



Grade 10
Social Studies, English Language Arts

Developing
Self-Esteem

Living
Respectfully

Respecting
Diversity

Preventing
Prejudice

Unit Plan 1: Global Issue Awareness

Contributor

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Unit Plan Objective


Students will become familiar with the following Canadian International Development Agency (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 three to four 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 CIDA and the United Nations Millennium Declaration 2000 prior to introducing this unit, (see URL under *Supplementary Resources*).

Lesson 3: A Lived Experience

Objective Students will identify undeveloped countries and regions, thus increasing their awareness of the struggles and hardships experienced by a large percentage of our world's inhabitants. This knowledge and understanding will encourage students to take responsibility through action, thereby strengthening their commitment to be active citizens of the world.

 Time This lesson will take approximately three class periods.

Materials

- Large wall map of the world (preferably laminated)
- Coloured stick pins
- Computers/internet access
- Student handout Focus of the Week 2 (attached)
- Teacher handout Canadian NGOs

Getting Started

Knowledge Now

Large group discussion: How do the identified global concerns directly affect our lives? Students may refer to journal reflections and the collages they created from the last lesson. Is our lived experience in North America similar to or different from the lived experience of those living in other nations? Do we as Canadians take for granted our quality of life?

Learning Activities

- Handout: *Focus of the Week 2—A Lived Experience*
Give each student a copy (attached). Students will use the sites researched from Lesson 2 to identify undeveloped countries or regions where quality of life may be questionable with respect to the issues presented.
- For teacher reference, CIDA highlights the following developing countries: **Africa**—Benin, Burkina, Faso, Cameroon, Ethiopia, Ghana, Kenya, Malawi, Mali, Mozambique, Niger, Rwanda, Senegal, Tanzania, Zambia **Americas**—Bolivia, Guyana, Honduras, Nicaragua **Asia**: Bangladesh, Cambodia, Indonesia, Pakistan, Sri Lanka, Vietnam **Europe**—Ukraine
- To save time, a list of possible Canadian non-governmental organizations is attached (see teacher handout).

Assessment/Analysis

Reflective Journal

- Discuss how your lived experience differs from your findings.
- With reference to your global issue, consider the lived experience of youth in developing countries.

Completed Global Issue Portfolios

- Students hand in their completed portfolios to be evaluated according to the student created rubric (developed in lesson 1).

Application

Students discuss their understandings with parents (guardians). Are their perspectives similar? Why or why not?

Activities for Extension and/or Integration

- Students can interview new Canadians who immigrated to Canada from an identified country.
 - Interview questions could include those specific to quality of life. What were their experiences with the global issue(s) in question?
- Essay: do we as Canadians take for granted our quality of life?

Subject and Level Learner Outcomes for Subject and Level

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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).

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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	<ul style="list-style-type: none"> • Large group discussion 	<ul style="list-style-type: none"> • Researching developing nations/countries 	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Reflective journal – comparing quality of life 		<ul style="list-style-type: none"> • Examining the good fortune of location 	

Supplementary Resources

- www.acdi-cida.gc.ca/index-e.htm
- www.nationalgeographic.com/siteindex/maps.html

Focus of the Week

A Lived Experience

Theme/Issue: _____

1. Identify a country (or region) where your chosen issue/theme is a lived experience. Referring to CIDA's website may help you in this process.
2. Once identified, place a coloured stick pin onto the large world map to show the location of this country with respect to Canada. What conclusion(s) can be made?
3. Go to the Maps and Geography homepage of *National Geographic*.
www.nationalgeographic.com/siteindex/maps.html
 - MapMachine Online Atlas
 - Country Profiles – Explore the World
 - Printable outline mapPrint the map of this country and summarize the information.
4. Prepare a one-page document with a *minimum* of five (interesting) facts of your chosen country (eg, life expectancy at birth, ecological footprint, purchasing power parity, population density, etc). Is the country listed on the Canadian International Development Agency's list of developing countries?
5. Examine quality of life for the people in this country with respect to chosen issue. Access personal stories on the Internet or in the library.
6. Compare the North American experience with your chosen country experience.
7. Identify a minimum of two Canadian non-governmental organizations that specifically address your chosen issue.
8. Identify three (or more) literary pieces that address your issue/theme. Place these pieces into your Portfolio. Choose one and add it to the Class bulletin board – *From Micro to Macro*
 - Non-fiction (essay, article, other)
 - Fiction (poem, short story, song lyrics, other)
9. Reflective Journal: Discuss how your lived experience differs from your findings.
10. Update list of references/sources

Canadian Non-Governmental Organizations

- Ainembabazi Children's Project www.ainembabazi.org/index.html
- Amnesty International Canada www.amnesty.ca
- Canadian Catholic Organization for Development and Peace (CCODP) www.devp.org
- Canadian Centre for International Studies and Cooperation www.ceci.ca
- Canadian Coalition for the Rights of the Children www.rightsofchildren.ca
- Canadian Human Rights Foundation www.equitas.org
- Canadian Race Relations Foundation www.crr.ca
- CAUSE Canada www.cause.ca
- Change for Children Association (CFCA) www.changeforchildren.org
- CODE Canada www.codecan.org
- Foster Parents Plan www.fosterparentsplan.ca
- Ghost River Rediscovery www.ghostriverrediscovery.com/home.htm
- Human Rights Internet www.hri.ca
- International Education and Resource Network www.learn.org
- National Action Committee on the Status of Women www.nac-cca.ca
- Northern Alberta Alliance on Race Relations www.naarr.org
- Oxfam Canada www.oxfam.ca
- Rights and Democracy www.ichrdd.ca
- Save the Children Canada www.savethechildren.ca
- Sombrilla Refugee Support Society www.sombrilla.ca/index.html
- The John Humphrey Centre for Peace and Human Rights www.johnhumphreycentre.org
- United Nations Association in Canada www.unac.org
- UNICEF Canada www.unicef.ca
- Youth Canada Association www.youcan.ca/index.php