| Developing Self-Esteem | Living Respectfully |
| Respecting Diversity | Preventing Prejudice |

Unit 1 Global Issue Awareness

Contributor

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Unit Objective

Students will become familiar with the following CIDA themes: poverty (health and nutrition); basic education; HIV/AIDS; children's rights and protection; gender equality; and environmental sustainability. Through an independent learning forum, students will create a portfolio based on one global issue (CIDA theme or Millennium Development Goal), thereby increasing their awareness of and responsibility toward issues concerning the global audience. Using their portfolios, students will inform their peers about international issues and present their findings to a larger audience. The teacher's role is that of facilitator.

☺ Time

This unit may last up to 3 to 4 weeks – or longer depending on student interest. Each week students receive a 'Weekly Focus' for independent study. Teachers should take the time to familiarize themselves with the Canadian International Development Agency (CIDA) and the United Nations Millennium Declaration 2000 prior to introducing this unit. (see URL under *Supplementary Resources)*

Lesson 1: Issues … What Issues?

Objective Students will become familiar with the themes of the Canadian International Development Agency (CIDA) and the Millennium Development Goals (MDGs) outlined in the year 2000 through the United Nations Millennium Declaration. Students will strengthen competency in assessment for learning through personal reflective practices and rubric development.

☺ Time This introductory lesson will take 2 or 3 class periods.

✂ Materials
- Coloured felts
- Teacher Handout 1 "CIDA Issues" Jigsaw
- Student Handout 1: *Focus of the Week:* Global Issues Portfolio
- Chart paper

- Journal/log book (reflection)
- Computer/Internet access

Getting Started
Knowledge Now
- Small-group discussion (three per group *or* teacher decision). Each member of the group has a role to play: *A* picks up materials (coloured felts, chart paper); *B* records ideas on chart paper; *C* presents findings to whole class. Small group brainstorms factors that affect their quality of life; (for example, restaurants, movie theatres, cell phones, choice(s) and so on.
- Small group members choose (through consensus) the top five issues affecting their lives and share with rest of class. Teacher records on whiteboard.
- Affinity Charting (see Teaching Strategies*).* Small groups categorize issues and explain their thinking to the whole class.

Note: The purpose of this exercise is not to find a correct answer: rather, it is to get students to begin to see varying perspectives and to create a foundation for the larger learning experience that will encourage them to examine global inequities.

Engaging Interest
With a partner, students will examine the Millennium Development Goals by logging on to Get on Target with the Millennium Development Goals (see URL under Supplementary Resources). Allow enough time for students to tap into all eight. Students should be able to see the relationship among these goals.
Personal Reflection (Journal)
What was my initial reaction after becoming aware of the Millennium Development Goals? How do these issues compare to the factors that were identified earlier as affecting our quality of life?

Learning Activities
Jigsaw Activity: *CIDA Issues* (see Teacher Handout 1 attached).
- By participating in this activity, students will become familiar with six of the issues identified by CIDA as problematic: Poverty (health and nutrition); Basic Education; HIV/AIDS; Children's Rights and Protection; Gender Equality; Environmental Sustainability
- Students will use this learning strategy to become familiar with CIDA's global issues (see URL under Supplementary Resources*)* and the connection to the United Nations Millennium Development Goals. Tell students that this information is just the tip of the iceberg. Each student will be developing their knowledge and understanding of one of these themes through the development of a **Global Issue Portfolio**.

Activity–Focus of the week: Global Issue Portfolio—Looks like…
- Hand out the Focus of the Week to each student. Go through together.
Note: This activity may appear onerous, especially if students are not experienced in taking ownership and responsibility for their own learning. Creating an evaluation rubric may also take much time and effort. By going through this process, students begin to appreciate that learning is something *they do* as opposed to something that *is done to them*.
- What will our Global Issues Portfolio look like? Have a class discussion on working backwards from the end product to what must be done to arrive there. Assessment for learning developed by students.

- Brainstorm different ways of presenting portfolios (record on board); address multiple intelligences/learning styles: scrapbook, PowerPoint, graphic organizer. This aspect should be revisited as many times as required during this unit.
- What about content? What do we want to find out?
- What about organization? What are the different possibilities? Creativity? Other?

Note: The handout has some ideas listed. Add students' ideas and suggestions. Update and give back to students.

- Global Issue Portfolio Rubric—How will the portfolio be evaluated? Encourage student input. Once headings and descriptors have been identified, the teacher will finalize the document and make copies for students who can then refer back to it throughout the process.
- Tracking sources/resources—Students will reference all sources of information including websites, articles, books, newspapers and so on. (see below under the heading Supplementary Resources for APA Style URL).
- Log/Journal—students will record reflections of process, findings, wonderments and queries. This will become a metacognitive exercise where students think aloud on paper.

Activity
- Each student will begin this learning journey through questions. The first entry in their log/journal will be a deluge of questions concerning an issue and/or a Millennium Development goal. No attempt should be made to answer these questions—and each question should initiate many more. Emphasize process (not right or wrong).

Assessment/Analysis
Students will refer to their student-created rubric throughout their portfolio development thereby tracking their own progress and making changes where required.
Students will refer back to their questions (log book) a regularly to see whether they are discovering the answers through their learning journey.

Application
Students will use their rubric and personal reflections to guide them through this self-directed learning process.
Through dialogue with family members and close observation of current events, students will identify specific external factors that affect the quality of life of others–multiple perspectives.

Activities for Extension and/or Integration
- Students can use their newfound knowledge of self-assessment to track their success in other disciplines and courses.

Subject and Level Learner Outcomes for Subject and Level
Go to www.learning.gov.ab.ca/k_12/curriculum/bySubject/
Social Studies 10-1
Key Outcome: Students will understand, assess and respond to the complexities of globalization.
General outcomes
- Students will explore the impacts of globalization on their lives.

- Students will assess economic, environmental and other contemporary impacts of globalization.
- Students will assess their roles and responsibilities in a globalizing world.

Thinking Skills

S.1 develop skills of critical thinking and creative thinking:
- evaluate ideas and information from multiple sources
- determine relationships among multiple and varied sources of information
- evaluate personal assumptions and opinions to develop an expanded appreciation of a topic
- or an issue
- assemble seemingly unrelated information to support an idea or to explain an event
- analyze current affairs from a variety of perspectives

S.3 develop skills of geographic thinking:
- analyze the impact of physical and human geography on history
- make inferences and draw conclusions from maps and other geographical sources

S.4 demonstrate skills of decision making and problem solving:
- demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues
- develop inquiry strategies to make decisions and solve problems
- generate and apply new ideas and strategies to contribute to decision making and problem solving

S.5 demonstrate skills of cooperation, conflict resolution and consensus building:
- participate in persuading, compromising and negotiating to resolve conflicts and differences
- demonstrate leadership during discussions and group work
- respect the needs and perspectives of others
- collaborate in groups to solve problems

S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community:
- demonstrate leadership by engaging in actions that enhance personal and community well-being
- acknowledge the importance of multiple perspectives in a variety of situations

S.7 apply the research process:
- reflect on changes of perspective or opinion based on information gathered and research conducted
- develop, refine and apply questions to address an issue
- record relevant data for acknowledging sources of information, and cite sources correctly
- respect ownership and integrity of information

Values and Attitudes

4.1 recognize and appreciate the impact of globalization on the quality of life of individuals and communities

4.2 recognize and appreciate the importance of human rights in determining quality of life

Knowledge and Understanding

1.8 examine challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)

English Language Arts 10-1

General Outcome 1 Explore thoughts, ideas, feelings and experiences

1.1   Discover possibilities: Form tentative understandings, interpretations and positions

1.1.2   Experiment with language, image and structure

1.2   Extend awareness: Consider new perspectives

General Outcome 2 Comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively

2.1   Construct meaning from text and context

2.1.2   Understand and interpret content

2.1.3   Engage prior knowledge

2.1.4   Use reference strategies and reference technologies

General Outcome 3 Manage ideas and information

3.1.2   Plan inquiry or research, and identify information needs and sources

3.2   Follow a plan of inquiry

3.2.1   Select, record and organize information

3.2.2   Evaluate sources, and assess information

3.2.3   Form generalizations and conclusions

General Outcome 5 Respect, support and collaborate with others

5.2   Work within a group

5.2.1   Cooperate with others, and contribute to group processes

Safe and Caring Topics and Concepts

Living Respectfully

- Working cooperatively in groups
- Understanding peace, conflict and justice
- Examining ways that injustice affects people
- Examining external control by others versus intrinsic motivation
- Examining rights and responsibilities
- Helping others learn or attain a goal
- Respecting and appreciating others' ideas, insights, solutions and contributions
- Developing positive interdependence and relying on each other to complete tasks

Developing Self-Esteem

- Communicating thoughts and feelings
- Listening with empathy to understand the other person's point of view
- Taking responsibility for our actions

Respecting Diversity and Preventing Prejudice

- Exploring how standing in someone else's shoes helps avoid and/or resolve conflict
- Stereotypes limit our perception and understanding of other people
- Respecting human rights
- Recognizing and appreciating that individuals, families and cultures are unique
- Examining the meaning of respect for the dignity and rights of all persons

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to www.sacsc.ca **Click on** Resources, Strategies for strategy descriptions	• Jigsaw—teaching strategy re: MDGs • Brainstorming (small and large group)	• Log/Journal brainstorming questions	• Teacher-led rubric creation for Issues Portfolio

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
• Categorizing	• Teaching peers about CIDA issues (Jigsaw)	• Decision making through consensus	• Small-group discussion • Affinity Charting

Supplementary Resources

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• www.acdi-cida.gc.ca/index-e.htm Canadian International Development Agency
• http://owl.english.purdue.edu/handouts/research/r_apa.html APA Style for documenting resources
• www.worldbank.org/html/extdr/mdggame Get on Target with the Millennium Development Goals
• For a list of Canadian nongovernmental organizations. Please see Teacher Handout in Lesson 3

Teacher Handout 1

CIDA Issues Jigsaw

Step 1: Students are assigned groups (group work should always consist of new members, so students have the opportunity to strengthen their interpersonal skills). This group becomes the HOME group, each representing a different theme identified by CIDA as a global issue. For the purpose of this activity students will choose from the following: Unit 1 Poverty (health and nutrition); Unit 2 Basic Education; Unit 3 HIV/AIDS; Unit 4 Children's Rights and Protection; Unit 5 Gender Equality; Unit 6 Environmental Sustainability (water, sanitation, climate change). Total number of groups is six.

Step 2: Each student (numbered 1, 2, 3, 4, 5 or 6) in the HOME group chooses *one* of the six themes/issues listed in Step 1. Each student is responsible for learning and teaching a different CIDA theme to other members of their HOME group.

Step 3: Students familiarizes themselves with their EXPERT themes by going to the CIDA website (www.acdi-cida.gc.ca). Note: Computer access should be one-to-one. If this is not possible, then students should work with someone who has chosen the same theme. After students have familiarized themselves with the issue, students with the same theme get together in their EXPERT groups to ensure their understandings and to create a plan for teaching this theme to their HOME group members.

Step 4: After meeting and planning with the EXPERT group, students return to their HOME group and take turns teaching each other the material of their specific CIDA theme. All "expert" input is required to successfully complete the group project.

Student Handout
Focus of the Week

Global Issue Portfolio
Looks like…

Although there is no one right way of putting together your Global Issue Portfolio, specific areas (*what*) must be addressed. The flexibility comes through the *how—*student discretion.

Journal/Log Book
- Questions for inquiry
- Daily reflections, concerns, roadblocks, successes, wonderments and so on.
- At the end of each class, students will spend 5 to 10 minutes writing reflections on the process, the setbacks, the successes and next steps.

Format
- What will your Global Issues Portfolio look like?
- A class discussion on working backwards—from the end product to what must be done to arrive there.
- *Assessment for learning* developed by students –

Theme/Focus (CIDA Issue, MDG)
- What will be your portfolio focus? What is the issue?
- Why is this issue a global concern?

Geography
- Where in the world is this issue a priority? Include maps and visuals
- Region, country.

Nongovernmental Organizations (NGOs)
- Examine three Canadian nongovernmental organizations that are addressing this issue.
    - History
    - Contact information
    - Mission, vision, goals, principles
    - Projects—Who, What, Where, When, Why, How

Sources and Resources
- Keep a running record of all sources of information (articles, books, essays, Internet sites and so on.)
- Use APA format for recording http://owl.english.purdue.edu/handouts/research/r_apa.html

Evaluation
- Content
- Organization
- Creativity
- Other?

Possible Inclusions: News articles, narratives, poetry, essays, music