

CAUSE

*From Hearts to Hands:  
Let's CHANGE our World*



ACGC   
Alberta Council for Global Cooperation





## **Unit Plan Overview: From Heart to Hands: Let's CHANGE Our World!**

Number of Lessons: 4

Time: approx 45 minutes/lesson

Description: Coins are always jingling in pockets, and there are always lots around! Why not use the pennies, nickels, dimes and quarters to CHANGE our world? Students can pick from a variety of causes and create a campaign/event that will bring the student (and community) population together in an effort to **CHANGE Our World!**

Although the unit has a basic structure, flexibility will be maintained to allow for inclusion of student talent and interest. Emphasis is on student initiative and ingenuity; the teacher is to act as a facilitator and guide.

Alberta Curricular Connections:

*Language Arts* 3.4 : Use appropriate visual, print and/or media effectively to inform and engage the audience.

4.1: Enhance artistry by experimenting with figurative language and illustrations to create visual images, provide emphasis or express emotion.

5.2: Contributing in group situations, by asking questions and building on the ideas of others, assisting in setting and achieving group goals by inviting others to speak, suggesting alternatives...and listening to a variety of points of view.

: Evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement.

*Social Studies Strands*

*a) Power, Authority and Decision Making*

- a critical examination of the distribution, exercise and implications of power and authority
- examine justice and laws, fairness and equity, conflict and cooperation
- promotes active and responsible citizenship

*b) Economics and Resources*

- explores multiple perspectives on the use, distribution and management of resources and wealth
- explores the effects that economics and resources have on quality of life around the world

*c) Global Connections*

- develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions
- better comprehension of sustainability and universal human rights

Objective(s):

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

#	Focus	Concepts/Skills to be Introduced
1	Exploring Poverty and the Millennium Development Goals	Looking at what is being done and what still needs to be done in order to CHANGE our world
2	Creating CHANGE: choosing a cause & making a plan	How to merge needs and passions and develop a project that will fit into both
3	Marketing: Getting the Word Out	Aspects of effective advertising (posters, press releases), creating marketing products.
4	Celebration; Self-evaluation; Giving CAUSE an Update!	Value of self-evaluation and letting CAUSE know the results!

### Resources and Materials

- Websites:
  - o [www.cause.ca](http://www.cause.ca)
  - o [www.worldonfire.ca](http://www.worldonfire.ca)
  - o <http://ca.youtube.com/watch?v=6Sb6RmRMbBY>
- Handouts
  - o Advertising Handout
  - o Advertising Rubric
  - o Sample Press Release
  - o Press Release Worksheet
  - o Self-Evaluation Sheet



## Lesson 1 of 4

# From Heart to Hands: Let's CHANGE Our World!

*Exploring Poverty and the Millennium Development Goals*

**Time:** 45 minutes

**Materials:** (optional) CAUSE staff person for workshop, website/projector

**Objectives:** Students will be exposed to different development projects.  
Students will explore the Millennium Development Goals (MDGs).

**Introduction:** (5-7 minutes)

1. Show the video World on Fire (<http://www.worldonfire.ca/>).

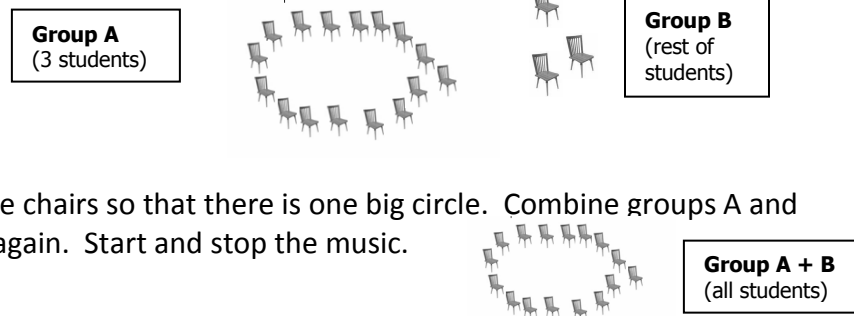
**Body:** (30-35 minutes)

- 1) Ask about what we can do to help people around the world. Look at CAUSE website, projects ([www.cause.ca](http://www.cause.ca)).
- 2) **\*\*You have the option of contacting CAUSE Canada ([info@cause.ca](mailto:info@cause.ca)) and having CAUSE come (free of charge!) and do an interactive poverty workshop with your students \*\*** Teach the Millennium Development Goals (<http://www.mdgmonitor.org/>). Talk about the different faces of poverty (health/sanitation, access to opportunity, environment, maternal health...)
- 3) Discuss: What does it mean to be a global citizen?

**Closure:** (5-7 minutes)

Play Imbalanced Musical Chairs

- Divide students into 2 groups: one group of 3 (Group A) and one group with the rest of the students (Group B).
- Arrange the classroom chairs into 2 sets of circles. Have ALL the chairs (except 3) moved into one circle, and have 3 chairs in another circle.
- Put Group A (the small group) with the large circle of chairs, and put Group B (the large group) with the 3 chairs.
- Explain the 'new' rules of musical chairs: students must stay with their groups and circle around the chairs while the music plays. When the music stops, they must find a spot (however, more than one person can sit on the same chair).
- Start and stop music.
- Take away a chair from Group B and give it to Group A. Continue playing. Keep taking chairs until B only has one chair left.



- Now, rearrange the chairs so that there is one big circle. Combine groups A and B. Play the game again. Start and stop the music.

**Discussion:** How did you feel in this game? Was it fair? Why/why not? There is enough food in the world for everyone to eat, but 800 million people go hungry every day. Why is this? What are we doing that with what we have?



## From Heart to Hands: Let's CHANGE Our World!

*Creating a CAUSE: What Kind of Project Do We Want?*

**Time:** 45 minutes

**Materials:** computer/projector for YouTube video, large & small copies of calendar

**Objectives:** Students will contribute ideas about project & list/priorities project items.

**Introduction:** (5-7 minutes)

- 1) Review what students learned about poverty.
- 2) Ask students for suggestions about the best way to eliminate poverty. Ideas might include: roads, water, health care, education, shelter, etc... Explain that there is no one answer, that different people view different things as being more important to eliminate poverty.
- 3) **Check out CAUSE's online gift catalogue (located under "WAYS TO GIVE" on our website, [www.cause.ca](http://www.cause.ca)) or request some hard copies for your classroom. With your students, choose a project that you would want to support.**

**Body:** (30-35 minutes)

- 1) Explain "CHANGE Your World" project.
- 2) With students, brainstorm methods of collecting coins in order to raise funds and awareness about the item(s) they have chosen (textbooks, etc...).
- 4) Have students start brainstorming what their project will look like by using the WHO, WHAT, WHEN, WHERE, WHY.
- 5) Students list the items 'to do' throughout the project (advertise, collect, etc...).
- 6) Prioritizing lists: what are the 'musts', the 'should dos', and the 'if we have time' items? Have student volunteer to come up to the board and color code.
- 7) Put up large calendar, hand out smaller copies. Together, plan when these details must be complete.

**Closure:** (3 minutes)

- Watch a video about how students CAN make a difference (example: <http://ca.youtube.com/watch?v=6Sb6RmRMbBY> –6.5 minutes)

**Evaluation:** brainstorming ideas, logic of thought



## From Heart to Hands: Let's CHANGE Our World!

### *Marketing: Getting the Word Out*

**Time:** 45 minutes + time to work on products

**Materials:** Press Release worksheet/Advertising worksheet, Sample Press Release  
Rubrics for marketing products/press releases

**Objectives:** Students will apply effective marketing techniques to advertising products.

#### **Introduction:** (5 minutes)

1. Ask students how they find out that something is happening? What are different ways to 'market'?

#### **Body:** (30-35 minutes)

- 1) Hand out Press Release sheet. Read a sample press release—have students highlight the answers to the 5Ws.
- 2) Hold up different colors of paper, ask students what kinds of things they think that those colors might evoke.
- 3) Hand out Advertising Sheet, go over other elements (shape, line, words, size, neatness).
- 4) Go over marking scheme/rubric for each product.
- 5) Students begin work on products.

#### **Closure:**

Ask students if they can think of any other ways to get the word out—what can they do during the day when they're interacting with other students?

#### **Evaluation:**

Student discussion

Grade on marketing product



## From Heart to Hands: Let's CHANGE Our World!

*Celebration & Reflection on a Job Well Done*

**Time:** 45 minutes

**Materials:** Self-evaluations, internet

**Objectives:** The student will evaluate the project and his/her participation in it.

**Introduction:** (5 minutes)

- 1) Ask students for feedback on event/fundraiser.

**Body:** (30-35 minutes)

- 1) Explain importance of reflection.
- 2) Hand out self-evaluation. Read over questions to class, explain each one.
- 3) Give students time to work.
- 4) *Debrief:* ask students what they thought THEY did well...also, what they thought they could WORK on...why?

**Closure:**

Have students go onto CAUSE website ([www.cause.ca](http://www.cause.ca)) and fill out the Contact Form (under "Contact Us") to let CAUSE know how the project went, what their thoughts were, etc...

**Evaluation:**

Self-evaluation





## Advertising & Marketing: How to Get the Word Out!

We may or may not realize it, but there are so many things about advertisements that catch (or don't catch!) our attention. Here are a few to keep in mind:

(a) Colors:

*Red:* attention, exciting

*Blue:* non-threatening, calm

*Yellow:* welcoming, friendly, happy

*Green:* fresh, relaxing

*Purple:* royal

*Black:* mysterious, gloomy, threatening

*Brown:* warm, comforting

*White:* innocence, healthy

(b) Shapes

*Rounded:* relaxing, inviting

*Angular/Straight:* powerful

*Jagged:* upsetting

(c) Lines

*Horizontal (—):* relaxing, peaceful

*Vertical ( | ):*  captures attention

(d) Words

*Imagery:* keeps interest

*Short sentences/phrases:* keeps attention

(e) Size of Words/Graphics

*Large:* draws the eye

*Small:* more easily ignored

(f) Organization/Neatness

*Evenly Spaced:* peaceful

*Crammed, Messy:* overwhelming



Name(s): \_\_\_\_\_



## Marketing Product/Press Release

	4	3	2	1	
<b>Content (5 W's: who, what, when, where and how)</b>	Product adequately addresses the 5 W's.	Product addresses 4 of the 5 W's.	Product addresses 3 of the 5 W's.	Product addresses less than 3 of the 5 W's.	
<b>Attractiveness and Creativity</b>	The product is exceptionally attractive in terms of design, layout, and neatness.	The product is attractive in terms of design, layout and neatness.	The product is acceptably attractive though it may be a bit messy.	The product is messy or poorly designed.	
<b>Word Choice and Usage</b>	The product contains word choices that make it exceptionally interesting to readers.	The product contains word choices that make it interesting to readers.	The product is marginally interesting to read.	The product shows no intent to interest a reader.	

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Comments:



Name(s): \_\_\_\_\_



## Marketing Product (Press Release)

	4	3	2	1	
<b>Content (5 W's: who, what, when, where and how)</b>	Release addresses the 5 W's.	Release addresses 4 of the 5 W's.	Release addresses 3 of the 5 W's.	Release addresses less than 3 of the 5 W's.	
<b>Spelling and Grammar</b>	Final product has no spelling or grammar errors.	Final product has no more than 2 spelling or grammar errors.	Final product has 3 or less spelling or grammar errors.	Final product has more than 3 spelling or grammar errors.	
<b>Word Choice and Usage</b>	The release contains facts, figures, and/or word choices that make it exceptionally interesting to readers.	The release contains facts, figures, and/or word choices that make it interesting to readers.	The release contains some facts or figures but is marginally interesting to read.	The release does not contain facts or figures that might make it interesting to read.	

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Comments:



## Writing a Press Release

*When a press release comes in, editors look for the following things:*

WHAT: Is it an event?

WHEN/WHERE: When and where does it happen?

WHY: Why would our readers want to hear about it?

WHO: Who does it impact?

In the newsroom, they are deluged with press releases every day—make sure yours stands out!

1. Ask yourself whether the readers will think that your release is interesting and newsworthy. Make sure you address those 5 W's listed above.
2. Write a good headline for your release, something a little catchy. Your headline won't be re-used by editors, (they write their own headlines), but it will catch the attention of the editor who's deciding whether your release is worth paying attention to.
3. Format: Keep it simple and sweet.  
Start at top with: *For Immediate Release*. Then put your headline.  
*Start* the first paragraph with the date of the release and the place (CALGARY, AB).  
*End* the release with the phone number and e-mail address of a contact person.
4. Structure: Start with the most important information and work your way down to fluffy details.
5. Send the release via fax or e-mail to your contacts.  
If you send via e-mail, put the release in body of your email, as attachments are often deleted due to virus fears.
6. Media is under no obligation to print news releases, but if they are interested, they will call you (and when they do, respond as soon as possible, as they are often under a deadline). If your releases are full of good content that is of interest to their readers, you will eventually see results.

[Date of Sending]

***for immediate release***

**Bringing CHANGE to Our World**  
**Young Canadians “Give a Dime” about Global Poverty**

In Sierra Leone, West Africa, not everyone has the privilege of sitting in a classroom.

The amount of money that North Americans spend annually on ice cream, however, could foot the 5.3 billion dollar bill that it would take to send all of these 77 million children to school.

Students from [school name] have joined with CAUSE Canada, an international development organization ([www.cause.ca](http://www.cause.ca)) in a **CHANGE Our World** campaign. They will be bringing in loose change—cleaning out wallets, piggy banks and purses of the jingling coins—in an effort to make a big difference in the lives of students in Sierra Leone. It will run from [dates] with the aim of raising [fundraising target] to go towards [items that school is fundraising towards]. **Our change could change their world.**

For more information, contact:



Name: \_\_\_\_\_



## Self Evaluation

5 = all the time  
4 = most of the time  
3 = some of the time  
2 = not very often  
1 = oops...

For each question, circle the number that corresponds to how you performed in the project. Give a reason for your assigned grade in the lines below each.

- 1) I arrived well-prepared and ready to learn and work. 5 4 3 2 1  
(brought supplies, arrived on time...)

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- 2) I demonstrated good listening when the teacher, guests, and classmates were speaking. 5 4 3 2 1  
(good eye contact, not talking to others)

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- 3) I was excited about the project and spread my enthusiasm to others. 5 4 3 2 1  
(telling others, etc...)

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**Total: /15**

One thing I could improve: \_\_\_\_\_

\_\_\_\_\_

One thing I did well: \_\_\_\_\_

\_\_\_\_\_