

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



**John Humphrey Centre**

*for Peace and Human Rights*

*pour la paix et les droits de la personne*



ACGC   
Alberta Council for Global Cooperation



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

The John Humphrey Centre for Peace and Human Rights, named in honour of the Canadian-born principal writer of the United Nations' *Universal Declaration of Human Rights*, was established in Edmonton, Alberta in June 2000 as an outgrowth of the Human Rights Education Foundation. The primary purpose of the Centre is to educate the public, particularly children and youth, on the Universal Declaration of Human Rights. The underlying belief is that many social problems such as poverty, conflict, bullying, racism, civil strife and other ills may be overcome through a commitment to human rights.

### ***Building World Peace: The Role of Religions and Human Rights, October 2006***

In October 2006, the John Humphrey Centre sponsored a conference entitled *Building World Peace: the Role of Religions and Human Rights*. The conference brought together representatives of various faith backgrounds, including Aboriginal, Buddhist, Christian, Hindu, Jewish and Muslim, to discuss various understandings of faith and spirituality, the origins of conflict and its potential resolution. Conference organizers argued that

“[t]he need for our Conference stems from recent international events that have harmfully impacted various communities. Some of the issues negatively affecting Canadian societies include increased fear of society-wide crime; fear of personal victimization; religious misunderstanding; racial, ethnic, and religious profiling; and outright hate-based crime and violence. Based on this negative social fall-out, it is evident that community and religious leaders ought to take steps towards promoting peace, harmony, and justice.”<sup>1</sup>

One of the objectives of the conference was to facilitate dialogue and understanding.

“From the perspective of religious and human rights leaders, our Conference aims to dismantle preconceived notions that hinder societal co-operation, to recognize the importance of educating our children, youth, and the general public against discriminatory practices, and to build social bridges that will enhance life for all.”<sup>2</sup>

Through keynote presentations, panel discussions, workshops and casual conversations, delegates were able to explore a range of questions about conflict, religion and human rights and to develop conclusions about how to bring about peace in the world. The conference concluded with a participant-generated statement *Now We Must Change*.

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<sup>1</sup> John Humphrey Centre, “Building World Peace: the role of Religions and Human Rights”, John Humphrey Centre, <http://www.buildingworldpeace.com/index.php>, (accessed Aug. 19/2007)

<sup>2</sup> Ibid.

The purpose of the *Building World Peace* resource is to assist teachers in meeting some of the outcome objectives from the Social Studies 10-1 Program of Studies by emulating the general intent of the October 2006 conference. Teachers may use this resource to guide students through the process of identifying issues related to the development of peace and human rights, explore background information related to the topic, and to develop decision-making skills enabling them to take action for change. In this way the resource follows the model outlined by the Alberta Education Program of Studies.

The **underlying assumption of this resource** is that global citizenship means working towards the achievement of peace and human rights and that the *Universal Declaration of Human Rights* represents a foundation for achieving peace in the world. This represents one perspective on global citizenship and teachers should ensure that alternative perspectives are also presented.

**Please note:** while religion, by its very nature, is a potentially contentious subject area, it need not be the focus of lessons relating to this conference. The emphasis should, instead, be on the nature of the issues discussed as well as on the potential for conferences such as this, in which people – experts and laypersons alike – get together to seek knowledge, understanding and action as well as to develop a sense of global citizenship in order to find solutions to both local and global problems.

This resource is best utilized as students approach the latter portions of the Grade 10 Social Studies curriculum. It could be used as part of an exploration of Related Issue 4: *To what extent should I, as a citizen, respond to globalization?*<sup>3</sup> In adhering to the pattern of the Program of Studies, students will **explore** issues and problems relating to world peace, **examine** and **analyze** case studies, and **evaluate** possible responses. In the process of working through this resource, students will develop a number of skills and meet several of the Knowledge and Understanding outcomes identified in the Social Studies 10-1 program.

This resource provides ten classroom lessons for teachers which may be used in part or in their entirety depending on time considerations or other classroom needs. Generally, the individual lessons are not dependent upon one another, and it is possible to work through the resource adding or subtracting as required. The resource is thus expandable or contractible in order to accommodate teacher needs.

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<sup>3</sup> Alberta Education, Social Studies Kindergarten to Grade 12; Social Studies 10-1: Perspectives on Globalization (Edmonton: Alberta Education, 2007), pp. 24-25

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**Objective:**

Students will identify and research three contemporary conflicts, either wars or civil conflicts. Students will examine the origins and nature of the conflicts in order to develop a better understanding of the prevalence of conflict in the globalized world, despite the assumption that, as nations become less independent and people become more interconnected (the global village concept), warfare (either internal or external) has not, in fact, become less common.

In addition, 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.

Ultimately, should the teacher wish to complete this mini-unit in its entirety, this information will provide the basis for the role-play debate that concludes the examination of human rights and world peace.

**Skills and Processes:**

- S.2.9** use current, reliable information sources from around the world
- S.7.3** draw pertinent conclusions based upon evidence derived from research
- S.7.7** develop, refine and apply questions to address an issue
- S.7.8** select and analyze relevant information when conducting research
- S.7.9** plan and perform complex searches using digital sources
- S.9.1** assess the authority, reliability and validity of electronically accessed information
- S.9.5** demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic

**Activity 1: Research current regional conflicts**

Working in pairs, students will conduct on-line or library research into three current conflicts in the world that involve the violation of human rights. They should choose three from different regions of the world that have been in the news recently. A teacher-provided list of conflicts from which to choose might help ensure a wide breadth of regions and types of conflict (civil and international). An excellent starting point for both teacher and student research is <http://www.globalsecurity.org/military/world/war/index.html>. Research may take one or two one-hour class periods depending on the amount of detail desired.

Ask students to first develop five questions for each conflict that will lead them to a solid understanding of the conflict: *What information do we need to have in order to understand and meaningfully discuss the conflict?* They will need to be able to explain how these questions will help them understand the nature of the conflict and how it relates to the violation of human rights as they understand them. Suggest to them that it is important to go beyond simple factual data.

### **Activity 2: Create a chart to reflect information gathered**

Once they have built their bank of questions, they should apply them to their research through the creation and use of a retrieval chart. After their information has been gathered, students should discuss the conflicts that they researched and present a completed retrieval chart for one of the conflicts.

#### **Website evaluation:**

Students should be reminded that not all websites are equally valuable sources of information. Before the actual retrieval of on-line information begins, students should apply some critical questions to their sources.

- 1.** *Is this an “official” website, or an individual's own page?*
- 2.** *Is the information on the site referenced for original sources?*
- 3.** *Does the site appear to be biased in any way? Why do you believe so?*
- 4.** *Has the site been updated recently?*
- 5.** *Is there advertising on the site which may influence the tone or content?*
- 6.** *Is there enough information to give you a solid understanding?*

Based on the students' answers to the questions above, ask students to identify which sites are most valuable.

What follows is a sample retrieval chart that students may come up with:

???	Where is the conflict and how long has it been going on?
???	What events from the past have contributed to the current situation?
???	Who is involved? What groups are represented or engaged in the fighting?
???	What is the conflict all about? Why is there violence? Why are human rights being violated?
???	In what way is this conflict an issue of human rights? Which of the 30 Articles from the <i>Universal Declaration</i> are being assailed here?
???	How might a global community based on the <i>Universal Declaration</i> prevent this conflict?

## LESSON 4: *Watching a Video Presentation*

13

### ***DVD Presentation by Romeo Dallaire***

#### ***Objective:***

Students will watch a presentation by a respected former Canadian military leader well versed in issues regarding conflict, human rights and the United Nations. Students will watch carefully and respectfully, and gather facts and ideas that will inform their decisions and conclusions regarding conflict.

#### ***Skills and Processes:***

- S.1.9** identify main ideas underlying a position or issue
- S.7.2** develop conclusions based upon evidence gathered through research of a wide variety of sources
- S.9.2** analyze the validity of various points of view in media messages

#### ***Activity: Watch a presentation***

Students watch the speech and slide presentation that Senator Romeo Dallaire made at the Building World Peace conference. Students may answer a series of questions which follow the narrative of the presentation and which are intended to help them summarize the main points of the speech and think about the information presented. See Handout 3.

#### ***Note to teachers:***

Canadian Senator and former military commander Romeo Dallaire presents an explanation and analysis of war and peacekeeping based on his experiences in Rwanda and other fields of conflict. In his speech, Dallaire offers some frank critique of UN, Canadian and other nations' actions in places of conflict and he asks some challenging questions for the audience to grapple with.

This speech runs approximately 70 minutes and includes a number of PowerPoint slides that have been integrated into this video. The presentation was made before an adult audience and may be challenging for some grade ten students. Therefore, it may be useful to break up the running of the video into sections played on different days or to skip parts of Mr. Dallaire's speech depending on the objectives of the lesson or unit plan. It should be noted that some of the content of the speech is of a grave nature – references to “Rape Sites” in war-torn villages and a couple of graphic photos of death and human destruction. However, Mr. Dallaire does provide insightful analysis of the changing nature of conflict and warfare and makes a compelling call for action on the part of Canada and other middle powers which students will be able to understand and appreciate.

Handout 1 (Keys to successfully watching a speech or documentary video) may be used to give students some strategies and some reminders about how to watch a presentation by an individual speaker.



Handout 2 (Questions to accompany Romeo Dallaire's speech) may be used to assist students in following the narrative and main ideas developed in the speech.

\* Handouts can be found near the end of this resource.

## Bio

### Biography of LGen, The Honourable Romeo Dallaire (Ret'd), Senator

Lieutenant General the Honourable Romeo Dallaire, (Ret'd), Senator had a distinguished career with the Canadian military achieving the rank of Lieutenant General and becoming Assistant Deputy Minister (Human Resources) in the Department of National Defence in 1998. In 1994, General Dallaire commanded the United Nations Assistance Mission for Rwanda (UNAMIR). His book on his experiences in Rwanda, entitled *Shake Hands with the Devil: The Failure of Humanity in Rwanda*, was awarded the Governor General's Literary Award for Non-Fiction in 2004.

Since his retirement with the military, Senator Dallaire has worked hard to bring awareness of post-traumatic stress to the general public. He has also worked as a visiting lecturer to various American and Canadian universities and is also a Fellow of the Carr Center for Human Rights Policy, Kennedy School of Government at Harvard University pursuing research on conflict resolution and the use of child soldiers.

LGen. Dallaire (Ret'd) was appointed to the Senate effective March 24, 2005. He is also a member of the Senate Standing Committee on Human Rights.

As a champion of human rights, his activities included:

- public speaking on issues relating to human rights and genocide prevention;
- visiting Darfur as a member of Prime Minister Martin's Special Advisory Team on Darfur;
- advocacy for the Canadian Forces mission to Afghanistan;
- membership in the United Nations Secretary General's Advisory Committee on Genocide Prevention;
- leadership in a project to develop a conceptual base for the elimination of the use of child soldiers; and
- leadership in activities aimed at the non-proliferation of nuclear weapons.

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Source: "LGen the Honourable Romeo A. Dallaire, (Ret'd), Senator Homepage" Accessed April 09, 2008.  
<http://sen.parl.gc.ca/SenWeb/welcome/?lang=en&sen=47>

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## LESSON 5: *Responding to a Speech or Presentation*

15

### **Objective:**

Students will reflect and deliberate upon some of the important issues that emerge from Dallaire's presentation.

### **Skills and Processes:**

- S.4.3 generate and apply new ideas and strategies to contribute to decision making and problem solving
- S.5.5 respect the needs and perspectives of others
- S.5.6 collaborate in groups to solve problems

### **Activity 1: *Examine a specific case from the conflict in Rwanda***

After watching the video of Romeo Dallaire's presentation, hand out the *Case Study: Children as instruments of war*. This is a brief recounting of a particular incident which Dallaire describes in his presentation. Ask students to share impressions about the ethical dilemma faced by combat troops in this situation. Working in groups of two or three, students should brainstorm possible responses to the situation that should be focused on saving as many lives as possible. Impress upon the students that for soldiers in the village this was likely a “no-win” situation. The purpose of this exercise is to generate ideas and explore possibilities; a wide range of ideas could be accepted here.

### **Note to teachers:**

This case study is an especially disturbing account of the terror, tragedy and madness of war. Discretion should be used if this account is to be presented in the classroom.

### **Activity 2: *Consider questions and issues emerging from incidents of conflict***

Distribute copies of Handout 4 and have students work in groups of three or four to answer the questions. Invite students to think about their priorities in the decision making process. What should be the most important objective of peace keeping action? What would be the second most important?

**Objective:**

Students will examine a number of recommendations that came from the Building World Peace conference and judge how they might work to achieve these outcomes. Students will brainstorm and discuss potential challenges and obstacles to achieving the recommendations and develop strategies for overcoming those challenges.

**Skills and Processes:**

- S.1.9** analyze current affairs from a variety of perspectives
- S.4.1** demonstrate leadership in groups to achieve consensus, solve problems, formulate opinions, and take action, if appropriate, on important issues
- S.4.3** generate and apply new ideas and strategies to contribute to decision making and problem solving
- S.5.2** participate in persuading, compromising and negotiating to resolve conflicts and differences
- S.5.5** respect the needs and perspectives of others
- S.5.6** collaborate in groups to solve problems

**Activity: Assessing recommendations and planning for action**

Provide students with a number of recommendations for actions to achieving world peace. Recommendation 1 is included below in the form of a retrieval chart. Other recommendations are listed in Appendix 2. Working individually at first, then in pairs, and finally in groups of four, students should respond to the following questions regarding each of the recommendations for achieving world peace.






**Recommendation 1:**

***“Faith communities come together to form and fund a multifaith organization in Canada.”***

This group, representing all faiths and wisdom traditions, would work together to share ideas, improve understanding of each others' beliefs, and promote peace.

**Questions:**

(A sample chart is provided to assist students in organizing their ideas.)

	<p><b>To what extent would this recommendation be effective in achieving world peace?</b></p> <p>(Is the recommendation realistic, purposeful, easily understood, likely to be supported by citizens?)</p> <p><i>Ineffective</i>    1 2 3 4 5 6 7 8 9    <i>Highly effective</i></p>
	<p><b>To what extent would it be possible to achieve this recommendation?</b></p> <p><i>Difficult</i>    1 2 3 4 5 6 7 8 9    <i>Relatively easy</i></p>
	<p><b>What obstacles or challenges exist in trying to implement this recommendation?</b></p>
	<p><b>How might these obstacles be overcome?</b></p>
	<p><b>What might individual students or small groups do to begin to achieve this recommendation?</b></p>

After working individually, then in pairs, students in groups of four should discuss their responses to the questions, then collectively record their answers on large poster paper for all classmates to see and discuss. To what extent is there agreement and disagreement? How might the degree of agreement affect the potential to take action or to implement the recommendation?

**Objective:**

Students will develop positions on a conflict somewhere in the world in preparation for participating in a role play debate.

**Skills and Processes:**

- S.1.1** evaluate ideas and information from multiple sources
- S.1.6** synthesize information from contemporary and historical issues to develop an informed position
- S.1.7** evaluate the logic of assumptions underlying a position
- S.1.9** analyze current affairs from a variety of perspectives
- S.5.2** participate in persuading, compromising and negotiating to resolve conflicts and differences
- S.6.2** acknowledge the importance of multiple perspectives in a variety of situations
- S.7.6** integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry

**Activity**

Discuss the nature of the conflicts that students have researched and presented in earlier lessons. As a class, determine which of the conflicts is most pressing and requires the most immediate attention. This will be the subject of a role-play debate.

Create a debate topic based on the following possible template:



*Be it resolved that the United Nations Security Council should act to enforce the adoption of the United Nations Declaration on Human Rights by the government of \_\_\_\_\_ in order to successfully resolve the conflict in that nation.*

As a class, determine who the stakeholders in this debate are (clearly, those students who had researched the conflict will lead the discussion) – for example, if the students are debating the conflict in Darfur, they might decide that the important stakeholders include:

- the Sudanese government
- the Sudanese military
- the Janjaweed militia
- rebel groups such as the Justice & Equality Movement (JEM) and the Sudanese Liberation Movement (SLM)
- the United Nations African Union Mission in Darfur (UNAMID)
- Arab civilians from the Baggara tribes of northern Sudan
- Black African civilians from the Zaghawa, Massaleit and Fur tribes of the Darfur region
- The Canadian mission to the United Nations
- The American mission to the United Nations

It should be made clear to students that the debate involves both local issues (the best way to solve the domestic problems plaguing the nation in question) and international issues (human rights/security vs. national security).

Brainstorm the base positions (pro/con) for each stakeholder group as a basis for research. On index cards, write numbers corresponding to the stakeholder groups and allow students to pull cards in order to randomly distribute the stakeholders among them. Depending upon the size of the class, there may be three or four groups that will debate the topic.

It is recommended that the teacher ensures that at least one member of the group that had done the original research on the debate case study be present in each of the debate groups. Their responsibility will be to help provide a basis of understanding about the conflict that will enable the rest of the group to adequately research their stakeholder positions.

Students should be given at least two class periods to research and develop a position statement for their stakeholder that will encapsulate his/her perspective on the issue/s (complete with both arguments and evidence) as well as to anticipate and counter opposition viewpoints.

Students will be asked to do the following in preparation for the debate:

- Research the background of the conflict, in particular the identity and stance of the role being played – which may be an individual and/or organization.
- Use that research to develop a position statement on one side of the resolution. It should include, where appropriate:
  - Background information on the individual's involvement in the conflict
  - Background information on the organization or group the individual is involved with (i.e. goals and methods used to obtain them)
  - A brief outline and explanation of the organization's stance on both the local and international issues (the position on one may need to be inferred from the position found on the other). These must be consistent with the background research.
  - Anticipated counter-arguments from those opposing the individual's perspective and a plan to deal with them.
- Prepare a two-minute introductory statement designed to outline the student's role and position to be given orally at the beginning of the debate.

Depending on the circumstances, the teacher might decide not to enter into the actual debate and use the finished position statements as assessment. If so, the debate resolution might act as an essay question and the position statements as finished essays.

World Vision  
*My World, My View: Photography  
Collaboration Project*

World Vision



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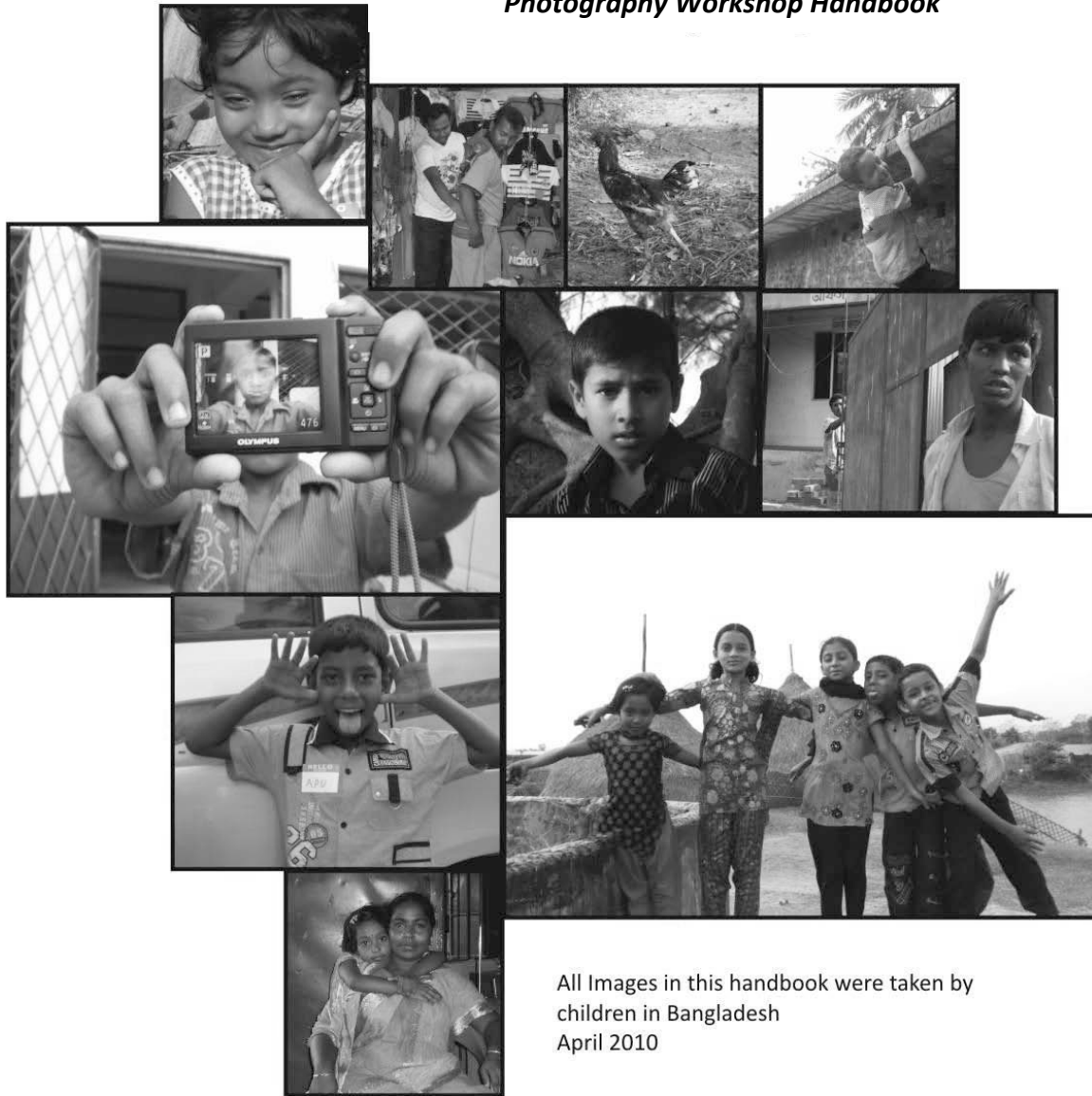




# My World, My View

## Photography Collaboration Project

Adapted from Lydia Keen's  
*Photography Workshop Handbook*



All Images in this handbook were taken by  
children in Bangladesh  
April 2010

Adapted for World Class by Hoa Truong-White

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

## Photography Workshop Background

In April of 2010, Lydia Keen created a photography workshop for World Vision Canada that puts cameras into the hands of children and lets them document their world through their eyes. During the four day workshop children photographed things they were proud of and things they wanted to change in their community. At the end of the workshop the images taken by the children were showcased in an exhibit to share with their community. The workshop has since been conducted with children in Bangladesh, Zambia, Ethiopia and Honduras.

*“Seeing life through the lens of a child is a powerful experience.” – Lydia Keen*

## Rationale for the My World, My View Photography Collaboration Project

*My World, My View* is adapted from Lydia Keen’s Photography Workshop for World Class schools. It is designed for grades 4 – 8, but can be adapted for older or younger students.

The purpose of *My World, My View* is for Canadian students to:

- Capture their communities through photos
- Compare their images to those taken by students in another Canadian community
- Compare their images to those taken by children in developing countries who’ve participated in Lydia Keen’s workshops
- Partner with another school on the World Class site to share their project experiences through online discussions and blogs, and collaborate to take action to change a problem in their local or global community

*My World, My View* will allow students to capture images of their communities while developing cultural awareness and an understanding of community needs in developing countries.

## Objectives

Students will:

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

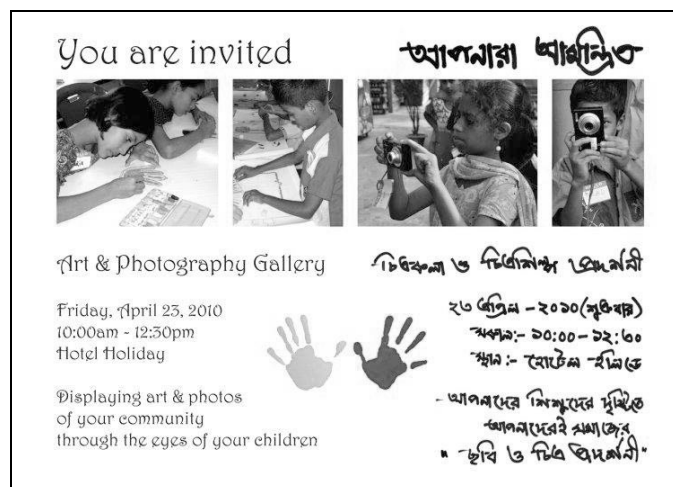
## Materials

1. Provide a camera for each student or group of students (students should capture images individually but may have to share a camera)
2. Provide memory cards (at least 1GB), batteries and extra batteries for each camera
3. Have battery chargers on hand
4. Computer or laptop
5. Projector (if possible)
6. USB cable to connect the camera to the computer
7. External hard drive or memory stick to store the students’ images
8. Video camera to document the workshop (optional)

9. Secure funds to pay for printing photos for the exhibit, or colour printer with lots of ink and paper to print exhibit. It is a lot of work to print the photos yourself. Find out how much time a local photo lab will need to turn around the exhibit prints, and make sure you factor this time into planning the date for the exhibit.
10. Paper and ink will be needed for printing invitations to the exhibit.
11. Collect materials to hang the exhibit: clothes pegs, string/twine, glue and multi coloured paper – useful for mounting pictures onto for the exhibit.
12. Plan ahead for how you will hang the exhibit and contact volunteers if needed.
13. Portfolios (photo albums that hold 15-20 photos), one per student
14. Paper, markers/pencil crayons for the students to design a portfolio cover

## Preparation

1. If your school does not have the required number of digital cameras for this project, consider having parent volunteers (who have digital cameras) work with small groups of students. Volunteers must be willing to let students use their cameras to take pictures.
2. Plan to have volunteers walk or drive around the community with students on **three** separate occasions. Alternatively, have students explore the community with their own parents and take the photos as part of a home assignment; you will need to provide cameras to those who do not have one at home. Another option is to plan one excursion in which each group of students will photograph a specified area of the community for all three phases of the project.
3. Make sure all the batteries are charged and memory cards are cleared. Number the memory cards so you know who took which photos. Have the children use the same camera and/or memory card throughout the project. If using parent volunteers, ask them to keep a record of who took which photos for each photography excursion.
4. Design a draft invitation to the exhibit (or invite students to submit a design); one that you can simply add photos, time, date and place when you print it for the children towards the end of the project.



Sample Invitation

5. Have labels ready with children's first names, age and gender to display with the photos.
6. Choose a date/time and place for the exhibit and book the location if needed.
7. Have a plan, including volunteers, for hanging the show.

8. Invite parents, other students, school staff, community leaders, etc. to the exhibit.
9. Arrange for refreshments for the exhibit – use parent volunteers or school PTA members.
10. Send home letters to parents explaining the project along with permission forms for you to show photos of students in the exhibit as well as on the World Class site. Here's a sample letter to parents:

<http://ourworldclass.tigweb.org/upload/photoprojectsampleparentpermissionform.doc>

### **Start a collaboration with another class on the World Class Website**

Post an announcement in the World Class Staff Room asking if another class (perhaps one at the same grade level) would like to collaborate with you on this project. You can create a new virtual classroom in your school, specifically for this project, if you don't want to invite other schools into your existing classroom. Invite your partner class into this new classroom so students from the other school can read and respond to your students' online discussions and blogs. Likewise, your partner class would invite your students into their collaboration classroom. Not sure how to create a new classroom in your World Class school or how to invite another school into your collaborating classroom? Go to the *World Class User Guide* (<http://ourworldclass.tigweb.org/upload/worldclassuserguide.pdf>).

### **Instructions**

The project consists of four stages: an introduction to photography lesson followed by the three stages of the World Class *Think, Act, Change* Program. For more details about the Think, Act, Change Program, go to the About Us page of the World Class website ([www.ourworldclass.ca](http://www.ourworldclass.ca)).

During the entire project try to capture photos and/or video of everything: the children taking photos, a group photo, the exhibit, etc... If you can have a volunteer dedicated to documenting the project that would be ideal.

#### **\*Tasks to do after each photography assignment:**

1. Download all images into individual folders on your computer for each student. Keeping students' photos separate will make it easier to identify them when printing for the exhibit. A helpful way to label them is: My World My View/Camera or memory card number/name of assignment.
2. Start another folder with the students' strongest images for the exhibit. Remember to keep it organized according to the memory card number or the student's name. Be sure to represent each student equally in the exhibit.
3. Backup the photos onto a memory stick or keep them on the memory card (just in case).
4. Charge camera batteries for the next assignment.
5. If you are doing a video/slideshow for the exhibit work on it after each photography assignment.

### **A. Introduction to Photography**

#### **Photography Basics**

1. Consider inviting a local photographer or someone with photography expertise to speak to students about the basic features of a camera, how to handle cameras with care and tips for taking quality photos. Have students draw sketches of the camera, labelling the parts they will need to use for their assignments.

2. Create with students a handbook or list of tips that students can refer to throughout the project, to remind them, for instance, that they must hold the camera steady, then press the shutter release button and wait for the camera to take the photo. The majority of blurry shots occur because children press the button and move the camera right away.
3. Review with students perspectives (see photography assignment 1) and compositional techniques: <http://ourworldclass.tigweb.org/upload/compositionaltechniques.pdf>.

### **Photography Assignment 1: Portraits**

1. Have students take 10-15 different photographs of one another. Let them know that no two images are to be the same – you need to demonstrate this to them. Ask the children to photograph one another using different perspectives, high/low angle, profile, extreme close up, close ups, ¾ length, full body, in action etc..... The idea is to get them thinking that there are several different ways to photograph the same subject, not just front and center. This activity also helps students become comfortable with using the camera. Photograph outdoors as often as possible – not using the flash will conserve battery life. This activity can easily be done in the school yard.
2. Take a whole class photo.
3. Photograph each child individually for the artists' photo for the exhibit.
4. Have students design a portfolio to showcase a few of their best photos from each of the photography assignments. Determine how many photos you can afford to print for each student. To save money, have students create their portfolios as PowerPoint Albums instead of printing them out.
5. Complete the *Tasks to do after each photography assignment*.

### **B. Think**

Begin this part of the project by engaging students in the GEAR activities about communities (Gr. K-3) or water (Gr. 4-8). Both units contain videos that explore the concept of communities and how communities meet their needs – a good place to start having students thinking critically about community issues. Download the entire GEAR Resource and the videos *Communities: Around the World, Around the Corner* and *Safe Water for All* at <http://ourworldclass.tigweb.org/resources/>.

### **Photography Assignment 2: People and Things We Value**

1. Before venturing into the community, brainstorm with students a list of people, places and things they value or appreciate in their community. Ask students to think about who/what makes their community a safe place to live and a good place to learn and play.
2. Before the excursion, find out if you need to obtain permission from community members to take their photo for the exhibit or the World Class site. It might be a good idea to photograph people students know (who don't mind having their photo taken) and explain to them what the photos are for. The following is a sample waiver form: <http://ourworldclass.tigweb.org/upload/photowaiver.jpg>.
3. During the excursion encourage students to explain why they are taking a particular photo.
4. After the excursion ask each student to post a blog about their first assignment in your collaboration classroom on World Class. Ask students to: upload their favourite photo into the blog, describe what is going on in the photo, and explain why they took the photo – why is it valuable to them? Invite students to respond to each other's blogs.
5. Show students the slideshows *People and Things We Value* with photos taken by children in Zambia, Ethiopia and Bangladesh. You can open the slideshows directly from the Staff Room

file *My World, My View Photo Gallery*. Post an online discussion in your World Class classroom asking students to respond to the images in the slideshows. Suggested questions for an online discussion: *What are some similarities and differences between what you value in your community and what children in Zambia, Ethiopia and Bangladesh value? Did any of the images from Bangladesh, Ethiopia or Zambia surprise you or were different from what you'd expected? Explain why.* Invite students to respond to each other's postings.

6. You may want to divide your students into groups (Bangladesh, Ethiopia and Zambia) and have each group respond to a slideshow from a different country.
7. Invite your collaboration partner class to respond to your students' blogs and discussions. Consider assigning "e-pals" so all students will get at least one response to their blog or discussion posting.
8. Complete the *Tasks to do after each photography assignment*.

### **Photography Assignment 3: What We Want to Change**

1. Repeat the same steps as in assignment 2, but have students photograph the things they would like to change in their community. Ask students to brainstorm what would make their community a safer and better place to live, learn, play and grow.
2. In step 4, ask students to post a blog, upload their favourite photo, describe the photo and explain what they would like to change about their community and how the change would make the community a better place to live. Again, ask students to respond to blogs posted by peers in the class and in your partner class.
3. In step 5, show students the *What We Want to Change* slideshows. In an online discussion, ask students to compare the similarities and differences between the images of Canadian communities and those of Bangladesh, Ethiopia and Zambia.

### **Assignment 4: What We Want to Show the World**

1. Repeat the same steps as in assignment 2, but have students photograph what they want to show the world about their community (perhaps a special building or place, what they like most about living in their community, what they are proud of, etc.).
2. In step 4, ask students to post a blog and upload their favourite photo from this assignment.
3. In step 5, Show students the *What We Want to Show the World* slideshows.

## **C. Act**

Once students have learned about different communities around the world, it's time for them to take action to change a problem in their own community or a community in a developing country. One way to take action is to host an exhibit to showcase students' work to parents, staff, other students and community members. The exhibit serves to both celebrate the diversity of communities around the world and promote awareness of problems that need to be changed.

### **Use the following guidelines to organize the exhibit:**

1. Allow at least 2 -3 days in between the last photography assignment and the exhibit to print and hang the show.
2. Decide whether you want students to be a part of setting up the exhibit or if you'd like to keep the final display a surprise for them.
3. Depending on your budget, decide how many photos can be printed for each student's portfolio. It is recommended that you print at least ten 4x6 photos for each student's

portfolio (one portrait and three photos from each of the other three assignments). Print a big copy of the class photo. Mount it on stock paper big enough to leave a border where students can sign their names. Print a 4x6 class photo for each student (optional). Have the images printed ASAP and double check that everything is printed correctly.

4. Depending on your budget, figure out how many 8x10 images can be printed for the exhibit. For the exhibit hang students' portraits beside their work.
5. Put together children's portfolios, ensuring the first image in the portfolio is of the child.
6. Plan some sort of refreshment or food if possible for the guests.
7. Will there be any dignitaries? Do you need special seating?
8. Speeches? Can someone speak about the workshop? Perhaps a World Vision volunteer from Canada can address the guests?
9. Video? Can there be a looping video documentary of the event?
10. Slideshow? Can the extra photos that did not get printed be projected on a wall, or looped through on a laptop?
11. At the exhibit give each child their portfolio.

Note: If you have a situation where the children's individual work can't be identified then simply have an exhibit of all the work mixed together and use the group shot to identify who the photographers are.

### **C. Change**

1. Ask students to write a short reflection about how the *My World, My View* learning experience has changed their views, attitudes and behaviours. Suggested discussion questions: What did you learn about other communities in Canada and around the world? What makes communities better places for all people? Who do you think should be responsible for meeting community needs? Explain why. What could you and your class do to help improve a problem for children living in a developing country?
2. Compile students' reflections into one blog and mark it as your "Change blog" to indicate that your class has completed the final stage of the Think, Act, Change Program.
3. Post your class' "Change blog" to your public school window in World Class. You can post any of your students' blogs and discussions to your school window throughout the entire project so other schools may read about what your students are doing. For security, no one can respond to those blogs or discussions posted to your school window unless they have been invited into your collaboration classroom.
4. Once you have posted your "Change blog", you will become a certified World Class school and a certificate of achievement will be mailed to you.

### **Extension Activity**

Engage students in developing a plan of action to improve a community problem for children in a developing country. Use the GEAR lessons in the unit *Looking to the Future* to help your students plan concrete actions to make a positive difference.

If your class decides to organize a fundraiser, for instance fill a stable with animals for a community in Bangladesh, you can contact one of World Vision Canada's Regional Reps to help your students organize an event: <http://ourworldclass.tigweb.org/about/>.

Below are collages of sample photos taken by children in Bangladesh in 2010.

## Day 1 Portraits

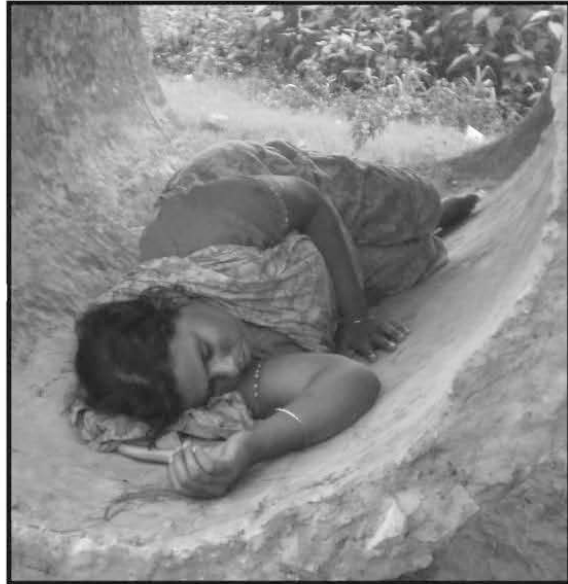




## Day 2 People and Things you Value



## Day 3 What you Want to Change



## Day 4 What You Want to Show the World



## Exhibit



All Images on this page taken by  
Lydia Keen

World Vision  
*Speak Your Peace:  
Spoken Word Activity*

World Vision



ACGC   
Alberta Council for Global Cooperation



# Speak Your Peace: Spoken Word Activity

Grades: 7 and up

## 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.

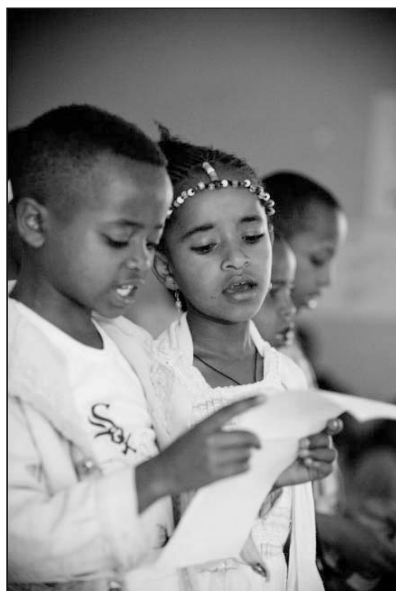
## Materials:

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

## Time:

- Two to three 60 minute lessons

*Spoken word* involves one or more people performing a poem, using voice, gesture, rhythm and pacing to enhance its meaning. In the late 1980's, Marc Kelly Smith, a Chicago poet and construction worker, introduced spoken word *poetry slams* 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. Spoken word poetry can be about any topic, but lends itself well to social justice issues such as *peace and conflict*. It can be a tool for advocacy, allowing people traditionally without a voice to be heard in a forum where words are the main currency.



Ethiopian children read AIDS poetry. World Vision, 2009.

## Your Assignment

Create a one or two minute spoken word poem about ending conflict and promoting peace (or some other social justice issue). Research topics of interest such as a war or conflict in a specific country or write about the concept of peace. Visit the **World Vision Canada** website at [www.worldvision.ca](http://www.worldvision.ca) for information on the effects of conflict on children. Perform your spoken word piece for your class or a broader audience to enjoy.

Refer to the tips below on how to write and perform spoken word poetry.

## Writing a Spoken Word Poem

1. Begin by researching a number of spoken word performances. Deconstruct the artists' use of language, pacing, rhythm, voice intonation, facial expression, and gesture. Memorize their work and imitate their style. Here are some suggestions:
  - a) **YouTube**
    - *A Single Rose* by 12 year-old Mustafa Ahmed;
    - *Sudanese Children* by Shannon Leigh;
    - *Never Let Me Down* by J. Ivy;
    - *Speak With Conviction* by Taylor Mali;
    - *What I Will* by Suheir Hammad.
  - b) **bum rush the page: a def poetry jam**. Medina, Tony and Louis Reyes Rivera, eds. Three Rivers Press. New York, 2001. (available at [chapters.ca](http://chapters.ca))
  - c) **SlamNation** (1998) DVD and Education Guide (available in censored version for classroom use at <http://www.slamnation.com/sales.html>)
  - d) **Attend a local poetry slam**. They exist in almost every major city. Check out the Calgary International Spoken Word Festival 2009, Toronto Poetry Slam and Canadian Festival of Spoken Word
2. *Write without editing*. Write fast or slow, but don't pre-judge your ideas. Write from your own honest observations, experiences and thoughts. The point is to get something down on paper to edit and polish later. You don't even have to write your thoughts in order; random lines or verses can be organized for coherence at the editing stage.

3. *Rewrite.* Few people write a masterpiece in one sitting, so edit and re-edit your work. Play with the flow and beat of the lines, use lots of concrete images (nouns and adjectives) and active verbs, and choose precise words or phrases to make your meaning clear. Try to make the poem about one specific thing. Set it aside for a day or two and go back to it with fresh eyes.
4. *Read your poem out loud.* After all, it is “spoken” word! Know how the words feel in your mouth and sound in your ears. Commit them to memory. You’ll be performing at some point, so be critical of the poem’s strong and weak elements. Record your voice and listen to it in order to make changes or improvements.
5. *Read to a trusted friend or partner.* Once you are satisfied your poem is the best it can be, share it with someone whose opinion you trust. Ask for honest feedback on improving both the poem and your performance. Be receptive to suggestions, but remember it is your decision whether or not to make any changes.
4. *Audience awareness.* Be aware of your audience and speak to them. You are confiding your thoughts and asking them to relate. Think about Shakespeare’s use of asides and soliloquies to draw the audience into a character’s confidence.
5. *Technical elements.* This includes keeping to time limits, microphone use, and use of stage (blocking).

## Organizing a Poetry Slam or Concert

A poetry slam is an event where artists battle it out at the microphone and may be judged by the audience on their performances. Although some slams incorporate a competitive angle, the real point of the slam is to experience the poets and their words. Check out [How to Plan a Spoken Word Contest](#) or Marc Kelly Smith’s [Stage a Poetry Slam: Creating Performance Poetry Events](#) for more ideas.

## Performing a Spoken Word Poem

(see *Spoken Word Performance Rubric* on p. 3)

1. *Voice.* This is your most important and powerful performance tool and all you need to carry the poem off well. Work on pitch (high or low sound tone), intonation (the melody established by varying patterns of pitch), and pace (the speed of speech, which sets mood and tone). In pure spoken word performance, costumes, props and instruments are not allowed. While this may seem intimidating (or even boring), think of performers you admire whose voices mesmerize the audience.
2. *Body language, gesture and facial expression.* Use your body to convey the nuances of the poem. Enhance the words with facial expression, [hand gestures](#) and movement, exuding confidence through your placement on stage and use of voice and/or microphone.
3. *Memorization.* Reading from a paper is allowed...so is memorizing! Memorization allows you to make eye contact with the audience, pay attention to your delivery, and appear confident on stage.



# Spoken Word Performance Rubric

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Voice</b>	<ul style="list-style-type: none"> <li>• Excellent use of voice qualities such as pitch, intonation and pacing</li> <li>• Voice projection is clear and audible</li> <li>• Fluent and coherent delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of pitch, intonation and pacing</li> <li>• Voice projection is mostly clear and audible</li> </ul>	<ul style="list-style-type: none"> <li>• Some use of pitch, intonation and pacing</li> <li>• Voice projection is sometimes clear and audible</li> </ul>	<ul style="list-style-type: none"> <li>• Little use of voice qualities to enhance performance</li> <li>• Voice is too quiet to be heard throughout performance space</li> <li>• Low level of clarity</li> </ul>
<b>Body Language</b>	<ul style="list-style-type: none"> <li>• Excellent use of facial expression, gesture and body language to enhance poem</li> <li>• Body language adds meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of facial expression, gesture and body language to enhance poem</li> </ul>	<ul style="list-style-type: none"> <li>• Some use of facial expression, gesture and body language to enhance poem</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal use of body language to enhance poem</li> <li>• Meaning of poem depends on script alone</li> </ul>
<b>Audience Awareness</b>	<ul style="list-style-type: none"> <li>• Makes strong eye contact with audience</li> <li>• Consistently involves the audience throughout</li> <li>• Audience is highly and visibly engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of eye contact</li> <li>• Involves audience for most of the performance</li> <li>• Audience is engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Some eye contact made</li> <li>• Involves audience in some parts of performance</li> <li>• Audience is sometimes engaged</li> </ul>	<ul style="list-style-type: none"> <li>• No attempt to make eye contact with audience</li> <li>• Does not involve audience</li> <li>• Audience is not engaged</li> </ul>
<b>Memorization</b>	<ul style="list-style-type: none"> <li>• Fully memorized without reliance on script</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly memorized</li> <li>• Some reliance on script</li> </ul>	<ul style="list-style-type: none"> <li>• Some parts memorized</li> <li>• Mostly relies on script</li> </ul>	<ul style="list-style-type: none"> <li>• Not memorized</li> <li>• Reads completely from script</li> </ul>
<b>Technical Aspects</b>	<ul style="list-style-type: none"> <li>• Strong and conscious use of stage blocking</li> <li>• Performs within time limit or 10 second grace period</li> <li>• Very comfortable with microphone and uses it for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of stage blocking for effect</li> <li>• Within 20 seconds over time limit</li> <li>• Uses microphone appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional use of stage blocking for effect</li> <li>• Within 30 seconds over time limit</li> <li>• Some proper use of microphone</li> </ul>	<ul style="list-style-type: none"> <li>• Stage blocking is weak (e.g. turns back to audience while speaking)</li> <li>• Exceeds both time and overtime limits</li> <li>• Improper or ineffective use of microphone</li> </ul>