*

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.

Grade 7–12

■ RED 5

There are two important reasons for teaching the Convention on 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:

- Arts 7-12: drawings, compositions, encounters
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Art materials are specific to individual lessons

What if we took away everything you were used to? Imagine a life without electricity... The only light you have available is the flickering of a smoky fire or the dim glow of a filthy kerosene lamp. When the sun goes down, your day is over. This is the reality for more than 1.6 billion people in the world! This lesson provides a presentation for students to consider how electricity impacts on quality of life. Students will learn about a solar panel and LED system developed by Dr. Dave Irvine-Halliday, the Professor of Electrical Engineering at the University of Calgary who is the visionary founder of Light Up the World. Additionally, the students participate in a simulated community development activity whereby they role play as members of a planning committee striving to organize a solar powered electricity project.

Time: 60 minutes

Objective(s):

- Students will learn about the advantages of using LED Lighting Systems, with an emphasis on the relationship between poverty, development and the environment.
- Students will be able to explain the impact of electricity on people's quality of life.
- Students will consider the economic, resource and personnel challenges in providing sustainable light resources through development projects.

Summarized Alberta curriculum links:

- Science 10: Unit D (1)
- Social Studies 10-1: Related Issues 3 (3.2, 3.7, 3.8, 3.9) 4 (4.1, 4.3, 4.8, 4.10, 4.11)
- Social Studies 10-2: Related Issues 3 (3.2, 3.7, 3.8, 3.9) 4 (4.1, 4.3, 4.8, 4.10, 4.11)
- English Language Arts 10-12: General Outcomes 1-3, 5

Materials:

- Powerpoint presentation: *"Light up the world: The power to illuminate lives"*
- Activity sheet: *LUTW and the Millennium Development Goals (MDGs)*

***"Light Up The World" also provides workshops on their international projects developing *LED Lighting Systems*

PowerPoint presentation can be found on the ACGC website at www.acgc.ca under Resources.

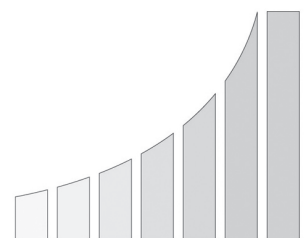
Light Up the World

The Power to Illuminate Lives

This lesson includes a PowerPoint Presentation and activity focused on solar powered light systems.

Grade 10–12

■ GREEN 1



LIGHT UP THE WORLD

Samaritan's Purse

Turn On the Tap

This unit includes 5 lessons detailing information on water treatment, including case studies for students to consider.

Grade 7–12

■ GREEN 2

Most of us take water for granted. Here's your chance to teach the next generation just how scarce safe, drinkable water is in much of the world and how that water can be made safe to drink. This teaching unit contains a week's worth of water stewardship curriculum for Grade 7 to 12. They feature discussion points, information on the latest water treatment methods - including BioSand Water Filters, used in many locations where safe drinking water sources are limited.

Time: Lessons are research and project based.

Objective(s):

- Students will examine and compare different methods for water treatment.
- Students will apply principles of safe water treatment to explore solutions for addressing challenges posed in water treatment case studies.

Summarized Alberta curriculum links:

- Science 7: Unit A (1, 4)
- Science 8: Unit E (1, 4)
- Science 24: Unit C (2)
- Science 30: Unit A (Outcome 2 [30-A2.1K, 30-A2. 1sts])
- Social Studies 10-1: Related Issues 3 (3.2, 3.7, 3.8, 3.9) 4 (4.1, 4.4-4.6, 4.8, 4.11)
- Social Studies 10-2: Related Issues 3 (3.2, 3.7, 3.8, 3.9) 4 (4.1, 4.4-4.6, 4.8, 4.11)
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Case studies # 1 - 6

Deforestation is a complex issue involving the destruction and removal of a forest and its undergrowth by natural or human means. Deforestation does not have one simple cause or one simple solution. In this activity, students take part in an introductory discussion about deforestation to brainstorm what they know. Additionally, students work cooperatively in small groups using role playing scenarios to develop an understanding of how deforestation affects the lives of different people in rural communities in developing countries.

Time: 60 minutes

Objective(s):

- Students will gain an understanding of the many causes of deforestation and how humans impact their natural environment.
- Students will apply their knowledge of deforestation to analyze how deforestation can impact the lives of people in rural areas of developing countries.

Summarized Alberta curriculum links:

- Science 7: Unit A (1, 4)
- Biology 20: Unit B (20-B1)
- World Geography 30: Themes 1 (b, c, d) 2 (a, d, e)
- Social Studies 10-1: Related Issues 3 (3.2, 3.7, 3.8, 3.9) 4 (4.1, 4.4-4.6, 4.8, 4.11)
- Social Studies 10-2: Related Issues 3 (3.2, 3.7, 3.8, 3.9) 4 (4.1, 4.4-4.6, 4.8, 4.11)
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Chart Paper
- Markers
- Student Handout (BLM 4.1): *Role Playing Scenario - Male Farmer in Vietnam*
- Student Handout (BLM 4.2): *Role Playing Scenario - Female Farmer in Vietnam*
- Student Handout (BLM 4.3): *Role Playing Scenario - Boy in Vietnam*
- Student Handout (BLM 4.4): *Role Playing Scenario - Girl in Vietnam*

CHF

Deforestation – What do Trees Mean to Me?

This resource includes lesson plans and BLMs for a role play activity focused on students gaining an understanding of the causes of deforestation and how humans impact their natural environment.

Grade 7–12

■ GREEN 3

Centre for Affordable Water and Sanitation Technology (CAWST)

Sanitation Ladder

This resource includes a set of lesson plans & activities for learning about fecal-oral transmission routes and water hygiene and sanitation practices.

Grade 8

■ GREEN 4

The interactive games in this mini-unit provide an opportunity for students to examine issues of sustainable sanitation and water hygiene practices by avoiding contamination of water sources through fecal-oral transmission routes. 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.

Time: 45 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 the impact on health.
- Students will explore issues about water, hygiene and sanitation.
- Students will discover and

Summarized Alberta curriculum links:

- Science 8: Unit E (1, 4)

Materials:

- Sanitation ladder game instructions
- Sanitation ladder activity cards (set of 16)

This resource was developed by the United Nations Association in Canada to raise students' awareness on human settlement issues, and in particular, on urbanization and sustainable cities. The lessons and mini-units in this resource are based on an experiential model to engage students in their capacity for action in creating a sustainable and livable urban environment.

Time:

- Lesson 1: 50-60 minutes
- Lesson 2: 50-60 minutes
- Lesson 3: 50-60 minutes
- Lesson 4: 50-60 minutes
- Lesson 5: 2 class periods (50-60 minutes per class)
- Lesson 6: 60 minutes
- Lesson 7: 50-60 minutes

Objective(s):

- Students will evaluate possible effects of global urbanization in the future.
- Students will discuss local and global urban youth-drive initiatives.
- Students will express their own opinions about local community issues.
- Students will create community maps of their locality to investigate the similarities/differences and positive/negative aspects of their communities.
- Students will consider how individual and collective group needs and wants can impact on community development.
- Students will create their own photographic representation of their community.
- Students will examine aspects of water security and consumption in the context of sustainable resource development.

Summarized Alberta curriculum links:

- Social Studies 9: General Outcome 9.2 (9.2.6)
- Social Studies 10-1: Related Issues 3 (3.1, 3.2, 3.7, 3.9) 4 (4.1, 4.4, 4.5, 4.8)
- Social Studies 10-2: Related Issues 3 (3.1, 3.2, 3.7, 3.9) 4 (4.1, 4.4, 4.5, 4.7, 4.8, 4.9)
- Social Studies 30-1: Related Issue 1 (1.6, 1.8, 1.9)
- Social Studies 30-2: Related Issue 1 (1.6, 1.8, 1.9)
- Science 9: Unit A (1) Unit C (1, 2)
- Science 10: Unit D (4)
- Pure Math 30: Topic 2 (2.6)
- CALM 20: General Outcome (1, 2, 3)
- Political Thinking 20: Objectives (1-5)
- Local and Canadian Geography 20: Themes 1 (a-e) 2 (a-b) 3 (a-d)
- World Geography 30: Themes 1 (a-e) 2 (a-h) 3 (a-d)
- Applied Sociology 30: Theme 4 (a, b)
- Microeconomics 30: (1-3)
- Macroeconomics 30: (1-3)
- Art 9, Art 10, Art 30
- Career and Technology Studies: Modules ENM1100, ENT1010, CMH2030, WLD2060, AGR3130, DES3170, ENM3050, LGS3060
- English Language Arts 7-12: General Outcomes 1-5

United Nations Association in Canada (UNAC)

Youth of Today, City of Tomorrow

This resource includes 7 lesson plans, 5 miniunits and a DVD focused on human settlement issues of urbanization and sustainable cities.

Grade 9–12

■ GREEN 5



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

United Nations
Association of Canada
(UNAC)

*Youth of Today,
City of Tomorrow*

Materials:

****Each lesson and mini-unit provides detailed lists of resources required dependent on the chosen activity. A comprehensive list of materials needed for the complete resource document is listed below:*

- Lesson guides designed for each lesson plan or mini-unit
- Photocopiable materials (BLMs) accompanying each lesson or mini-unit
- Chart paper
- Markers
- Sticky notes
- Masking tape
- LED projector
- Digital cameras
- Photoshop program
- Notebooks
- Pencils/Pens

This presentation is designed for students to gain a basic, general understanding of what engineering encompasses for students having little or no knowledge of the field. This is to be used in collaboration with the included digital presentation to allow students to think, make personal connections, and ask questions regarding their field of interest. Questions and topics of discussion are included.

Time: 45 minutes

Objective(s):

- Students will inform an understanding of the role of engineers in development.
- Students will examine their career aspirations.

Summarized Alberta curriculum links:

- Health 9: General Outcome L-8.2, L-9.2, L-7.4, L-8.4, L-9.4, L-4.5, L-5.5, L-6.5, L-4.6, L-5.6, L-6.6
- Health 10-12: General Outcome 3(C1, C2, C3, C4, C5, C6, C7, C8, C9, C11)

Materials:

- Teacher module
- Computer and projector OR Smartboard
- Internet
- Link to digital presentation

Engineers Without Borders – Canada

Learning about ENGINEERING: Modules for Teachers resource

This resource includes a digital presentation, as well as a module for teachers. The goal of this lesson is for students to gain a basic, general understanding of what engineering encompasses and how it can be used within the international development field.

Grade 7–12

■ GREEN 6



engineers without borders
ingénieurs sans frontières
Canada

John Humphrey Centre for Peace and Human Rights

Building World Peace

This resource includes 5 classroom lesson plans which may be used in part or in their entirety, with a focus on the Universal Declaration of Human Rights and global citizenship.

Grade 9–10

■ LIGHT BLUE 1

One perspective of global citizenship means working towards the achievement of peace and human rights. Teachers may use this resource to guide students through the process of identifying issues related to global citizenship, the development of peace and human rights, background information related to the topic, and to develop decision-making skills enabling them to take action for change.

Time:

- Lesson 2: 3 x 60 minutes
- Lesson 4: 2 x 60 minutes
- Lesson 5: 60 minutes
- Lesson 6: 60 minutes
- Lesson 8: 3 x 60 minutes

Objective(s):

- Students will identify, examine and research contemporary conflicts in order to develop a better understanding of the prevalence of conflict in the globalized world.
- Students will develop an understanding of how violations of human rights play a large role in the violence throughout the world and how this makes the solution to conflict difficult to attain.
- Students will watch carefully and respectfully, and gather facts and ideas that will inform their decisions and conclusions regarding conflict.
- Students will reflect and deliberate upon some of the important issues that emerge from Romeo Dallaire's presentation.
- Students will brainstorm and discuss potential challenges and obstacles to achieving recommendations and develop strategies for overcoming those challenges.
- Students will develop positions on conflict somewhere in the world in preparation for participating in a role play debate.

Summarized Alberta curriculum links:

- Social Studies 9: 9.1 (9.1.1, 9.1.2, 9.1.3, 9.1.6, 9.1.7) 9.2 (9.2.3, 9.2.5)
- Social Studies 10-1: Related Issue 4 (4.1-4.11)
- Social Studies 10-2: Related Issue 4 (4.1-4.11)
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- DVD of Romeo Dallaire's speech and slide presentation
- Index cards
- Access to computer and internet
- Access to the library
- Handouts 1, 2, 3, 4
- Appendix 2

By putting cameras into their hands and guiding them to document their world through their eyes, children are able to capture things they are proud of and things they wanted changed in their community. This workshop provides students with the opportunity to capture their communities through photos, compare their images with other students and begin discussion and collaboration to take action to change problems in their local or global community.

Time: 90 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.
- 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:

- Health 9: General Outcome L-9.7
- Health 10-12: General Outcomes 1(P1, P4, P9, P13, P14), 2(R1, R6)
- Social Studies 9: Related Issues 9.2.2, 9.S.1-9.S.9
- Social Studies 10-1, 10-2: Related Issues S1-S9, 3, 4
- Social Studies 10-4: Related Issues 4.1-4.4
- Social Studies 20-1, 20.2: Related Issues S1-S9, 3
- Social Studies 20-4: Related Issue 4.3
- Social Studies 30-1, 30-2: Related Issue S1-S9, 4
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Camera for each student (if possible, otherwise students can share)
- Memory cards for each camera (at least 1GB), batteries
- Battery charger
- Computer or laptop
- Projector (if possible)
- USB cable to connect camera to computer
- External hard drive or memory stick to store images
- Video camera to document workshop (optional)
- Funds to pay for printing or ink and paper to do printing in classroom
- Materials to hang the exhibit
- Material to create invitations to exhibit
- Volunteers to help with exhibit
- Portfolios (photo albums that hold 15-20 photos), one per student
- Material to design portfolio cover

World Vision

My World, My View: Photography Collaboration Project

This workshop engages students in capturing images of their communities while developing cultural awareness and an understanding of community needs in developing countries.

Grade 7–12

■ LIGHT BLUE 2

World Vision

Speak Your Peace: Spoken Word Activity

This activity involves one or more people performing a poem, using voice, gesture, rhythm and pacing to enhance its meaning. Spoken word can be a tool for advocacy, allowing people traditionally without a voice to be heard in a forum where words are the main currency.

Grade 7–12

■ LIGHT BLUE 3

Spoken word poetry slams were first introduced in the late 1980's as a platform for social commentary. There are no formal rules or structure to writing spoken word poetry; informal language and free verse can be used for deliberate effect. Rules of grammar are not mandatory as long as the message is clear. This activity is a great introduction to any topic, especially social justice issues such as peace and conflict.

Time: Two to three 60 minute lessons

Objective(s):

- Students will develop written, oral and media literacy skills; create spoken word poetry addressing an issue of social justice; learn about global situations where conflict exists and peace is needed.

Summarized Alberta curriculum links:

- Social Studies 9: Related Issues 9.S.1, 9.S.7-9.S.9
- Social Studies 10-1, 10-2: Related Issues S1, S7-S9, 3, 4
- Social Studies 10-4: Related Issues 4.1-4.4
- Social Studies 20-1, 20.2: Related Issues S1, S7-S9, 3
- Social Studies 20-4: Related Issue 4.3
- Social Studies 30-1, 30-2: Related Issues S1-S9, 4
- English Language Arts 7-12: General Outcomes 1-5

Materials:

- Pen, pencil, paper, word processor, recording device, microphone (optional)



This section contains several activities and lessons designed to engage students in devising their own action plans targeted at addressing global issues that they identify as being important to them. As the activities and lesson plans in this section are designed to provide flexibility for teachers to adapt to their own pedagogical needs, the relevant curricular objectives are listed together at the beginning of this section, followed by a summary of the action-oriented activities and lesson plans.

Time:

The amount of time needed to complete these activities and action plans depends on the 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.

Summarized Alberta curriculum links:

- Social Studies 9: 9.1 (9.1.1, 9.1.2, 9.1.3, 9.1.6, 9.1.7) 9.2 (9.2.3, 9.2.5)
- Health 10-12: General Outcomes 1(P4), 3 (C3)
- Social Studies 10-1: Related Issues 2 (2.2, 2.3) 3 (3.1, 3.2) 4 (4.1-4.11)
- Social Studies 10-2: Related Issues 2 (2.2, 2.3) 3 (3.1, 3.2) 4 (4.1-4.11)
- Social Studies 30-1: Related Issue 4 (4.1-4.3, 4.6, 4.7, 4.9, 4.10)
- Social Studies 30-2: Related Issue 4 (4.1-4.3, 4.5-4.9)
- English Language Arts 7-12: General Outcomes 1-5

*Taking Action on
Global Issues*

■ YELLOW

TakingITGlobal

Guide to Action: Simple Steps Towards Change

*This 24 page booklet
provides information for
students to devise an
action plan.*

Grade 7–12

■ YELLOW 1

This guide has been informed by the experiences of youth leaders from around the world and will provide students with direction and support to better work towards making the change they want to see in the world. The Guide to Action will take educators and students through a process with the use of various lessons and activities.

Time: Two to three 60 minute lessons

Objective(s):

- Students will reflect and become inspired to create change.
- Students will identify issues of concern and get informed.
- Students will use learned information to lead and involve others.
- Students will become connected as global citizens.
- Students will plan and create an action plan, having a lasting impact.

Materials:

- Computers and access to the internet
- Teacher Resource Book includes all necessary information to implement this lesson

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.

Objective(s):

- Students will develop skills such as information literacy, interpersonal communication, systems thinking, and social responsibility.
- Students will develop critical thinking skills through the analysis of quantitative and qualitative data.
- Students will learn about the MDGs as a framework, as well as develop an understanding of the complex issues that underlie each Goal, in preparation to take action.
- Students will understand the concepts of setting targets and planning objectives.
- Students will learn to identify primary sources and understand how different opinions on a subject are shaped by personal experience and perspective.

Materials:

- Current newspaper articles
- Internet access and computers
 - Panorama online magazine
 - Interactive MDG maps - <http://www.takingitglobal.org/explore/>
 - Group blog
- Poster paper, markers
- Board markers
- Handout of grid

TakingITGlobal***Educator's Guide
to the Millennium
Development Goals***

*A collection of 8 lessons
focused on building
awareness of the
Millennium Development
Goals and making an
action plan related
to the goals.*

Grade 7–12■ **YELLOW 2**

Canadian Crossroads International

Action Ideas

This pamphlet on action ideas allows students to learn more about poverty issues and how to write a letter to address your concerns about an issue.

Grade 7–12

■ YELLOW 3

Objective(s):

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

Materials:

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



**Canadian Crossroads International
Carrefour Canadien International**

What is poverty? What educational opportunities are available to youth in other countries? What educational challenges are faced by youth in other countries? This package provides resources for educators and youth leaders that seek to raise awareness and understandings around issues of social injustice, quality of life standards and the importance of education. Through an increased awareness, youth can begin to take action by working together to provide educational scholarships to students in developing countries. Additionally, students' sense of global consciousness, social compassion, and empathy with world conditions will be heightened. These activities can be conducted as independent lessons, introductory steps to a specific project, or as a complete unit.

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.

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
- Art 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 door prize
- Simulation activity tickets
- Postcards
- Education fundraising package
- Artefacts
- Student profile handout

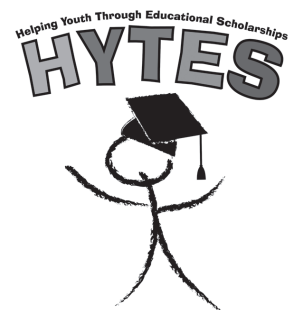
Helping Youth Through Educational Scholarships (HYTES)

Educational Package

This package includes details for fundraising activities (Success Cards & Quilt Raffle Fundraiser) and school presentations by HYTES.

Grade 7–12

■ YELLOW 4



Change for Children Association

Rural Roots Youth Action Project

*A resource guide
to support youth
community
engagement.*

Grade 7–12

■ YELLOW 5

The Rural Roots project is based on the idea that youth have the capacity to understand, analyze and act on issues of global justice and global poverty. This resource guide on taking action will provides students with an opportunity to share experiences and develop new skills through work with peers, therefore providing them with an opportunity to become part of an active youth network for social change.

Objective(s):

- Students will use their own community as a basis for learning, sharing and making connections to what is taking place on a global level.
- Students will better understand what is happening on a local and global level.

Materials:

- This resource includes all the necessary information needed to implement the lesson.
- PowerPoint presentation is located on the digital resource disc found at the back of the main resource book



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.

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.

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 developing a concrete action plan.

Grade 10–12

■ YELLOW 6



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

Canadian Red Cross

Youth TAP (Training in Action Program)

This resource is targeted at students developing skills for using the media, planning events, improving public speaking, and improving leadership skills.

Grade 7–12

■ YELLOW 7

These activities may be used in collaboration with the other resources included under the thematic area of Taking Action on Global Issues. Information and tips on event planning, public speaking and using the media will assist students in the work they carry out as they take action to create change.

Objective(s):

- Students will increase their awareness, identify and reflect on issues of concern.
- Students will become comfortable in the areas of event planning, public speaking and using the media.

Materials:

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



Canadian Red Cross
Croix-Rouge canadienne

This resource will equip you with the skills and confidence to become true agents of change. Learn how to confidently share your ideas and stories with your government, the media, and your community. This tool will provide guidance on moving decision-makers toward becoming champions for the end of poverty and working with others to help meet your goals.

Objective(s):

- Students will become comfortable communicating with media, government and the general public in issues surrounding poverty.
- Students will become comfortable advocating for their beliefs.
- Students will develop skills such as information literacy, interpersonal communication, and social responsibility.

Materials:

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

RESULTS Canada***Take Action***

This resource includes useful tips for engaging your local politician, friends and family on issues surrounding poverty.

Grade 7–12

■ YELLOW 8

■ ORANGE

Optometry Giving Sight

Pamphlet detailing the organization's mission to provide optician services and training; case study testimonials

Materials:

- Pamphlet

OPTOMETRYGIVINGSIGHT

Transforming lives through the gift of vision

Canada World Youth
"Global Learner" pamphlet

Pamphlet detailing Canada World Youth programs aimed at increasing the ability of youth to participate actively in the development of just, harmonious, and sustainable societies

Materials:

- Pamphlet


Development and Peace
Film Suggestions

This resource provides a list of film suggestions that could be used as stand-alone lessons or as support to other global citizenship studies.

Materials:

- DVD player
- Television
- Film



SCERDO

Stand Up and Lead

This workbook contains program outline and goals, workshops and speaker information, mentorship discussion guidelines, life-planning worksheets, and public education and outreach planning sheets.

Materials:

- Workbook
- Mentor (optional)
- Speaker (optional)



Canadian Humanitarian *Fundraiser Toolkit*

This fundraising resource provides step-by-step guidance on how to fundraise at the grass roots level and host events across Canada. By hosting an event, you and your community not only raise funds for Canadian Humanitarian, but you also raise your community's sense of global awareness, and can be assured that your efforts are assisting children in developing countries.

Materials:

- Fundraising workbook



■ ORANGE

NOTE:

Skills and Processes curriculum objectives are not included in this list of objectives, as we feel that the lesson plans and activities included within this resource inevitably touch upon these areas as mentioned in the Program of Studies.

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TAKING ACTION ON GLOBAL ISSUES

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CAUSE Canada

From Hearts to Hands: Let's Do Something

9 lesson plans focused on students developing an action plan for a project to address poverty and the Millennium Development Goals (MDGs). **Grade 7–12**

■ **HEALTH 10-12****General Outcome 1: Personal Choices**

P4. Develop approaches/tactics for creative problem solving and decision making

- describe the existence of self and the importance of self-confidence
- assess own well-being and own ability to cope with challenges and overcome obstacles
- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life

General Outcome 3: Career and Life Choices

C3. Examine the relationship among career planning, career decisions and lifestyles

- explain how decision making, goal setting and planning are ongoing, integrated actions
- demonstrate the use of a decision-making process as part of the career planning process
- describe various factors that can affect opportunities for education and careers
- explain why being resourceful is important to success

■ **SOCIAL STUDIES 10-1****Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?**

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)

- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 2: *Should people in Canada respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)

- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)

■ ENGLISH LANGUAGE ARTS 10-12

- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
 - 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
 - 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
 - 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)
-
- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
 - **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively*
 - **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*
 - **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication*
 - **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

CHF

Sustainable Livelihoods: Poverty & Quality of Life

*This card game focuses on exploring the ways of sustainable livelihoods and the Human Development Index. Lesson plans and BLMs are included, as well as teacher background notes on sustainable livelihoods in international development terms and the UN Human Development Index. **Grade 10–12***

■ **HEALTH 10-12****General Outcome 2: Resource Choices**

R1. Identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources- time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances- and how these resources can be used to meet lifestyle demands and choices

■ **SOCIAL STUDIES 10-1****Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?**

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.4 explore various understandings of quality of life (GC)

■ **SOCIAL STUDIES 10-2****Related Issue 3: Does globalization contribute to sustainable prosperity for all people?**

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)

■ MACROECONOMICS 30

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Markets, Money and Management

- 3. The functions of an economic system
- 5. The nature, importance and function of money and banking
- 7. The use of index numbers in measuring cost of living and other statistical measures
- 8. GNP and national income as ways of measuring the effectiveness of the economic system
- 17. Economics and developing countries

■ WORLD GEOGRAPHY 30

Theme 1: World Patterns of Population and Settlement

- b. the human occupancy of the world
- c. case studies in population and settlement
- d. humankind's settlement types and patterns
- e. cities of the world and world urbanization

Theme 2: World Patterns of Humankind's Use of the Earth

- a. human economics
- d. agriculture of the world
- e. world industry and resources
- h. world transportation and commerce

■ ENGLISH LANGUAGE ARTS 10-12

- ***General Outcome 1:*** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences
- ***General Outcome 3:*** Students will listen, speak, read, write, view and represent to manage ideas and information
- ***General Outcome 5:*** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

CHF

A Deeper Look at Poverty

*This lesson plan, BLMs for discussion and case study focus on students developing a broad understanding of factors that contribute to poverty. **Grade 7–12***

■ **HEALTH 10-12****General Outcome 2:** *Resource Choices*

R1. Identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources- time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances- and how these resources can be used to meet lifestyle demands and choices
- explain how personal resources can grow with maturity, education and new contacts

R2. Compare needs, wants and consequences, with consideration of self, others and society

R3. Examine sources of lifestyle aspirations, and relate these to personal resources

- explain why plans must be flexible to adapt to changes
- examine how to change plans as goals and/or lifestyle change and in response to new information
- analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one's personal resources

■ **SOCIAL STUDIES 10-1****Related Issue 3:** *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.4 explore various understandings of quality of life
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues) (GC, LPP)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (CG, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
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- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues) (GC, LPP)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ WORLD GEOGRAPHY 30

Theme 1: *World Patterns of Population and Settlement*

- b. the human occupancy of the world
- c. case studies in population and settlement
- d. humankind's settlement types and patterns
- e. cities of the world and world urbanization

Theme 2: *World Patterns of Humankind's Use of the Earth*

- a. human economics
- e. world industry and resources

■ ENGLISH LANGUAGE ARTS 10-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

CHF

The Real Survivor

*This lesson plan includes BLMs for a card game and a worksheet focused on food security and protection (teacher background information is also included). **Grade 7–12***

■ HEALTH 10-12

General Outcome 2: Resource Choices

R1. Identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources - time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances - and how these resources can be used to meet lifestyle demands and choices

■ SCIENCE GRADE 7

Unit A: Interactions and Ecosystems

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions

- illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases
- describe examples of interaction and interdependency within an ecosystem
- identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them
- analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions

4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments

- identify intended and unintended consequences of human activities within local and global environments
- analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences

■ SCIENCE GRADE 8

Unit E: Freshwater and Saltwater Systems

1. Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things

- describe, in general terms, the distribution of water in Alberta, Canada and the world; and interpret information about water characteristics
- identify major factors used in determining if water is potable, and describe and demonstrate tests of water quality

4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues

- analyze human water uses, and identify the nature and scope of impacts resulting from different uses

- identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives
- illustrate the role of scientific research in monitoring environments and supporting development of appropriate environmental technologies
- provide examples of problems that cannot be solved using scientific and technological knowledge alone

■ SCIENCE 20

Changes in Living Systems

General Outcome 1: *Analyze ecosystems and ecological succession in the local area and describe the relationships and interactions among subsystems and components*

- D1.2sts explain that society and technology have both intended and unintended consequences for humans and the environment
- D2.4 work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results

■ ECONOMICS FOR CONSUMERS 20

- 1. Factors that may influence the level of a person's income
- 2. Factors that may influence the level of a person's expenditures
- 5. Conditions that people face when making commitments or expenditures in the consumer or capital goods market

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.4 explore various understandings of quality of life
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues) (GC, LPP)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (CG, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.4 explore various understandings in the quality of life (GC)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues) (GC, LPP)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ ENGLISH LANGUAGE ARTS 7-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

UNICEF

An Introduction to Malaria

This resource is an introductory package of 3 lesson plans and case studies to promote beginner knowledge about the socio-economic impacts of malaria as a global health concern.

Grade 7–12

■ **HEALTH 10-12**

General Outcome 1: Personal Choices

P4. Develop approaches/tactics for creative problem solving and decision making

- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life

■ **SCIENCE GRADE 7**

Unit A: Interactions and Ecosystems

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions

- describe examples of interaction and interdependency within an ecosystem
- identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them
- analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions

4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments

- identify intended and unintended consequences of human activities within local and global environments
- analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences

■ **SCIENCE 20**

Changes in Living Systems

General Outcome 1: Analyze ecosystems and ecological succession in the local area and describe the relationships and interactions among subsystems and components

- D1.2sts explain that society and technology have both intended and unintended consequences for humans and the environment
- D2.4 work collaboratively in addressing problems and apply the skills and conventions of science in communicating information and ideas and in assessing results

■ **SCIENCE 24**

Unit C: Disease Defence and Human Health

1. Analyze the relationship between human health and environmental pathogens

- Describe how noncommunicable diseases are transmitted and how they affect human health

■ SCIENCE 30

Unit A: Living Systems Respond to Their Environment

General Outcome 2: *Students will analyze the defense mechanisms used by the human body to protect itself from pathogens found in the external environment.*

- 30-A2.1K describe how pathogens in the environment enter the circulatory system and may have an adverse affect on health
- 30-A2.1 sts describe how society provides direction for scientific and technological development

■ SOCIAL STUDIES 10-1

Related Issue 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
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- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
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- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)

- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 7-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively*
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- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

World Vision

Alive at Five: The Silent Global Crisis of Child Deaths

Using this resource package, students will explore the topic of global child health and survival while developing media, technological, oral, written, visual, kinaesthetic and numerical literacy skills. Grade 7–10

■ **HEALTH AND LIFE
SKILLS,
KINDERGARTEN TO
GRADE 9**

General Outcome: *Wellness Choices*

- W-7.1 compare personal health choices to standards for health; e.g. physical activity, nutrition, relaxation, sleep, reflection
- W-8.2 analyze the impact of positive and changing choices on health throughout the life span; e.g. need for varying amounts of sleep, calcium

General Outcome: *Life Learning Choices*

- L-7.8 apply effective group skills to design and implement a school–community health enhancement plan; e.g., plant trees in playgrounds to provide future shade
- L-8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community
- L-9.7 analyze the potential impact of volunteerism on career opportunities

■ **CAREER AND LIFE
MANAGEMENT,
HIGH SCHOOL**

General Outcome 1: *Personal Choices*

P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life

- describe the combination of factors that contribute to personal well-being
- examine the determinants of health and their effect on lifestyle choices
- demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
- describe the importance of balance in life and the changing/dynamic nature of this balance

P2. evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health

- analyze poor choices or lack of ability to pursue healthy choices and decisions
- evaluate the impact of situations of risk and risks in combination

P4. develop approaches/tactics for creative problem solving and decision making

- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life discuss living and liking life's challenges

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict

P13. investigate how science, technology and media affect wellness

- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- explain ways to learn responsible consumer strategies and actions of responsible citizenship

General Outcome 2: Resource Choices

R1. identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources— time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices

R6. develop strategies to be informed consumers

- explain the power and importance of sustainable development
- describe the influences on personal consumer choices
- explain the rights and responsibilities of a consumer
- practise the skills for communicating consumer concerns
- demonstrate informed consumer actions regarding health issues, products and services
- analyze the impact of personal values, wants and needs on being an informed and responsible consumer

■ SOCIAL STUDIES 9

General Outcome:

Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.

- 9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)

■ SOCIAL STUDIES 10-1

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)

- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)

■ SOCIAL STUDIES 10-4

- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Related Issue 10-4.1: Should globalization shape identity?

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)

Related Issue 10-4.2: Should people in Canada respond to the consequences of historical globalization?

- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)
- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)
- 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
- 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
- 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

Related Issue 10-4.3: Does globalization contribute to sustainable prosperity for all people?

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)
- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)
- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)
- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 10-4.4: *How should I, as a citizen, respond to globalization?*

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)
- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)
- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)
- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

■ SOCIAL STUDIES 20-1

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-4

Related Issue 20-4.3: *Should internationalism be pursued?*

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)
- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)

- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 7-9

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **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.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*

■ ENGLISH LANGUAGE ARTS 10-12, KNOWLEDGE AND EMPLOYABILITY 10-4 to 30-4

- **General Outcome 4:** Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
 - **General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.
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- **General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
 - **General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
 - **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.
 - **General Outcome 4:** Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
 - **General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

■ MATHEMATICS 10

10C: Relations and Functions

General Outcome: Develop algebraic and graphical reasoning through the study of relations.

1. Interpret and explain the relationships among data, graphs and situations. [C, CN, R, T, V] [ICT: C6–4.3, C7–4.2]
2. Demonstrate an understanding of relations and functions. [C, R, V]
3. Demonstrate an understanding of slope with respect to:
 - rise and run
 - line segments and lines
 - rate of change
 - parallel lines
 - perpendicular lines. [PS, R, V]
4. Describe and represent linear relations, using:
 - words
 - ordered pairs
 - tables of values
 - graphs
 - equations. [C, CN, R, V]
5. Determine the characteristics of the graphs of linear relations, including the:
 - intercepts
 - slope
 - domain
 - range. [CN, PS, R, V]
6. Relate linear relations expressed in:
 - slope–intercept form ($y = mx + b$)
 - general form ($Ax + By + C = 0$)
 - slope–point form ($y - y_1 = m(x - x_1)$) to their graphs. [CN, R, T, V] [ICT: C6–4.3]

■ MATHEMATICS 7-9

7. Determine the equation of a linear relation, given:

- a graph
- a point and the slope
- two points
- a point and the equation of a parallel or perpendicular line to solve problems.

[CN, PS, R, V]

8. Represent a linear function, using function notation. [CN, ME, V]

9. Solve problems that involve systems of linear equations in two variables, graphically and algebraically. [CN, PS, R, T, V] [ICT: C6–4.1]

Statistics and Probability

Grade 7

General Outcome: *Collect, display and analyze data to solve problems.*

1. Demonstrate an understanding of central tendency

and range by:

- determining the measures of central tendency (mean, median, mode) and range
- determining the most appropriate measures of central tendency to report findings. [C, PS, R, T] [ICT: P2–3.4]

2. Determine the effect on the mean, median and mode when an outlier is included in a data set. [C, CN, PS, R]

3. Construct, label and interpret circle graphs to solve problems. [C, CN, PS, R, T, V] [ICT: P2–3.3]

Grade 8

General Outcome: *Collect, display and analyze data to solve problems.*

Critique ways in which data is presented in circle graphs, line graphs, bar graphs and pictographs. [C, R, T, V] [ICT: C7–3.1, C7–3.2, F4–3.3]

Grade 9

General Outcome: *Collect, display and analyze data to solve problems.*

1. Describe the effect of:

- bias
- use of language
- ethics
- cost
- time and timing
- privacy
- cultural sensitivity on the collection of data. [C, CN, R, T] [ICT: F4–3.2, F4–3.3]

2. Select and defend the choice of using either a population or a sample of a population to answer a question. [C, CN, PS, R]

3. Develop and implement a project plan for the collection, display and analysis of data by:

- formulating a question for investigation
- choosing a data collection method that includes social considerations
- selecting a population or a sample
- collecting the data

- displaying the collected data in an appropriate manner
- drawing conclusions to answer the question [C, PS, R, T, V] [ICT: C1–3.5, C4–3.1, C6–3.1, C6–3.2, C7–3.1, C7–3.2, P1–3.4, P2–3.1]

■ MATHEMATICS 10-4

Statistics and Probability (Collecting and Analyzing Information)

General Outcome: Students will develop and implement a plan for the collection, display and examination of data and information, using technology and other strategies as required.

1. predict, interpret, make comparisons and communicate information from graphs, tables, charts and other sources at home and in the workplace [CN, R]
2. recognize the uses of data and data collection and display tools in life- and work-related situations [CN, R]
3. record information and organize files and directories, using computers and/or other tools [CN, PS, R, T]
4. examine a plan for collecting and processing information and modify as appropriate for everyday situations [CN, PS, R]

■ MATHEMATICS 20-4

Statistics and Probability (Collecting and Analyzing Information)

General Outcome: Students will develop and implement a plan for the collection, display and examination of data and information, using technology and other strategies as required.

1. use information and data from a variety of sources to make comparisons, predictions, inferences, conclusions and/or decisions in everyday situations [CN, E, PS, R]
2. record and organize information and data as appropriate in life- and work-related situations [CN, R]
3. use probability and statistics to predict upcoming events and to make decisions in everyday life [CN, E, R]

Altamas for Peace and Development Association

Our Story: Living in a Refugee Camp

This resource includes a copy of the SudanMonitor- a publication of the Sudan Human Rights Association (SHRA) in Uganda, accompanied by a set of reflection questions and background information. Students will have the opportunity to explore issues surrounding refugee camps.

Grade 10–12

■ CAREER AND LIFE MANAGEMENT, HIGH SCHOOL

General Outcome 1: Personal Choices

P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life

- describe the combination of factors that contribute to personal well-being
- examine the determinants of health and their effect on lifestyle choices
- demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
- describe the importance of balance in life and the changing/dynamic nature of this balance

P2. evaluate choices and combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health

- analyze poor choices or lack of ability to pursue healthy choices and decisions
- evaluate the impact of situations of risk and risks in combination

P4. develop approaches/tactics for creative problem solving and decision making

- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life discuss living and liking life's challenges

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict

P13. investigate how science, technology and media affect wellness

- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- explain ways to learn responsible consumer strategies and actions of responsible citizenship

■ SOCIAL STUDIES 10-1

General Outcome 2: *Resource Choices*

R1. identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources— time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices

R6. develop strategies to be informed consumers

- explain the power and importance of sustainable development
- describe the influences on personal consumer choices
- explain the rights and responsibilities of a consumer
- practise the skills for communicating consumer concerns
- demonstrate informed consumer actions regarding health issues, products and services
- analyze the impact of personal values, wants and needs on being an informed and responsible consumer

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)

- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-1

Related Issue 10-4.1: *Should globalization shape identity?*

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)

Related Issue 10-4.2: *Should people in Canada respond to the consequences of historical globalization?*

- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)
- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)

- 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
- 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
- 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

Related Issue 10-4.3: *Does globalization contribute to sustainable prosperity for all people?*

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)
- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)
- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)
- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 10-4.4: *How should I, as a citizen, respond to globalization?*

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)
- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)
- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)

■ SOCIAL STUDIES 20-1

- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)

■ SOCIAL STUDIES 20-4

- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

Related Issue 20-4.3: Should internationalism be pursued?

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)
- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 7-9

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **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.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

■ ENGLISH LANGUAGE ARTS 10-12, KNOWLEDGE AND EMPLOYABILITY 10-4 to 30-4

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

Sahakarini

Where Credit Is Due

*This lesson includes a DVD package featuring three groups of Guatemalan women using micro-credit banking; also included are study questions and background info on the organization featured in DVD. **Grade 10–12***

■ HEALTH 10-12

General Outcome 2: Resource Choices

R1. Identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources- time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances- and how these resources can be used to meet lifestyle demands and choices
- examine the fundamentals of getting and using money- basic information on getting an income, deductions, paying taxes, using money for various expenses

R2. Compare needs, wants and consequences, with consideration of self, others and society

- explain how to make thoughtful choices and decisions, using financial plans as tools

R3. Examine sources of lifestyle aspirations, and relate these to personal resources

- explain why plans must be flexible to adapt to changes
- examine how to change plans as goals and/or lifestyle change and in response to new information
- analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one's personal resources

R8. Evaluate the advantages and disadvantages of credit

- describe the need for credit, the forms of credit and the procedures for obtaining credit
- generate strategies for using credit wisely

■ SOCIAL STUDIES 10-1

Related Issue4: To what extent should I, as a citizen, respond to globalization?

- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)

■ SOCIAL STUDIES 10-2

- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 3: *To what extent are the principles of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 3: *Are the values of liberalism viable?*

- 3.3 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 examine the extent to which to which practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy) (PADM, ER, C)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)

■ MICROECONOMICS 30

■ MACROECONOMICS 30

■ WORLD GEOGRAPHY 30

■ INTERNATIONAL POLITICS 30

■ ENGLISH LANGUAGE ARTS 10-12

- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

• 5. The individual and the economy

- 5. The nature, importance and function of money and banking
- 9. The relationship of spending and employment
- 15. Interdependence in an economy
- 17. Economics and developing countries

Theme 2: World Patterns of Humankind's Use of the Earth

- a. human economics
- e. world industry and resources

- 1. The nature and evolution of power in international relations
- 2. International forces in the economy

- **General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences
- **General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively
- **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information

CUSO/VSO Where Credit Is Due

This resource includes a radio documentary about microcredit (52 mins + 2 minute song).

Grade 10–12

■ HEALTH 10-12

General Outcome 2: Resource Choices

R1. Identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources- time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances- and how these resources can be used to meet lifestyle demands and choices
- examine the fundamentals of getting and using money- basic information on getting an income, deductions, paying taxes, using money for various expenses

R2. Compare needs, wants and consequences, with consideration of self, others and society

- explain how to make thoughtful choices and decisions, using financial plans as tools

R3. Examine sources of lifestyle aspirations, and relate these to personal resources

- explain why plans must be flexible to adapt to changes
- examine how to change plans as goals and/or lifestyle change and in response to new information
- analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one's personal resources

R8. Evaluate the advantages and disadvantages of credit

- describe the need for credit, the forms of credit and the procedures for obtaining credit
- generate strategies for using credit wisely

■ SOCIAL STUDIES 10-1

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 3: *To what extent are the principles of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 3: *Are the values of liberalism viable?*

- 3.3 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy) (PADM, ER, C)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ **MICROECONOMICS**
30

■ **MACROECONOMICS**
30

■ **WORLD GEOGRAPHY**
30

■ **INTERNATIONAL
POLITICS 30**

■ **ENGLISH LANGUAGE
ARTS 10-12**

- 5. The individual and the economy

- 5. The nature, importance and function of money and banking
- 9. The relationship of spending and employment
- 15. Interdependence in an economy
- 17. Economics and developing countries

Theme 2: *World Patterns of Humankind's Use of the Earth*

- a. human economics
- e. world industry and resources

- 1. The nature and evolution of power in international relations
- 2. International forces in the economy

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- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*

CHF

Microfinance – Giving Credit Where Credit Is Due

This resource includes a lesson plan and BLMs, as well as comprehension questions focused on developing an understanding of the social and environmental impacts of microfinance.

Grade 10–12

■ HEALTH 10-12

General Outcome 2: Resource Choices

R1. Identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources- time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances- and how these resources can be used to meet lifestyle demands and choices
- examine the fundamentals of getting and using money- basic information on getting an income, deductions, paying taxes, using money for various expenses

R2. Compare needs, wants and consequences, with consideration of self, others and society

- explain how to make thoughtful choices and decisions, using financial plans as tools

R3. Examine sources of lifestyle aspirations, and relate these to personal resources

- explain why plans must be flexible to adapt to changes
- examine how to change plans as goals and/or lifestyle change and in response to new information
- analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one's personal resources

R8. Evaluate the advantages and disadvantages of credit

- describe the need for credit, the forms of credit and the procedures for obtaining credit
- generate strategies for using credit wisely

■ SOCIAL STUDIES 10-1

Related Issue4: Should I, as a citizen, respond to globalization?

- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization, activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 3: *To what extent are the principles of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 3: *Are the values of liberalism viable?*

- 3.3 explore the extent to which governments should encourage economic quality (PADM, ER, C)
- 3.5 examine the extent to which to which practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economy, command economy, mixed economy) (PADM, ER, C)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ **MICROECONOMICS**
30

■ **MACROECONOMICS**
30

■ **WORLD GEOGRAPHY**
30

■ **INTERNATIONAL
POLITICS** 30

■ **ENGLISH LANGUAGE
ARTS 10-12**

- 5. The individual and the economy

- 5. The nature, importance and function of money and banking
- 9. The relationship of spending and employment
- 15. Interdependence in an economy
- 17. Economics and developing countries

Theme 2: *World Patterns of Humankind's Use of the Earth*

- a. human economics
- e. world industry and resources

- 1. The nature and evolution of power in international relations
- 2. International forces in the economy

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
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- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*

Change for Children Association *Alphabet Soup in the Americas*

This teacher resource, with vocabulary, reading, and discussion guides, supports the reading of an article focused on providing an introduction into the complex issues surrounding the role of the World Trade Organization (WTO) and the Free Trade Area of the Americas (FTAA) and multilateral agreements. Grade 10–12

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 3: *To what extent are the principles of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)

- 3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)
- 3.6 analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples) (PADM, ER)

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 3: *Are the values of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 examine the extent to which the practices of political and economic systems reflect the values of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, free market economies, command economies, mixed economies) (PADM, ER, C)

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)

■ INTERNATIONAL POLITICS 30

- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 examine the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

- 2. The nature and evolution of power in international relations
- 3. Historical forms of international relations
- 5. International forums for peace
- 6. International forces in the economy

■ MACROECONOMICS 30

Markets, Money and Management

- 10. The classical roots of economic principles
- 11. The economics of government
- 12. Government controls of business cycles
- 15. Interdependence in an economy
- 16. Basic economic theories and systems
- 17. Economics and developing countries

■ ENGLISH LANGUAGE ARTS 10-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*

The Centre for Global Citizenship Education and Research

Living in a Globalizing World: A Deliberative Dialogue on Globalization

This teacher resource book includes: background information on the structure and process of a deliberative dialogue; three distinct approaches to globalization that may be used to hold a deliberative dialogue; a vocabulary guide; as well as possible discussion questions.

Grade 10–12

■ SOCIAL STUDIES 10-1

Related Issue 1: *To what extent should globalization shape identity?*

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)
- 1.7 analyze opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration) (I, CC, GC)

Related Issue 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 1: *Should globalization shape identity?*

- 1.1 acknowledge and appreciate the existence of multiple perspectives in a globalizing world (GC, CC)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

Related Issue 2: *Should people in Canada respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism in Canada (I, LPP, PADM)

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

■ SOCIAL STUDIES 20-1

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

■ SOCIAL STUDIES 20-2

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)

■ SOCIAL STUDIES 30-1

Related Issue 2: *To what extent is resistance to liberalism justified?*

- 2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national, and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 2: *Is resistance to liberalism justified?*

- 2.2 appreciate how citizens and citizenship are impacted by the promotion of ideological principles (C, TCC)
- 2.3 appreciate that individuals and groups may adhere to various ideologies (I, C, PADM)
- 2.13 evaluate the extent to which resistance to liberalism is justified (PADM, ER, GC)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 10-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

World Vision

A Hungry World: Understanding the Global Food Crisis

*This resource package provides background information, statistics, case studies, classroom activities, and action ideas for teaching about global food insecurity. Causes and impacts and the complex ways in which these two are interrelated are discussed. **Grade 9–12***

■ HEALTH AND LIFE SKILLS, K-9

■ CAREER AND LIFE MANAGEMENT, HIGH SCHOOL

General Outcome: *Life Learning Choices*

- L-9.7 analyze the potential impact of volunteerism on career opportunities

General Outcome 1: *Personal Choices*

P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life

- describe the combination of factors that contribute to personal well-being
- examine the determinants of health and their effect on lifestyle choices
- demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
- describe the importance of balance in life and the changing/dynamic nature of this balance

P4. develop approaches/tactics for creative problem solving and decision making

- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life discuss living and liking life's challenges

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict

P13. investigate how science, technology and media affect wellness

- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- explain ways to learn responsible consumer strategies and actions of responsible citizenship

General Outcome 2: Resource Choices

R1. identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources— time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices

R6. develop strategies to be informed consumers

- explain the power and importance of sustainable development
- describe the influences on personal consumer choices
- explain the rights and responsibilities of a consumer
- practise the skills for communicating consumer concerns
- demonstrate informed consumer actions regarding health issues, products and services
- analyze the impact of personal values, wants and needs on being an informed and responsible consumer

■ SOCIAL STUDIES 9

General Outcome: *Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.*

- 9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)

- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)

- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ **SOCIAL STUDIES 10-4**

Related Issue 10-4.1: *Should globalization shape identity?*

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)

Related Issue 10-4.2: *Should people in Canada respond to the consequences of historical globalization?*

- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)

- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)
- 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
- 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
- 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

Related Issue 10-4.3: *Does globalization contribute to sustainable prosperity for all people?*

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)
- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)
- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)
- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 10-4.4: *How should I, as a citizen, respond to globalization?*

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)
- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)

- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)
- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

■ SOCIAL STUDIES 20-1

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)

■ SOCIAL STUDIES 20-4

- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

Related Issue 20-4.3: *Should internationalism be pursued?*

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)
- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)

■ SOCIAL STUDIES 30-2

- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 9

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **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.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

■ ENGLISH LANGUAGE ARTS 10-12, KNOWLEDGE AND EMPLOYABILITY 10-4 to 30-4

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

World Vision

Food Crisis Simulation

*This interactive activity sets a stage for students to begin to understand the global food crisis. A simulation activity and follow-up questions are included. **Grade 7–12***

■ **HEALTH AND LIFE
SKILLS, K-9**

■ **CAREER AND LIFE
MANAGEMENT,
HIGH SCHOOL**

General Outcome: *Life Learning Choices*

- L-9.7 analyze the potential impact of volunteerism on career opportunities

General Outcome 1: *Personal Choices*

P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life

- describe the combination of factors that contribute to personal well-being
- examine the determinants of health and their effect on lifestyle choices
- demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
- describe the importance of balance in life and the changing/dynamic nature of this balance

P4. develop approaches/tactics for creative problem solving and decision making

- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life discuss living and liking life's challenges

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict

P13. investigate how science, technology and media affect wellness

- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- explain ways to learn responsible consumer strategies and actions of responsible citizenship

General Outcome 2: Resource Choices

R1. identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources— time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices

R6. develop strategies to be informed consumers

- explain the power and importance of sustainable development
- describe the influences on personal consumer choices
- explain the rights and responsibilities of a consumer
- practise the skills for communicating consumer concerns
- demonstrate informed consumer actions regarding health issues, products and services
- analyze the impact of personal values, wants and needs on being an informed and responsible consumer

■ SOCIAL STUDIES 9

General Outcome: *Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.*

- 9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)

- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)

- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ **SOCIAL STUDIES 10-4**

Related Issue 10-4.1: *Should globalization shape identity?*

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)

Related Issue 10-4.2: *Should people in Canada respond to the consequences of historical globalization?*

- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)

- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)
- 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
- 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
- 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

Related Issue 10-4.3: *Does globalization contribute to sustainable prosperity for all people?*

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)
- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)
- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)
- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 10-4.4: *How should I, as a citizen, respond to globalization?*

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)
- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)

- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)
- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

■ SOCIAL STUDIES 20-1

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)

- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-4

Related Issue 20-4.3: *Should internationalism be pursued?*

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)
- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)

■ SOCIAL STUDIES 30-2

- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 7-9

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **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.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

■ ENGLISH LANGUAGE ARTS 10-12, KNOWLEDGE AND EMPLOYABILITY 10-4 to 30-4

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

Maharashtra Seva Samiti Organization (MSSO)

Dawn of Hope

This lesson includes a DVD titled Dawn of Hope, featuring a woman by the name of Nileema Mishra who built hope in her birth town by creating the opportunity for women to use micro-financing. Discussion questions included. Grade 7–12

■ HEALTH AND LIFE SKILLS, K-9

General Outcome: *Life Learning Choices*

- L-8.7 relate personal knowledge and skills to potential opportunities for volunteering and providing service to others in the community
- L-9.7 analyze the potential impact of volunteerism on career opportunities

■ CAREER AND LIFE MANAGEMENT, HIGH SCHOOL

General Outcome 2: *Resource Choices*

R1. identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources— time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices

R2. compare needs, wants and consequences with consideration of self, others and society

- explain how to make thoughtful choices and decisions, using financial plans as tools

R3. examine sources of lifestyle aspirations, and relate these to personal resources

- analyze how personal goals and priorities, personal needs and wants, and cultural influences affect the use of all of one's personal resources

R6. develop strategies to be informed consumers

- explain the power and importance of sustainable development
- describe the influences on personal consumer choices
- explain the rights and responsibilities of a consumer
- practise the skills for communicating consumer concerns
- demonstrate informed consumer actions regarding health issues, products and services
- analyze the impact of personal values, wants and needs on being an informed and responsible consumer

R8. evaluate the advantages and disadvantages of credit

- describe the need for credit, the forms of credit and the procedures for obtaining credit
- generate strategies for using credit wisely

■ SOCIAL STUDIES 9

General Outcome: *Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.*

- 9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)

■ SOCIAL STUDIES 10-2

- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
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- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)

■ SOCIAL STUDIES 10-4

- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Related Issue 10-4.1: Should globalization shape identity?

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)

Related Issue 10-4.2: Should people in Canada respond to the consequences of historical globalization?

- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)
- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)
- 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
- 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
- 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

Related Issue 10-4.3: Does globalization contribute to sustainable prosperity for all people

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)
- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)
- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)

- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 10-4.4: *How should I, as a citizen, respond to globalization?*

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)
- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)
- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)
- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

■ SOCIAL STUDIES 20-1

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-4

Related Issue 20-4.3: *Should internationalism be pursued?*

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)
- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 3: *To what extent are the principles of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.5 analyze the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 3: *Are the values of liberalism viable?*

- 3.3 explore the extent to which governments should encourage economic equality (PADM, ER, C)
- 3.5 examine the extent to which the practices of political and economic systems reflect principles of liberalism (consensus decision making, direct and representative democracies, authoritarian political systems, traditional economies, free market economies, command economies, mixed economies) (PADM, ER, C)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)

- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 9

- **General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- **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.
- **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.
- **General Outcome 4:** Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
- **General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

■ ENGLISH LANGUAGE ARTS 10-12, KNOWLEDGE AND EMPLOYABILITY 10-4 to 30-4

- **General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- **General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
- **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.
- **General Outcome 4:** Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
- **General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Canadian Women for Women in Afghanistan

Understanding Human Rights in Afghanistan

*This resource includes an introductory information guide, 2 initial lessons (DVD PowerPoint presentation on Afghanistan & game with characters to introduce life in 3 time periods in Afghanistan), 3 activities, 3 mini units and 2 additional lesson plans focusing on human rights issues in Afghanistan. **Grade 7–12***

■ SCIENCE GRADE 7

Unit A: *Interactions and Ecosystems*

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
 - describe examples of interaction and interdependency within an ecosystem
 - identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them
 - analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions
4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
 - identify intended and unintended consequences of human activities within local and global environments
 - analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences

■ SCIENCE GRADE 8

Unit E: *Freshwater and Saltwater Systems*

1. Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things
 - describe, in general terms, the distribution of water in Alberta, Canada and the world; and interpret information about water characteristics
 - identify major factors used in determining if water is potable, and describe and demonstrate tests of water quality
4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
 - analyze human water uses, and identify the nature and scope of impacts resulting from different uses
 - identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives

■ SOCIAL STUDIES 10-1

Related Issue 1: *To what extent should globalization shape identity?*

- 1.4 explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modeling) (I, CC, LPP)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

- identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives
- illustrate the role of scientific research in monitoring environments and supporting development of appropriate environmental technologies
- provide examples of problems that cannot be solved using scientific and technological knowledge alone

Related Issue 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)
- 2.9 examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)
- 2.13 examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)

■ SOCIAL STUDIES 10-2

- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Related Issue 1: Should globalization shape identity?

- 1.4 identify the various ways that people in Canada express their identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, role modeling) (I, CC, LPP)
- 1.5 explore understandings and dimensions of globalization (political, economic, social, other contemporary examples) (PADM, ER, CC)

Related Issue 2: Should people in Canada respond to the legacies of historical globalization?

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.7 explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)
- 2.8 explore the relationship between historical globalization and imperialism (TCC, ER, LPP, PADM)

Related Issue 3: Does globalization contribute to sustainable prosperity for all people?

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)

Related Issue 4: Should I, as a citizen, respond to globalization?

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)

- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resources issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (proglobalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 20-1

Related Issue 2: To what extent should national interest be pursued?

- 2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC, GC, PADM)
- 2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC, PADM)
- 2.4 explore the relationship between nationalism and the pursuit of national interest (PADM, I, LPP)
- 2.5 analyze how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)
- 2.6 analyze the relationship between nationalism and ultranationalism (PADM, I)

Related Issue 3: To what extent should internationalism be pursued?

- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (GC, TCC, PADM)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore the understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

Related Issue 2: *Should nations pursue national interest?*

- 2.2 appreciate that the pursuit of national interest has positive and negative consequences (TCC)
- 2.3 appreciate multiple perspectives related to the pursuit of national interest (TCC)
- 2.4 explore the concept of national interest (PADM, I, LPP)
- 2.5 explore the relationship between nationalism and the pursuit of national interest (PADM, I)
- 2.6 examine how the pursuit of national interest shapes foreign policy (First World War peace settlements, the interwar period) (PADM, TCC, ER, LPP)

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore the understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 2: *To what extent is resistance to liberalism justified?*

- 2.9 evaluate ideological systems that rejected principles of liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)
- 2.12 analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism) (PADM, ER, LPP)

Related Issue 3: *To what extent are the principles of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) (C, PADM, GC)

■ SOCIAL STUDIES 30-2

- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

Related Issue 2: *Is resistance to liberalism justified?*

- 2.9 analyze ideological systems that rejected liberalism (Communism in the Soviet Union, fascism in Nazi Germany) (PADM, ER, TCC)
- 2.12 examine the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, postmodernism extremism) (PADM, ER, LPP)

Related Issue 3: *Are the principles of liberalism viable?*

- 3.3 explore the extent to which governments should reflect the will of the people (PADM, C)
- 3.4 explore the extent to which governments should encourage economic equality (PADM, ER, C)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, I)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 7-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

John Humphrey Centre for Peace and Human Rights

Building Human Rights Communities

This resource is a 3 section lesson plan with detailed lessons focused on providing background information to human rights issues (UDHR), how to address human rights issues, and how to become a human rights school. Grade 7–12

■ SOCIAL STUDIES 9

General Outcome 9.1: *Issues for Canadians: Governance and Rights*

- 9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
- 9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
- 9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
- 9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)
 - How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
 - In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C)
 - What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)
- 9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
 - In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM)
 - To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C)
 - To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C)
 - How does the Indian Act recognize the status and identity of Aboriginal peoples? (PADM, I, C)

General Outcome 9.2: *Issues for Canadians: Economic Systems in Canada and the United States*

- 9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)

■ SOCIAL STUDIES 10-1

- 9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:
 - What are the indicators of quality of life? (PADM, ER)
 - What societal values underlie social programs in Canada and the United States?

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (proglobalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)

- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ ENGLISH LANGUAGE ARTS 7-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

CHF

The Gender Divide: Different Perspectives

*Through this lesson plan students will create a community map based on their gender's perspective, and then decide on a development project for their community. **Grade 10–12***

■ SOCIAL STUDIES 10-1

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)

- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ BIOLOGY 20

Unit B: *Ecosystems and Population Change*

20-B1.explain how science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3-4.1]

- evaluate the impact that human activity has had, or could have, on the biodiversity in an ecosystem:
 - slash-and-burn and clearcutting practices
 - monoculturing of forests, lawns, field crops
 - assess the environmental consequences of the introduction of new species into established ecosystems and discuss the responsibility of society to protect the environment through science and technology

■ ENGLISH LANGUAGE ARTS 10-12

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively*
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- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

UNICEF

Children's Rights and Global Citizenship

*Through 7 lesson plans, this resource addresses the human rights issues that exist with war affected children, sexual exploitation, child labour and education. **Grade 7–12***

■ SOCIAL STUDIES 10-1

Related Issue 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 2: *Should people in Canada respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)

- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and

■ ENGLISH LANGUAGE ARTS 7-12

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UNICEF

Teaching Children's Rights Through Arts

*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. **Grade 7–12***

■ ART 7-12

Drawings or delineations

All the ways we record visual information and discoveries

Students will:

- Acquire a repertoire of approaches to recording visual information.
- Develop the ability to investigate visual relationships in their recorded images and in the environment.
- Express technical competencies and individual insights.
- Apply visual, analytical and critical skills, and develop control and competency.

Compositions or structures

All the ways images are put together to create meaning

Students will:

- Develop competence with the components of images: media, techniques and design elements.
- Analyze the relationships among components of images.
- Express meaning through control of visual relationships.

Encounters with art

Where we meet and how we respond to visual imagery

Students will:

- Investigate natural forms, human-made forms, cultural traditions and social activities as sources of imagery through time and across cultures.
- Understand that the role and form of art differs through time and across cultures.
- Understand that art reflects and affects cultural character.

■ ENGLISH LANGUAGE
ARTS 7-12

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Light Up the World The Power to Illuminate Lives

This lesson includes a PowerPoint presentation and activity focused on solar powered light systems. Grade 10–12

■ SCIENCE 10

Unit D: Energy Flow in Global Systems

1. Describe how the relationship among input solar energy, output terrestrial energy and energy flow within the biosphere affect the lives of humans and other species

- Explain how climate affects the lives of people and other species, and explain the need to investigate climate change (e.g., describe the responses of human and other species to extreme climatic conditions; describe housing designs, animal habitats, clothing and fur in conditions of extreme heat, cold, dryness or humidity, wind)
- Analyze, in general terms, the net radiation budget, using per cent; i.e., solar energy input, terrestrial energy output, net radiant energy
- Describe and explain the greenhouse effect, and the role of various gases including methane, carbon dioxide and water vapour- in determining the scope of the greenhouse effect

■ SOCIAL STUDIES 10-1

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

■ SOCIAL STUDIES 10-2

- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 analyze the impacts of actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

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- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ ENGLISH LANGUAGE ARTS 10-12

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Samaritan's Purse***The Power to Illuminate Lives***

This unit includes 5 lessons detailing information on water treatment, including case studies for students to consider. **Grade 7–12**

■ SCIENCE 7***Unit A: Interactions and Ecosystems***

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
 - describe examples of interaction and interdependency within an ecosystem
 - identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them
 - analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions
4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
 - identify intended and unintended consequences of human activities within local and global environments
 - analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences

■ SCIENCE 8***Unit E: Freshwater and Saltwater Systems***

1. Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things
 - describe, in general terms, the distribution of water in Alberta, Canada and the world; and interpret information about water characteristics
 - identify major factors used in determining if water is potable, and describe and demonstrate tests of water quality
4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
 - analyze human water uses, and identify the nature and scope of impacts resulting from different uses
 - identify current practices and technologies that affect water quality, evaluate environmental costs and benefits, and identify and evaluate alternatives
 - illustrate the role of scientific research in monitoring environments and supporting development of appropriate environmental technologies
 - provide examples of problems that cannot be solved using scientific and technological knowledge alone

■ SCIENCE 24

Unit C: Disease Defence and Human Health

3. Analyze the relationship between human health and environmental pathogens

- Describe how noncommunicable diseases are transmitted and how they affect human health

■ SCIENCE 30

Unit A: Living Systems Respond to Their Environment

General Outcome 2: Students will analyze the defense mechanisms used by the human body to protect itself from pathogens found in the external environment.

- 30-A2.1K describe how pathogens in the environment enter the circulatory system and may have an adverse affect on health
- 30-A2.1 sts describe how society provides direction for scientific and technological development

■ SOCIAL STUDIES 10-1

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
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- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impacts of actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
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- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ ENGLISH LANGUAGE ARTS 7-12

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CHF

Deforestation: What do Trees Mean to Me?

*This resource includes lesson plans and BLMs for a role play activity focused on students gaining an understanding of the causes of deforestation and how humans impact their natural environment. **Grade 7–12***

■ **SCIENCE 7****Unit A: Interactions and Ecosystems**

1. Investigate and describe relationships between humans and their environments, and identify related issues and scientific questions
 - illustrate how life-supporting environments meet the needs of living things for nutrients, energy sources, moisture, suitable habitat, and exchange of gases
 - describe examples of interaction and interdependency within an ecosystem
 - identify examples of human impacts on ecosystems, and investigate and analyze the link between these impacts and the human wants and needs that give rise to them
 - analyze personal and public decisions that involve consideration of environmental impacts, and identify needs for scientific knowledge that can inform those decisions
4. Describe the relationships among knowledge, decisions and actions in maintaining life-supporting environments
 - identify intended and unintended consequences of human activities within local and global environments
 - analyze a local environmental issue or problem based on evidence from a variety of sources, and identify possible actions and consequences

■ **BIOLOGY 20****Unit B: Ecosystems and Population Change**

- 20-B1. explain how science and technology have both intended and unintended consequences for humans and the environment (SEC3) [ICT F3-4.1]
- evaluate the impact that human activity has had, or could have, on the biodiversity in an ecosystem:
 - wetlands management
 - land use
 - interbasin water transfer
 - habitat fragmentation
 - urbanization
 - slash-and-burn and clearcutting practices
 - monoculturing of forests, lawns, field crops
 - assess the environmental consequences of the introduction of new species into established ecosystems and discuss the responsibility of society to protect the environment through science and technology

■ **WORLD GEOGRAPHY
30****Theme 1: World Patterns of Population and Settlement**

- b. the human occupancy of the world
- c. case studies in population and settlement
- d. humankind's settlement types and patterns

■ SOCIAL STUDIES 10-1

Theme 2: *World Patterns of Humankind's Use of the Earth*

- a. human economics
- d. agriculture of the world
- e. world industry and resources

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
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- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world

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- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impacts of actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

■ ENGLISH LANGUAGE ARTS 7-12

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.4 explore various understandings of quality of life (GC)
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Centre for Affordable Water and Sanitation Technology (CAWST) *Sanitation Ladder*

*This resource includes a set of lesson plans & activities for learning about fecal-oral transmission routes, water hygiene and sanitation practices. **Grade 8***

■ SCIENCE GRADE 8

Unit E: *Freshwater and Saltwater Systems*

1. Describe the distribution and characteristics of water in local and global environments, and identify the significance of water supply and quality to the needs of humans and other living things
 - describe, in general terms, the distribution of water in Alberta, Canada and the world; and interpret information about water characteristics
 - identify major factors used in determining if water is potable, and describe and demonstrate tests of water
4. Analyze human impacts on aquatic systems; and identify the roles of science and technology in addressing related questions, problems and issues
 - analyze human water uses, and identify the nature and scope of impacts resulting from different uses
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 - illustrate the role of scientific research in monitoring environments and supporting development of appropriate environmental technologies
 - provide examples of problems that cannot be solved using scientific and technological knowledge alone

United Nations Association in Canada (UNAC)

Youth of Today, City of Tomorrow

*This resource includes 7 lesson plans, 5 mini-units and a DVD focused on human settlement issues of urbanization and sustainable cities. **Grade 9–12***

■ SOCIAL STUDIES 9

General Outcome 9.2: *Issues for Canadians: Economic Systems in Canada and the United States*

- 9.2.6 critically assess the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:
 - How do government decisions on environmental issues impact quality of life (i.e. preservation, exploitation, and trade of natural resources?) (PADM, ER)

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)

- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 1: *To what extent should ideology be the foundation of identity?*

- 1.6 explore themes of ideologies (nation, class, relationship to land, environment, religion, progressivism) (TCC, PADM, LPP)
- 1.8 analyze collectivism as a foundation of ideology (principles of collectivism: a collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C)
- 1.9 analyze the dynamic between individualism and common good in contemporary societies (PADM, ER, C)

■ SOCIAL STUDIES 30-2

Related Issue 1: *Should ideology be the foundation of identity?*

- 1.6 identify themes of ideologies (nation, class, relationship to land, environment, religion) (TCC, PADM, LPP)
- 1.8 examine collectivism as a foundation of ideology (values of collectivism: a collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property) (PADM, ER, C)
- 1.9 examine the relationship between individualism and common good in contemporary societies (PADM, ER, C)

■ SCIENCE 9

Unit A: Biological Diversity

1. Investigate and interpret diversity among species and within species, and describe how diversity contributes to species survival

- Identify examples of niches, and describe the role of variation in enabling closely related living things to survive in the same ecosystem

2. Identify impacts of human action on species survival and variation within species, and analyze related issues for personal and public decision making

- Describe the relative abundance of species on Earth and in different environments
- Describe ongoing changes in biological diversity through extinction and extirpation of native species, and investigate the role of environmental factors in causing these changes

Unit C: Environmental Chemistry

1. Investigate and describe, in general terms, the role of different substances in the environment in supporting or harming humans and other living things

- Identify questions that may need to be addressed in deciding what substance - in what amounts - can be safely released into the environment (e.g. identify questions and consideration that may be important in determining how much phosphate can be released into river water without significant harm to living things)

2. Analyze and evaluate mechanisms affecting the distribution of potentially harmful substances within the environment

- Comprehend and interpret information on the biological impacts of hazardous chemicals on local and global environments
- Investigate and evaluate potential risks resulting from consumer practices and industrial processes used in providing information and setting standards to manage risks

■ SCIENCE 10

Unit D: Energy Flow in Global Systems

4. Investigate and interpret the role of environmental factors on global energy transfer and climate change

- Investigate and identify human actions affecting biomes that have a potential to change climate, and critically examine the evidence that these factors play a role in climate change
- Assess, from a variety of perspectives, the risks and benefits of human activity, and its impact on the biosphere and climate

■ PURE MATH 30

Topic 2: Exponents, logarithms and geometric series

General Outcome: Represent and analyze exponential and logarithmic functions, using technology as appropriate

- 2.6 model, graph and apply exponential functions to solve problems

■ CALM 20

General Outcome: Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health-and the dynamic interplay of these factors-in managing personal-well-being.

■ POLITICAL THINKING 20

1. Demonstrate and apply effective communication, conflict resolution and team-building skills
2. Examine methods of communication, barriers to communication and strategies to enhance communication
3. Describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict

Objectives:

1. Provide an understanding of the process of political decision making
2. Further an understanding of the democratic process
3. Establish awareness on the part of the student of different political points of view and to create in the student an element of political sophistication
4. Illustrate the relationship that exists in society between freedom, on the one hand, and responsibility on the other
5. Emphasize the above objectives in terms of their relevance to the Canadian political system.

Content:

1. The exercising of political power
2. Political/economic philosophies

■ LOCAL AND CANADIAN GEOGRAPHY 20

The objectives of the courses in geography are that the student should:

1. Acquire an understanding of the following major organizing concepts in geography: areal association, density, human occupancy, pattern, region, scale, spatial distribution, and spatial interaction;
2. Have the opportunity to develop positive attitudes in relation to the following topics:
 - a. interdependence among peoples
 - b. respect for similarities and differences among peoples
 - c. clarification of values in respect to other value systems
 - d. respect for the scientific method of inquiry
 - e. knowledge of multiple causation.

Theme 1: The Change in Settlement Patterns in Local Areas

- a. the neighbourhood and the city
- b. the city in relation to neighbourhood and settlement patterns
- c. relationship of the urban industrial resources to the rural primary resources
- d. the relationship of systems to the city
- e. the settlement patterns of a particular town or city related to the physical features of the site and the social characteristics of the people 112

Theme 2: Settlement Patterns in Western Canada

- a. the human occupancy of Western Canada
- b. the human occupancy regions of Western Canada
- c. depth studies of regions

Theme 3: Settlement Patterns in Eastern Canada

- a. the human occupancy of Eastern Canada
- b. depth studies of regions

■ WORLD GEOGRAPHY 30

- c. studies of the larger regions in Eastern Canada
- d. population (summation)

Theme 1: World Patterns of Population and Settlement

- a. the human occupancy of Canada
- b. the human occupancy of the world
- c. case studies in population and settlement
- d. humankind's settlement types and patterns
- e. cities of the world and world urbanization

Theme 2: World Patterns of Humankind's Use of the Earth

- a. human economics
- b. primitive hunting, fishing, collecting
- c. pastoralism or livestock economy
- d. agriculture of the world
- e. world industry and resources
- f. manufacturing
- g. Japan: case study of industrialization
- h. world transportation and commerce

Theme 3: World Patterns of Physical Elements

- a. the lithosphere
- b. landforms
- c. climate: elements, controls, regions
- d. vegetation; soils

■ APPLIED SOCIOLOGY 30

The objectives of the courses in sociology are designed to develop within the student a better understanding of group behaviour. This understanding should be based on fact rather than opinion. The sociological perspective focuses on "what is" rather than "what ought to be." Students should be able to analyze occurrences around them objectively. They should feel to be a part of society, understand its influence on their lives, and visualize their roles in societal change.

Theme 4: Changes in Culture

- a. social and cultural change
- b. social movements

■ MICROECONOMICS 30

Students who have studied economics at the high school level should:

1. Understand basic economic concepts and generalizations
2. Be able to construct economic models
3. Be able to draw conclusions, inferences and generalizations from relevant economic data

■ MACROECONOMICS 30

Refer to Microeconomics 30

■ ART 9

Sources of Images:

Students will consider the natural environment as a source of imagery through time and across cultures.

Impact of Images:

Students will become aware of the importance society places upon various works of art.

1. The ways people use art changes through time.
2. Society has various ways of preserving and displaying public and private art works.

■ ART 10

Art making articulates thought and imagination. Through images, we communicate with one another within our communities and across time and cultures. Encounters with the sources, transformations and impact of images are essential for understanding art.

Sources of Images:

1. Students will investigate natural forms, human-made forms, cultural traditions and social activities as sources of imagery through time and across cultures
2. Students will investigate the process of abstracting form from a source in order to create objects and images

Impact of Images:

1. Students will understand that art reflects and affects cultural
2. Students will become aware of the relationship between function and form in artistic productions

■ ART 30

Refer to Art 10

Transformations through Time:

- Students will understand that the role and form of art differs through time and across cultures
- Students will analyze the factors that generate a work of art, or an artistic movement: the experiences of the artists and the impact of the culture

■ CAREER AND
TECHNOLOGY STUDIES***Energy and mines: Module ENM1100:******Conservation Challenge - Introductory level***

(Junior High and High School)

Theme: Management and conservation

- Module Learner Expectations: Propose personal and shared actions that foster conservation and responsible use of an energy or mineral resource
- Assessment criteria: Given a current issue regarding societal use of an energy or mineral resource, negotiating and debating the issue while assuming the role of one or more stakeholder groups
- A proposal (oral, written, or visual) that suggests one personal action and one leadership role in relation to resource conservation and environmental citizenship

***Enterprise and Innovation: Module ENT1010:
Challenge and opportunity - Introductory level***

(Junior High and High School)

Theme: Getting the idea

- Module Learner Expectations:
 1. Demonstrate competencies in; identifying opportunities, creating and generating ideas, establishing needs, wants, and priorities, assessing alternatives, assessing environmental impact
 2. Describe career options where enterprise and innovation are particularly important
- Specific Learner Expectations: Planning a venture - identify non-profit ventures (e.g. Community organizations)

Community Health: Module CMH2030:

Community Volunteerism - Intermediate Level (High School)

Theme: Sociocultural perspectives

- Module Learner Expectations: Perform, as a volunteer, assigned tasks and responsibilities efficiently and effectively
- Concept: Volunteerism
- Specific Learner Expectations: List and assess the societal benefits of volunteerism
- Concept: Career Exploration
- Specific Learner Expectations: Match the volunteer activity(ies) to a possible career opportunity

***Wildlife: Module WLD2060: Interactions (wildlife and society)
- Intermediate Level (High School)***

Theme: Management and Conservation

- Module Learner Expectations: Describe the effects of land use practices on wildlife
- Assessment criteria: Describe different land use practices, and the consequences of each for wildlife, e.g. urban planning

***Agriculture: Module AGR3130 - Sustainable agriculture systems
- Advanced Level (High School)***

Theme: Management and Conservation

- Develop and present strategies for ensuring the sustainable use of natural resources
- Develop assessment criteria and present plans for an agriculture venture that demonstrates principles of sustainable development. Venture plan to address:
 - background information regarding conservation, preservation and sustainable development
 - a strategy for multiple land use
 - a strategy for soil fertility and conservation
 - a strategy for water management practices
 - interrelationships and dependencies among domestic and non-domestic plant and animal species
 - legislated environmental regulation and constraint

Design Studies: Module DES3170: Visualizing the future - Advanced level (Grade 12)

Theme: Business/Issues/History

- Module Learner Expectations: Identify a potential design challenge and design a solution for it, provide research supporting the design solution
- Assessment criteria and conditions: Production of drawings and/or models and/or prototypes of a designed solution, presentation of research in writing and/or through discourse during the presentation/critique

Energy and mines: Module ENM3050: Sustainable energy (the power and potential) - Advanced level (High School)

Theme: Technology and applications

1. Identify alternatives and consequences associated with current issues involving energy supply and demand
2. Analyze two or more current issues regarding energy supply and demand at local and global levels, addressing social, economic, environmental and technological perspectives.

Assessment criteria: Complete a research project on applications of renewable and nonrenewable energy technology in sustainable energy development.

Research to address:

- benefits and obstacles related to the use of the renewable and the non-renewable
- the role of alternative energy options, energy efficiency and conservation lifestyles in achieving sustainable energy development.

Legal Studies: Module LGS3060: Controversy and Change - Advanced Level (Grade 12)

Theme: Social Context

Concept: Effecting Change

Specific Learner Expectations: Analyze various methods used to bring about changes in the law, propose possible solutions to effect changes in the law - possible topics include a wide variety of urban safety and security issues

■ **ENGLISH LANGUAGE
ARTS 7-12**

- ***General Outcome 1:*** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences
- ***General Outcome 2:*** Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively
- ***General Outcome 3:*** Students will listen, speak, read, write, view and represent to manage ideas and information
- ***General Outcome 4:*** Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication
- ***General Outcome 5:*** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

Engineers Without Borders – Canada

Learning about ENGINEERING: Modules for Teachers resource

*This resource includes a digital presentation, as well as a module for teachers. The goal of this lesson is for students to gain a basic, general understanding of what engineering encompasses and how it can be used within the international development field. **Grade 7–12***

■ HEALTH AND LIFE SKILLS, K-9

General Outcome: *Life Learning Choices*

- L-8.2 examine learning priorities, and implement a learning plan
- L-9.2 relate the value of lifelong learning to personal success and satisfaction
- L-7.4 revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community
- L-8.4 begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills
- L-9.4 refine personal goals and priorities relevant to learning and career paths; e.g. investigate education programs including senior high school programs and those related to potential careers
- L-4.5 relate personal interests to various occupations
- L-5.5 relate personal skills to various occupations
- L-6.5 relate knowledge, skills and attitudes of a successful student to those of successful workers
- L-4.6 recognize that personal roles will change over time and circumstances
- L-5.6 assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media
- L-6.6 analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level

■ CAREER AND LIFE MANAGEMENT, HIGH SCHOOL

General Outcome 1: *Career and Life Choices*

C1. examine the components of effective career development as a lifelong process

- describe the career planning process and principles
- relate present daily living skills and experiences to career aspirations
- explain the importance of ongoing self-assessment and self-appraisal

C2. update and expand a personal profile related to potential career choices

- assess personal assets, such as interests, competencies—including skills, abilities, aptitudes and talents—personality traits, limitations and strengths, to expand a personal profile
- assess employability skills and personal, transferable and knowledge-based skills to expand the personal profile
- examine other influential factors, including aspirations, attitudes, values, goals and the expectations of others, or lack thereof, to include in the personal profile

C3. examine the relationship among career planning, career decisions and lifestyles

- explain how decision making, goal setting and planning are ongoing, integrated actions
- demonstrate the use of a decision-making process as part of the career plan-

ning process

- describe various factors that can affect opportunities for education and careers

- explain why being resourceful is important to success

C4. develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work

- describe the types and amount of work that can be done now
- assess existing opportunities for work experience, cooperative education, and volunteer and paid part-time work
- use the community in a search for information and experience through career mentoring, job shadowing, investigative interviewing, networking and personal research

- build one or more plans for a transition period of 3 to 5 years

- analyze the career paths of others

C5. develop a quality career portfolio

- describe various sources of personal career aspirations
- assess a wide range of career possibilities
- build a personal occupational profile, including information gathered while envisioning possible futures, examining future employment trends and researching possible career choices
- discuss the importance of persistence and the creation of options throughout career development planning
- build a quality career portfolio by combining the occupational profile and the personal information profile
- discuss how a career portfolio can be used

C6. investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs

- develop a network of information about a wide range of possibilities
- assess the range of possibilities, their costs, and the available assistance and funding

C7. analyze variations in employment and the implications in the life career process

- analyze the value of work in one's life
- assess the changing nature of the workplace and the ramifications of unemployment, underemployment, seasonal work and other patterns of employment
- explain the importance of flexibility in career planning

C8. determine skills, attitudes and behaviours necessary to getting a position

C9. determine the skills, attitudes and behaviours necessary for retaining a job

- analyze workplace protocol
- assess strategies for meeting employer expectations to succeed at a job
- examine the issues and strategies for leaving a job and losing a job

C11. design a plan for turning life goals and aspirations into reality

- consider aspects of enterprise and innovation as possibilities
- examine various entrepreneurs and their success
- generate a list of ways to deal with the challenges of "going out on one's own"
- identify job search strategies for volunteer and paid positions
- describe personal marketing strategies to find employment
- develop guidelines for the use of portfolios and résumés, and strategies to find the "hidden job market"

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

*This resource includes ten classroom lesson plans focused on the Universal Declaration of Human Rights and global citizenship. **Grade 9–10***

■ SOCIAL STUDIES 9

General Outcome 9.1: *Issues for Canadians: Governance and Rights*

- 9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
- 9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
- 9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
- 9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)
 - How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
 - What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)
- 9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)

General Outcome 9.2: *Issues for Canadians: Economic Systems in Canada and the United States*

- 9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
- 9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:
 - What are the indicators of quality of life? (PADM, ER)
 - What societal values underlie social programs in Canada and the United States?

■ SOCIAL STUDIES 10-1

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)

- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 4: Should I, as a citizen, respond to globalization?

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

**■ ENGLISH LANGUAGE
ARTS 7-12**

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences*
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- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others*

World Vision

My World, My View: Photography Collaboration Project

This workshop engages students in capturing images of their communities while developing cultural awareness and an understanding of community needs in developing countries.

Grade 7–12

■ **HEALTH AND LIFE
SKILLS, K-9**

■ **CAREER AND LIFE
MANAGEMENT,
HIGH SCHOOL**

General Outcome: *Life Learning Choices*

- L-9.7 analyze the potential impact of volunteerism on career opportunities

General Outcome 1: *Personal Choices*

P1. analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life

- describe the combination of factors that contribute to personal well-being
- examine the determinants of health and their effect on lifestyle choices
- demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles
- describe the importance of balance in life and the changing/dynamic nature of this balance

P4. develop approaches/tactics for creative problem solving and decision making

- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life discuss living and liking life's challenges

P9. demonstrate and apply effective communication, conflict resolution and team-building skills

- examine methods of communication, barriers to communication and strategies to enhance communication
- describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict

P13. investigate how science, technology and media affect wellness

- examine the benefits and limitations of these sources of developments and discoveries
- explain the media role and influence over personal emotional/spiritual expression, peer pressure and the use of alcohol and drugs
- apply current wellness issues in the community, province, country and world relative to developments in science and technology
- list ways to learn about new developments and be an informed consumer

P14. evaluate resources and support systems for each dimension of health and well-being for self and others

- explain ways to learn responsible consumer strategies and actions of responsible citizenship

General Outcome 2: Resource Choices

R1. identify personal resources, and explain how they could be of value to self and others

- describe the combination of resources— time, physical energy, emotional energy and sensitivity, current knowledge and information and the skills to increase these, skills and talents, access to technology, finances—and how these resources can be used to meet lifestyle demands and choices

R6. develop strategies to be informed consumers

- explain the power and importance of sustainable development
- describe the influences on personal consumer choices
- explain the rights and responsibilities of a consumer
- practise the skills for communicating consumer concerns
- demonstrate informed consumer actions regarding health issues, products and services
- analyze the impact of personal values, wants and needs on being an informed and responsible consumer

■ SOCIAL STUDIES 9

General Outcome: *Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.*

- 9.2.2 appreciate the relationship between consumerism and quality of life (C, CC)

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)

- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of global-

ization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)

- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: Should I, as a citizen, respond to globalization?

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ **SOCIAL STUDIES 10-4**

Related Issue 10-4.1: Should globalization shape identity?

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)

Related Issue 10-4.2: Should people in Canada respond to the consequences of historical globalization?

- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)
- 10-4.2c accept social responsibilities associated with global citizenship (C,

- GC)
- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)
 - 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
 - 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
 - 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

Related Issue 10-4.3: *Does globalization contribute to sustainable prosperity for all people?*

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)
- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)
- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)
- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 10-4.4: *How should I, as a citizen, respond to globalization?*

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)
- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)

■ SOCIAL STUDIES 20-1

- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)
- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote international-

ism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)

- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-4

Related Issue 20-4.3: *Should internationalism be pursued?*

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)
- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)

■ SOCIAL STUDIES 30-2

- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 7-9

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **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.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

■ ENGLISH LANGUAGE ARTS 10-12, KNOWLEDGE AND EMPLOYABILITY 10-4 to 30-4

- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
- **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.*
- **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
- **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.*
- **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

World Vision

Speak Your Peace: Spoken Word Activity

This activity involves one or more people performing a poem, using voice, gesture, rhythm and pacing to enhance its meaning. Spoken word can be a tool for advocacy, allowing people traditionally without a voice to be heard in a forum where words are the main currency.

Grade 7–12

■ SOCIAL STUDIES 10-1

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)
- 3.3 explore understandings of contemporary economic globalization (GC, ER)
- 3.4 examine the foundations of contemporary globalization (F. A. Hayek, Bretton Woods Conference, Milton Friedman) (TCC, PADM, ER)
- 3.5 analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies) (TCC, GC, ER, PADM)
- 3.6 analyze political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, privatization, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)
- 3.8 evaluate actions and policies associated with globalization that impact the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)

- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)
- 3.3 explore various understandings of contemporary economic globalization (GC, ER)
- 3.4 identify foundations of contemporary globalization (Bretton Woods Conference) (TCC, PADM, ER)
- 3.5 identify factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, media and transportation technologies, transnational corporations) (TCC, GC, ER, PADM)
- 3.6 examine the political and economic challenges and opportunities of globalization (trade liberalization, foreign investment, economic growth, outsourcing, knowledge economy) (ER, PADM, GC)
- 3.7 explore multiple perspectives on relationships among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, GC, ER)
- 3.8 analyze the impact of actions and policies associated with globalization on the environment (land and resource use, resource development agreements, environmental legislation) (LPP, ER, GC)
- 3.9 examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)

- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-4

Related Issue 10-4.1: Should globalization shape identity?

- 10-4.1a acknowledge and appreciate the existence of alternative viewpoints in a globalizing world (GC, CC)
- 10-4.1e explore various understandings of globalization (ER, CC, PADM)

Related Issue 10-4.2: Should people in Canada respond to the consequences of historical globalization?

- 10-4.2b exhibit a global consciousness with respect to the human condition (C, GC)
- 10-4.2c accept social responsibilities associated with global citizenship (C, GC)
- 10-4.2d recognize and appreciate the validity of histories that are presented in a variety of ways; e.g., oral histories, artwork and illustrations (CC, TCC)
- 10-4.2g identify the foundations of historical globalization; e.g., rise of capitalism, industrialization, imperialism, Eurocentrism (ER, PADM, TCC)
- 10-4.2k examine the legacies of historical globalization and imperialism that continue to influence globalization (GC, TCC)

Related Issue 10-4.3: Does globalization contribute to sustainable prosperity for all people?

- 10-4.3a recognize and appreciate alternative viewpoints in relationships among economics, politics, the environment and globalization (ER, GC, PADM)

- 10-4.3b recognize and appreciate the impacts of globalization on the interdependent relationships among the economy, people and the environment (ER, GC, PADM)
- 10-4.3c explore various understandings of contemporary economic globalization (ER, GC)
- 10-4.3d examine various factors that contributed to the expansion of globalization since the Second World War; e.g., international organizations, media and transportation technologies, transnational corporations (ER, GC, PADM, TCC)
- 10-4.3e examine the political and economic challenges and opportunities of globalization; e.g., free trade, foreign investment, economic growth, outsourcing (ER, GC, PADM)
- 10-4.3f examine multiple perspectives on relationships among people, the land and globalization; e.g., spirituality, stewardship, sustainability, resource development (ER, LPP, GC, CC)
- 10-4.3g examine the impacts of globalization actions and policies on the environment; e.g., land and resource use, resource development agreements, environmental legislation (ER, LPP, GC)
- 10-4.3h examine multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, CC)

Related Issue 10-4.4: *How should I, as a citizen, respond to globalization?*

- 10-4.4a recognize and appreciate the impact of globalization on the quality of life of individuals and communities (C, GC)
- 10-4.4b recognize and appreciate the importance of human rights in determining quality of life (C, GC)
- 10-4.4c accept the political, social and environmental responsibilities associated with global citizenship (C, ER, GC)
- 10-4.4d explore various understandings of quality of life (GC)
- 10-4.4e examine the impacts of globalization on children and youth; e.g., awareness of global issues, employment issues, identity (C, ER, GC, PADM)
- 10-4.4f examine the impacts of globalization on women; e.g., gender issues, labour issues (C, ER, GC, PADM)
- 10-4.4g examine relationships between globalization and the expansion of democracy and human rights (GC, PADM)
- 10-4.4h examine the ways in which globalization affects individuals and communities; e.g., migration, technology, agricultural issues, pandemics, resource and contemporary issues (GC, CC)
- 10-4.4i explore the means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization; e.g., proglobalization activism, antiglobalization activism, legislation, agreements, consumer activism, corporate responsibility (C, ER, GC, PADM)
- 10-4.4j identify strategies to demonstrate active and responsible citizenship in workplace, community and global contexts (C, ER, GC, PADM)

■ SOCIAL STUDIES 20-1

Related Issue 3: *To what extent should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C, PADM)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 analyze the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, TCC, PADM)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 analyze how internationalism can be promoted through foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-2

Related Issue 3: *Should internationalism be pursued?*

- 3.1 appreciate that nations and states engage in regional and global affairs for a variety of reasons (GC, C)
- 3.2 appreciate the impacts of nation and state involvement in regional and global affairs on individual and collective identities (GC, C)
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs (C, GC)
- 3.4 examine the motives of nation and state involvement or noninvolvement in international affairs (economic stability, self-determination, peace, security, humanitarianism) (GC, LPP, TCC)
- 3.5 explore understandings of internationalism (GC, PADM)
- 3.6 examine how internationalism can be promoted by foreign policy (multilateralism, supranationalism, peacekeeping, foreign aid, international law and agreements) (GC, PADM, ER)
- 3.7 analyze the extent to which selected organizations promote internationalism (United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie, Arctic Council) (GC, PADM, ER)
- 3.8 examine impacts of the pursuit of internationalism in addressing contemporary global issues (conflict, poverty, debt, disease, environment, human rights) (GC, PADM, ER)

■ SOCIAL STUDIES 20-4

Related Issue 20-4.3: *Should internationalism be pursued?*

- 20-4.3a express an interest in current events and world affairs (C, GC)
- 20-4.3b appreciate the relationships among human beings in an interdependent world (C, GC)
- 20-4.3c demonstrate understanding of a global consciousness of the human condition and world affairs (C, GC)
- 20-4.3d explore understandings of internationalism (GC, PADM)
- 20-4.3e explore the motives of nation- and state-involvement in international affairs; e.g., economic stability, self-determination, peace, security and humanitarianism (LPP, GC, PADM, TCC)
- 20-4.3f explore how internationalism can be promoted by foreign policy; e.g., peacekeeping, foreign aid (GC, PADM)
- 20-4.3g examine the extent to which organizations promote internationalism; e.g., United Nations, World Council of Indigenous Peoples, European Union, l'Organisation internationale de la Francophonie (C, LPP, GC)
- 20-4.3h examine how the pursuit of internationalism impacts attempts to address contemporary issues; e.g., conflict, poverty, environment, human rights (ER, GC, PADM)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore the relationship between personal and collective worldviews and ideology (C, I, GC)
- 4.5 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.8 evaluate the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)

■ SOCIAL STUDIES 10-1

- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.4 explore how ideologies shape individual and collective citizenship (C, PADM, GC)
- 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
- 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
- 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
- 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ ENGLISH LANGUAGE ARTS 7-9

- **General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- **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.
- **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.
- **General Outcome 4:** Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
- **General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

■ ENGLISH LANGUAGE ARTS 10-12, KNOWLEDGE AND EMPLOYABILITY 10-4 to 30-4

- **General Outcome 1:** Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- **General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
- **General Outcome 3:** Students will listen, speak, read, write, view and represent to manage ideas and information.
- **General Outcome 4:** Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.
- **General Outcome 5:** Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Taking Action on Global Issues

This section contains several activities and lessons designed to engage students in devising their own action plans, targeted at addressing global issues that they identify as being important to them. As the activities and lesson plans in this section are designed to provide flexibility for teachers to adapt to their own pedagogical needs, the relevant curricular objectives are grouped together for this section, followed by a complete list of the action-oriented activities and lessons.

Grade 7-12

■ SOCIAL STUDIES 9

General Outcome 9.1: *Issues for Canadians: Governance and Rights*

- 9.1.1 appreciate the impact of the Canadian Charter of Rights and Freedoms on rights and governance in Canada (C, I, PADM)
- 9.1.2 appreciate the various effects of government policies on citizenship and on Canadian society (C, I, PADM)
- 9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)
- 9.1.6 assess, critically, the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada by exploring and reflecting upon the following questions and issues:
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada? (PADM, I)
 - How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights? (PADM, C, I)
 - In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)? (PADM, I, C)
 - What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens? (PADM, C)
- 9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada by exploring and reflecting upon the following questions and issues:
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
 - In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada? (PADM, I)
 - In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings? (I, PADM)
 - To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec? (PADM, I, C)
 - To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada? (PADM, I, C)
 - How does the Indian Act recognize the status and identity of Aboriginal peoples? (PADM, I, C)

■ HEALTH 10-12

General Outcome 9.2: *Issues for Canadians: Economic Systems in Canada and the United States*

- 9.2.3 appreciate the impact of government decision making on quality of life (C, CC, PADM)
- 9.2.5 assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:
 - What are the indicators of quality of life? (PADM, ER)
 - What societal values underlie social programs in Canada and the United States?

General Outcome 1: *Personal Choices*

P4. Develop approaches/tactics for creative problem solving and decision making

- assess own well-being and own ability to cope with challenges and overcome obstacles
- analyze the ability to make a change or difference, for self and others
- explain the impact of continual change and growth in life

General Outcome 3: *Career and Life Choices*

C3. Examine the relationship among career planning, career decisions and lifestyles

- explain how decision making, goal setting and planning are ongoing, integrated actions
- demonstrate the use of a decision-making process as part of the career planning process
- explain why being resourceful is important to success

■ SOCIAL STUDIES 10-1

Related Issue 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: *To what extent does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment (GC, ER, PADM)

Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)
- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 analyze impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER, I)
- 4.6 analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)
- 4.7 evaluate relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 10-2

Related Issue 2: *To what extent should contemporary society respond to the legacies of historical globalization?*

- 2.2 exhibit a global consciousness with respect to the human condition (GC, C)
- 2.3 accept social responsibilities associated with global citizenship (C, GC)

Related Issue 3: *Does globalization contribute to sustainable prosperity for all people?*

- 3.1 recognize and appreciate multiple perspectives that exist with respect to the relationships among economics, politics, the environment and globalization (GC, ER, PADM)
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among the economy, people and the environment (GC, ER, PADM)

Related Issue 4: *Should I, as a citizen, respond to globalization?*

- 4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C)
- 4.2 recognize and appreciate the importance of human rights in determining quality of life (GC, C)

- 4.3 accept political, social and environmental responsibilities associated with global citizenship (C, GC, ER)
- 4.4 explore various understandings of quality of life (GC)
- 4.5 examine impacts of globalization on children and youth (awareness of global issues, employment issues, identity) (GC, C, PADM, ER)
- 4.6 examine impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER)
- 4.7 analyze relationships between globalization and democratization and human rights (GC, PADM)
- 4.8 examine how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses in Canada may have in addressing the opportunities and challenges presented by globalization (GC, C, PADM)
- 4.10 analyze means by which individuals, governments, organizations and businesses in Canada could address the opportunities and challenges of globalization (pro-globalization activism, anti-globalization activism, legislation, agreements, consumer activism, corporate responsibility) (GC, C, PADM, ER)
- 4.11 develop strategies to demonstrate active, responsible global citizenship (C, GC, PADM, ER)

■ SOCIAL STUDIES 30-1

Related Issue 4: *To what extent should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)
- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
- 4.6 analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy) (C, PADM, ER)
- 4.7 analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples) (C, PADM, GC)
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)

■ SOCIAL STUDIES 30-2

Related Issue 4: *Should my actions as a citizen be shaped by an ideology?*

- 4.1 appreciate the relationship between citizenship and leadership (C, I)
- 4.2 exhibit a global consciousness with respect to the human condition and world issues (C, GC)

■ ENGLISH LANGUAGE ARTS 7-12

- 4.3 accept responsibilities associated with individual and collective citizenship (C, GC)
 - 4.5 examine perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, protest, civil disobedience, political participation) (C, PADM, ER)
 - 4.6 examine perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, antiwar movements, pro-democracy movements, contemporary examples) (C, PADM, GC)
 - 4.7 analyze the extent to which ideology should shape responses to contemporary issues (I, C, GC)
 - 4.8 develop strategies to address local, national and global issues that demonstrate individual and collective leadership (C, GC)
 - 4.9 explore opportunities to demonstrate active and responsible citizenship through individual and collective action (C, GC)
-
- **General Outcome 1:** *Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.*
 - **General Outcome 2:** *Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.*
 - **General Outcome 3:** *Students will listen, speak, read, write, view and represent to manage ideas and information.*
 - **General Outcome 4:** *Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.*
 - **General Outcome 5:** *Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.*

TakingITGlobal

Guide to Action: Simple Steps Towards Change

This 24 page booklet focuses on devising an action plan.

TakingITGlobal

Educator's Guide to the Millennium Development Goals

This unit of 8 activity lesson plans focuses on developing understandings of the Millennium Development Goals (MDGs) and making an action plan related to the goals.

Canadian Crossroads International

Action Ideas

This pamphlet on action ideas allows students to learn more about poverty issues, as well as teaches them how to write a letter to address concerns about an issue.

Helping Youth Through Educational Scholarships (HYTES)

Educational Package

This package includes details for fundraising activities (Success Cards & Quilt Raffle Fundraiser) and a school presentation by HYTES.

Change for Children Association

Rural Roots Youth Action Project

A resource guide to support youth community engagement.

John Humphrey Centre for Peace and Human Rights

Ignite Change Now: Youth Action Toolkit

This resource includes a series of lesson plans for teachers designed to emulate the Global Youth Assembly by exploring ideas of global citizenship and current social issues. Students are encouraged to develop a concrete action plan.

Canadian Red Cross

Youth TAP (Training in Action Program)

This resource includes PDFs targeted at students developing skills for using the media, planning events, improving public speaking and leadership skills.

RESULTS Canada

Take Action

This resource includes useful tips for engaging your local politician, friends and family on issues surrounding poverty.

Optometry Giving Sight

This pamphlet details the organization's mission to provide optician services and training; case study testimonials.

**Canada World Youth
"Global Learner" pamphlet**

Pamphlet detailing Canada World Youth programs, aimed at increasing the ability of youth to participate actively in the development of just, harmonious, and sustainable societies.

Development and Peace**Film Suggestions**

This resource provides a list of film suggestions that could be used as stand-alone lessons or as support to other global citizenship studies.

SCERDO**Stand Up and Lead**

This workbook contains program outline and goals, workshops and speaker information, mentorship discussion guidelines, life-planning worksheets, and public education and outreach planning sheets.

Canadian Humanitarian**Fundraiser Toolkit**

This fundraising resource provides step-by-step guidance on how to fundraise at the grass roots level and host events across Canada. By hosting an event, you and your community not only raise funds for Canadian Humanitarian, but you also raise your community's sense of global awareness, and can be assured that your efforts are assisting children in developing countries.

John Humphrey Centre

Rights in the Sun

*Additional Information
Packages also included.*

- ***The Human Knot...*** Warm-up activity that encourages cooperation and teamwork
- ***The Taco Game...*** Great ice-breaking game that encourages positive group dynamics
- ***Look Up, Look Down...*** Energizing warm-up activity that encourages co-operation
- ***The Amoeba Race...*** Demonstrates the idea that people are different and can come together to use each person's individual strengths to achieve a goal
- ***Culture Game...*** Explore reactions when faced with behaviours and characteristics different from your own (culture cards, color coordinated stickers)
- ***Advantages and Disadvantages...*** Examine own attitudes and perceptions about differences between the way men and women are treated in society (paper, pens)
- ***4 Corners...*** Experience being treated unequally for arbitrary reasons
- ***Discriminatik...*** Experience what it feels like to be excluded from a group (blindfolds)
- ***Power and Privilege - Participant Race...*** Discover how and when you are part of dominant groups and what privileges this might give you
- ***Unequal Resources...*** Observe the influence of inequality and competition on cooperation and conflict (scissors, rulers, paper clips, glue, black markers, 8.5 x 11 coloured sheets, large envelopes)
- ***Children from Around the World...*** Explore similarities between the people of the world (15-20 photos)
- ***The Calendar Game...*** Teaches that the concepts of rights are universal and indivisible (12 photos, Universal Declaration of Human Rights, UN Convention of the Rights of the Child)
- ***Active Listening...*** Improve listening skills, to think about what makes "good" and "bad" listening and why some conflicts or misunderstandings arise
- ***Doctor Gagnon and Doctor Harper...*** Experience a conflict situation and find a creative way to solve it



John Humphrey Centre

*for Peace and Human Rights
pour la paix et les droits de la personne*

Mennonite Central Committee

Peace is a Choice



UNICEF

*Helping to make your
classroom a global
schoolhouse*



- ***How Do You See It?...*** Demonstrates different perceptions that people may have of the same object and how we must work to communicate and understand each other (model design)
- ***What Characterizes Human Beings?...*** Encourages participants to think about human qualities and how when these are compromised it is a violation of one's dignity (craft paper, scissors, pencils, pens, paste, crayons, coloured pencils, tape)
- ***Refugees...*** Develop an understanding of the difficulties experienced by refugees (paper, pencil, handout)
- ***Packing Your Suitcase...*** Develop an understanding of the difficulties experienced by refugees (scenarios)
- ***See past yourself... remember those around you and far away...*** Investigating the work of NGO's and development organization in addressing the Millennium Development Goals (DVDs- "In the Midst of Plenty" and "Fit for Children: Child Poverty in Waterloo region", story- "Farmer & the Angel")
- ***Build fairness...*** *Support those who are not heard...* Investigating the significance of women being considered "persons" in Canada and engaging in conversation on the issue of equal treatment of genders
- ***Where does it come from?...*** Linking local consumption to global impact (world map, push pins, string or wool, old small household items)
- ***Polluting rights...*** Making the link between global pollution & children's rights (Convention on the Right of the Child poster, case studies)
- ***Stepping Out...*** Raising awareness of inequities in society (role cards, question sheet)
- ***Walk around...*** Introductory activity about 'what global issues concern you?' (markers, scrap paper)

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 Kurdofoan 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.devp.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 fund-raise 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

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

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 Ghanaian-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

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 Str/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

