



Grade 10
Social Studies, English Language Arts

Developing
Self-Esteem

Living
Respectfully

Respecting
Diversity

Preventing
Prejudice

Unit 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 4: Preparing and Sharing

Objective Through consensus, students will help develop a comprehensive rubric that will allow them to manage the direction of a school-wide presentation and to identify gaps in their shared findings. Students will use the information collected in their portfolios, their queries in their reflective journals and their developing relationship skills to plan and organize a schoolwide presentation for the purpose of informing and sharing their new knowledge, skills and attitudes concerning global issues.

 **Time** This lesson will take approximately three to four class periods

 **Materials** Texts and websites are listed under Supplementary Resources. Materials may be different for each lesson. Some materials that will remain constant include:

- Journal/logbook
- Chart paper and felts
- Student handout Focus of the Week: In Preparation...
- Presentation rubric

Getting Started

Knowledge Now

Students are placed into groups according to the global issue chosen (poverty; basic education; HIV/AIDS; children's rights and protection; gender equality; environmental sustainability).

Note: Since the focus is on six themes/issues, there will be six groups with approximately four students per group, depending on the size of the class. Students will share their findings with group members. This small-group discussion should reveal the breadth of the issue when students compare their findings.

1. Identify individual roles: recorder (jots down ideas/thoughts of members); timekeeper (ensures that the group moves along); reporter (shares group's thoughts with whole class); chairperson (ensures that all voices are heard).
2. In their small groups, students take turns sharing the contents of their portfolios (approximately three minutes per person).
 - What (is the issue)?
 - Where (is issue/theme a lived experience)?
 - Who (is most affected)?
 - Why (is this happening)?
 - Canadian NGOs and the projects they are involved with to alleviate the global issue
 - Using chart paper and felts, group members identify similarities and differences. One method can be creating a mind map to reveal connections and disparities amongst group members.

Engaging Interest

Preparing for a school-wide comprehensive presentation to inform the larger school community of six global issues

Learning Activities

1. Teacher shares with students that they will be preparing for a school-wide presentation of their chosen global issue. The purpose is to not only *inform* a wider audience but also to *ignite interest* and (possibly) begin the process of social action.
2. Presentations must address the following elements:
 - Content (define issue; highlight developing country/region)
 - Communication (clarity; body language; facial expression; tone; eye contact)
 - Creativity (appealing to audience; variety of methods to present information)
 - Organization (fluency)

Student handout Focus of the Week: In Preparation...

Give a copy of this handout (attached) to each student. Students will work through this activity with group members. Encourage students to be creative with their ideas.

Assessment/Analysis

Reflective journal—self and group evaluation

How did each member of the group add value to the planning and organization of the presentation? What did I learn about working with others toward a common goal? What did I learn about myself as a contributing member?

Measurement/Evaluation:

A student-created rubric is developed. This is a lesson in itself, where students decide on the headings as well as the descriptors for the likert-scale form of measurement. Students understand and accept project expectations because they have taken ownership and responsibility for its creation.

Application

Students explore ways to become active global citizens.

Activities for Extension and/or Integration

A unit focusing on the activities of non-governmental organizations and their role in international development

Schoolwide action projects and involvement

Subject and Level Learner Outcomes for Subject and Level

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)

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General Outcome 1: Students will explore thoughts, ideas, feelings and experiences.

1.1.2 Experiment with language, image and structure.

1.2.1 Consider new perspectives.

General Outcome 2: Students will comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.1.3 Engage prior knowledge.

2.2.1 Relate form, structure and medium to purpose, audience and content.

2.3.1 Connect self, text, culture and milieu.

General Outcome 3: Students will manage ideas and information.

3.1.1 Focus on purpose and presentation form.

3.2.1 Select, record and organize information.

General Outcome 4: Students will create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

4.1.2 Consider and address form, structure and medium.

4.1.3 Develop content.

4.1.4 Use production, publication and presentation strategies and technologies consistent with context.

4.2 Improve thoughtfulness, effectiveness and correctness of communication.

General Outcome 5: Students will respect, support and collaborate with others.

5.1.3 Recognize accomplishments and events.

5.2 Work within a group.

5.2.1 Cooperate with others, and contribute to group processes.

5.2.2 Understand and evaluate 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

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> • Small group: sharing findings • Creating a presentation rubric 	<ul style="list-style-type: none"> • Problem-solving (organizing and planning a school wide presentation) 	<ul style="list-style-type: none"> • Teacher as facilitator

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Literature • Fine arts • Tableau • Music • Modelling • Reinforcement 	<ul style="list-style-type: none"> • Whole school presentation on global issues and Canadian NGO involvement • Cross-grade peer teaching 	<ul style="list-style-type: none"> • Reflective journal • Skill practice • Social Perception (specific audience) • Affect attunement 	<ul style="list-style-type: none"> • Brainstorming • Mind mapping

Supplementary Resources

In Preparation...

Theme/Issue: _____

1. Group Members (list)

2. Content

- How will we define the issue so the audience understands its significance? Will we include a variety of definitions including the definition provided by the Canadian International Development Agency?
- Canadian NGOs. Who are they? What are they doing?
- Countries in turmoil? What does this look like?
- What can we do?

2. Organization

- What is the best way to present our information?
- What is the role of each group member?
- Are the presentation and workload divided equally amongst group members?

3. Communication

- Tone, pace and clarity of voice
- Does our presentation reveal a passion and enthusiasm for getting the message across?

4. Creativity

- What is it that is unique to our presentation?
- How did we ensure that our mode of delivery was effective?
- Did we mix things up or did we stick to the stand-and-deliver method of presenting?

Possible Alternatives and/or Additions to Presentation

- Poster/mural/visual/collage
- PowerPoint
- Art/Symbolic objects
- Readers' theatre
- Tableau (as an introduction and/or wrap-up)

- Music (focus on meaning of lyrics; sounds from developing countries)
- Other