



# Sharing the Harvest



*Spread peace*



*Plant respect*



*Nurture belonging*



*Be a global citizen!*



*A Year-Round Activity Guide  
about Citizenship*

**For Grades 4–8**

**Social Science and Social Studies Teachers  
and Community Youth Leaders**

**Working with Young People Aged 9–14**

# Minister's Message



**S**haring the Harvest, the third and final activity guide on citizenship, is our effort, at Citizenship and Immigration, to give your students an opportunity to better understand their role in the world as global citizens. By taking part in the many fun and informative activities we suggest, the understanding of their role in the care and stewardship of our global garden will be expanded.

The values we share as Canadians—the values of respect, freedom, peace and belonging—help make us richer as a society and stronger as a nation. They also encourage us, as Canadians, to look beyond our own borders and ensure we share our bountiful harvest with others.

In the very first activity guide of this series, our shared values were the seeds that we, as a society, have planted in this garden we call Canada. In the second guide, we used a metaphor about the importance of nurturing the growth of these seeds so that they eventually grow into healthy plants that contribute to a vibrant and thriving environment. Now in this guide, we discuss how we are ready to begin gathering the crops, support growth, and plant for the future.

*Sharing the Harvest* provides you with the tools to help your students discover what it means to be a global citizen, and to focus on the interconnections we share. It will help them build awareness and understanding of global issues, and will help them see how each of us can make a difference.

I know you, as an educator, share my enthusiasm for teaching our next generation of leaders about active citizenship, our shared values, and our rights and responsibilities as Canadians. I feel confident that each of these three guides will help you to make these subjects a key part of their learning experience.

*Minister of Citizenship and Immigration*

# Table of Contents



**1 Notes for Users**

**5 Section 1: Gathering Crops**

- 6 Activity 1: Interconnections
- 11 Activity 2: Global Citizenship
- 15 Activity 3: The Global Village

**21 Section 2: Supporting Growth**

- 22 Activity 4: Global Rights
- 28 Activity 5: A Day in the Life of . . .

**33 Section 3: Sowing the Seeds of Tomorrow**

- 34 Activity 6: Issues, Rights and Actions
- 36 Activity 7: Imagining Futures
- 42 Activity 8: What about Me?

**46 Conclusion**

**47 Order Form**

**48 Feedback Form**

# Notes for Users



**T**his activity guide and the accompanying posters are products of the Promotion Division of the Integration Branch, Citizenship and Immigration Canada (CIC).

In 2000, CIC launched Canada's Citizenship Week during the third week of October. To celebrate that important week, we produced a series of activity guides on the theme of "belonging." In the three years that followed, more than 150,000 copies of the Belonging trilogy were delivered to schools and youth-serving organizations across the country. This series is still available on our Web site at [www.cic.gc.ca/english/citizen/celebrate.html](http://www.cic.gc.ca/english/citizen/celebrate.html).

*Sharing the Harvest* is the final resource in the latest trilogy on belonging and citizenship, entitled *Cultivate Your Commitment to Canada*. This series is designed for use in schools and community youth groups across Canada. The resources explore the nature of Canadian citizenship, the values that we share as Canadians and the responsibilities that are inherent in being an active participant in both Canadian society and the global community. Citizenship means much more than having a birth certificate, reciting an oath or learning the national anthem: it involves a commitment to ourselves, our neighbourhoods, our country and our world. It is an opportunity to share in the rights and benefits intrinsic to living in a peaceful, inclusive and democratic country, and to ensure that those rights are preserved for every citizen of the global village.

Each guide in *Cultivate Your Commitment to Canada* aims to empower youths with the concepts, understanding and skills they need to be responsible, caring and active citizens. The resources encourage them to:

- respect the rights and opinions of others;
- embrace diversity and reject intolerance, exclusion and discrimination;
- promote a culture of peace in thoughts, words and actions and reject violence as a means of resolving conflict;
- take care of each other with compassion and empathy;
- protect and care for the earth and its resources;
- actively participate in their community, their country and the world; and
- understand and respect the rights and responsibilities of citizenship.

## SHARING THE HARVEST – GLOBAL CITIZENSHIP

This guide explores what it means to belong to the Canadian garden in the context of the larger global environment. Our shared commitment to peace, respect, justice and stewardship for the earth means that it is not enough for us to collect the bounties of our own harvest—it is also our responsibility to share our crops, contribute to the sustainability of the global garden and ensure that the bounty that we enjoy does not come at the expense of others. These are the fundamental beliefs that form the seeds of strong and active global citizens.

The activities provide opportunities for students to understand that the future of our global garden is not yet decided and that the choices we make today will directly affect the health, strength and biodiversity of the garden for generations to come.

The resource is divided into three sections.

**Gathering Crops** focuses on the interconnections we share, what it means to be a global citizen and the development of global perspectives.

**Supporting Growth** examines the rights we share as global citizens and how the actions of individuals, organizations, businesses and governments can affect the rights and lives of others around the world.

**Sowing the Seeds of Tomorrow** builds awareness and understanding of global issues and ways that each of us can make a difference. It encourages youths to imagine the range of futures possible for our world, the actions connected to each possibility and what they personally can do to help create the future they envision.

## WHO USES THIS GUIDE?

This guide is a tool to help teachers and community leaders empower Canadians between the ages of 9 and 14. Although the guide often refers to students and teachers, it is intended for use by any organization working with people in this age group that wishes to address the rights and responsibilities of citizenship and to promote the shared values of peace, belonging, respect and environmental stewardship.

## HOW TO USE THIS GUIDE

**Estimating Class Time** The term “activity” has been used instead of “lesson” to describe each set of student experiences that develops understanding of particular concepts. It does not imply that this set of activities could be completed within one class or group session. The number of minutes considered to make up one class period varies with individual school timetables, and community organizations function within a variety of settings and time constraints. In addition, experience in cooperative learning, language levels and group dynamics can all affect the amount of time needed to complete these activities. The teacher or youth leader is the best judge of these factors.

**Adapting to the Needs of Students** Some activities are more appropriate for the upper or lower end of the intended age range, but most activities can be adapted to any age group, depending on the need. The communicative methodology can be particularly useful in helping English-as-a-second-language (ESL) students develop language skills in the classroom. These activities can also be easily adapted to adult education classes.

**Curriculum Connections** Many of the topics developed in these activities relate directly to the themes and strands explored in grades 4 to 8 social science and social studies curriculums across Canada.

*Note: Although the guide is launched during Canada's Citizenship Week (October 17–23, 2005), it is designed for use throughout the year. Please check the Seasonal Almanac on the inside front cover for additional opportunities to connect the themes of this resource to national and international days of related significance.*

## GROWING TIPS

This guide is based on a student-centred, cooperative and activity-based approach to learning that emphasizes the important connection between *how* we teach and *what* we teach. This means that the *process* of learning is as significant as the intended content of learning. From this perspective, all learning is reinforced through the very nature of the classroom environment and the methods used to structure teaching and learning experiences. In this particular resource, this means that the pedagogy and the environment need to support the principles of global citizenship.

Global citizenship is more than just understanding that we are all citizens of the world—it is a way of thinking, feeling and living. It is about understanding the complex web of interconnections that ties each of us to one another, and to the earth itself. It means we also see our connections to future generations and recognize our responsibilities to the rest of the world's inhabitants and to those who come after us. Global citizenship is the conviction that we have an inherent responsibility to tackle injustice and inequality, and it requires both the desire to do so and the belief that we can make a difference.

A global citizen is someone who:

- is aware of the wider world and has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- respects and values diversity and the perspectives of others;
- understands and is actively committed to social justice and equity;
- understands and is actively committed to environmental stewardship and sustainability;
- is aware of his or her role as a global citizen and takes responsibility for his or her actions;
- fosters the belief that each of us can make a difference; and
- is willing to act locally, nationally and globally for what he or she believes in.

A foundation for global citizenship is developing world-mindedness, which requires knowledge and understanding of world issues, geography and history as well as concepts such as globalization and interdependence. If students lack awareness of the circumstances and conditions that threaten global peace, equity, sustainability and social justice, they will not be able to fulfil their desire or meet their responsibility to take action toward a positive future.

For knowledge to lead to action, youths first need to develop an ability to empathize with others, a respect for the strength and value of diversity and an appreciation for alternative perspectives. Developing these capacities and values will naturally lead to a willingness to form a commitment to social justice and equity, as well as a sincere concern for the environment and a dedication to sustainable development.



To be empowered to act, students need to have a strong sense of self, positive self-esteem and a belief that they can make a difference. In addition, they require skills. Youths need to develop the ability to think critically, argue effectively, plan strategically and act wisely in order to challenge the injustice they identify and build the future in which they wish to live. To act successfully, they also need to be able to cooperate and resolve conflicts without violence.

In supporting the development of active global citizens, it is particularly important that the learning environment empower students to truly feel their actions will make a difference. Activities that promote the development of a sense of personal power enable students to take action and act with integrity. Democratic classrooms enhance student empowerment because learners know that their ideas and voices count and that they have rights in the learning environment. If children are to truly learn what it means to be active citizens in a global, democratic society, then democratic principles must become part of the working fabric of everyday classroom life.

Overall, the principles upon which this guide's activities are founded help students construct and reinforce a democratic, humane and equitable classroom culture where cooperation, empathy, fairness, respect and peacefulness are practised through an inclusive and participatory learning process.

Although we strongly recommend the use of group work as fundamental to achieving the objectives of the material in this guide, many of these activities and the stimulus materials provided can be altered for use by pairs or individual students.

*Note: Look for the "Growing Tips" boxes throughout the guide to help with the teaching methods suggested in this resource.*

## REPRODUCTION OF GUIDE FOR EDUCATIONAL PURPOSES

Any part of this guide may be reproduced for educational purposes. The guide may also be downloaded at [www.cic.gc.ca/english/citizen/celebrate.html](http://www.cic.gc.ca/english/citizen/celebrate.html).

## WANT MORE COPIES?

The 2005 Activity Kit includes a colourful poster, the activity guide and a sample copy of the *My Commitment to Our Global Community* activity chart. See the order form on page 47 for more copies of these free materials. Allow three weeks for delivery. Order early, as quantities are limited.

## FEEDBACK

We need to hear from you about this activity guide. By taking a minute to give us your comments, you will be helping us improve the next guide. Here's what to do.

1. Complete the feedback form on page 48 of this guide.
2. Submit your feedback in one of two ways:  
Fax: (416) 466-3104  
On-line: [www.cic.gc.ca/english/citizen/celebrate.html](http://www.cic.gc.ca/english/citizen/celebrate.html)



# Gathering Crops

## Section 1



**T**he garden in the global village is a living example of the interconnectedness of all life. This section of the resource provides students with opportunities to discover the global connections that exist for each of us living in Canada. By exploring what it means to belong to the Canadian garden within the context of the larger global environment, students develop a definition of global citizenship that grows from understanding the rights and responsibilities inherent in Canadian citizenship. Activities encourage a broadening perspective of world demographics, conditions and resource inequities and encourage reflection on our personal responsibility to ensure every plant in the village garden has the sun, water and nutrients needed to thrive. Through this exploration, students have the opportunity to recognize the bounty of the Canadian harvest and gather the seeds of awareness necessary to grow as active global citizens.

In the following activities, students will:

- develop an awareness of the multiple ways in which our lives as Canadians are connected to the rest of the world;
- develop a definition of global citizenship;
- examine the relationship between Canadian citizenship and global citizenship;
- understand how our shared values as Canadians are linked to our responsibilities as global citizens;
- recognize that our experience as Canadians is both different from and similar to that of people in other parts of the world;
- build initial awareness of global perspectives and alternative world views; and
- begin to develop an understanding of world issues and systems.



## ACTIVITY 1 INTERCONNECTIONS

Although the corners of the garden vary in their climates, every plant in every location is a part of a larger ecosystem. In this activity, students examine the connections to the broader global environment that exist within their daily lives, through both the heritage and experience of their peers and the origins of everyday objects in their homes and classrooms.

### Overview

In Step 1, students take part in a “Find Someone Who” activity to discover the global connections that already exist within their classroom community through culture, travel, correspondence, immigration, language, etc. Step 2 uses an interactive story about a daily routine to introduce the concept of the additional global connections that are created through trade. Step 3 provides an opportunity for the hands-on investigation of the origin of products, where students take a closer look at concrete connections to the global environment in their classrooms, knapsacks and closets.

### Materials Needed

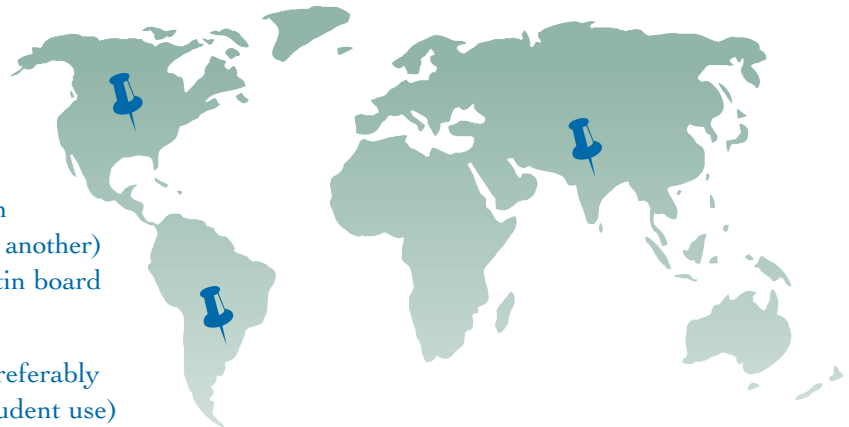
- One copy of **Where in the World?** (*Handout 1*) for each student
- One copy of **A Global Morning** (*Handout 2*), cut into sections
- A large world map (preferably the Peters Projection World Map, which presents countries in their true proportion to one another) mounted over a cork bulletin board
- 50 coloured pushpins
- Desk-sized world maps (preferably laminated for individual student use)

## STEP 1 WHERE IN THE WORLD?

1. Distribute one **Where in the World?** handout to each student. Give students 15 minutes to interview other classmates and find someone who has the connections to other countries that are listed in the boxes. Ask students to use another student’s name only once and to include as many countries as possible.

*Note: Make sure to participate in the activity yourself. It is important to develop interconnections with your students and set the tone for building a democratic classroom.*

2. Bring the class back together in front of a world map placed over a cork bulletin board. Ask for a volunteer to record a list of countries on the board and two volunteers to mark the countries on the map with pushpins.
3. Have students report the findings to the class while volunteers create a list of the countries mentioned and place tacks on the map to identify the locations. If a country is reported more than once, add a check mark for each additional response. Ask students if they personally have connections with countries not yet mentioned and add those to both the list and the map.  
*Note: Encourage all students to help volunteers locate countries listed, if needed.*



4. Invite comments on both the list and the activity. Debrief the class with the following guiding questions.

#### **Guiding Questions**

- ➔ Are you surprised by any of the responses or by the number of connections represented?
- ➔ Are there any statements that no one matched? Why do you think that is?
- ➔ Does our class have a lot of connections to a specific country or continent? Can you think of any reasons why or why not?
- ➔ Do you think our class list or map would look different if we lived in a bigger or a smaller city or in another province? (Give an example that is very different from your location and demographics.)
- ➔ Do you think we are influenced by these connections to other countries? How?

## **STEP 2 A GLOBAL MORNING**

1. Tell students that they are going to take part in an interactive story. Choose a student to act as narrator and provide him or her with the “I awoke this morning ...” script from **A Global Morning** (*Handout 2*). Cut up the strips of the handout and distribute them to individual students or pairs, depending on numbers.  
*Note: Reference is made to a toy gun in this handout to set the stage for a later activity, “Take a Second Look” (Section 5, Activity 6, Step 1). Far from supporting the sale or purchase of violent toys, the intention is to encourage students to rethink the innocuous nature of “play” guns by rethinking this very common toy within the context of child soldiers and youth violence.*

2. Explain to the class that, as the narrator reads the story, the students must listen carefully for the items listed on their strips of paper. When they hear the name of the item, they are to call out “GLOBAL CONNECTION!” and read the information on their slip of paper. When they are done, the narrator will continue.
3. After the story has been read, briefly discuss the activity and do a quick survey of the class to see how many students have or use the items mentioned.  
*Note: You may wish to record the responses on a flipchart as students will have an opportunity to examine the issues related to the production of these products in Section 5, Activity 6, Step 1.*

## **STEP 3 CLASSROOM CONNECTIONS**

1. Instruct pairs of students to make a two-column chart for recording data, with “Item” and “Country” as the column headings.
2. Ask students to examine the everyday items found in the classroom and to search for any marks of origin (e.g., on clothes, shoes, desk supplies, knapsack, lunch items, audiovisual equipment, books). Ask students to record the specific type of each item and the country in which it was made or grown.
3. Have two pairs join together in a group of four to compare their lists and create a new chart of items, grouped together by country of production. Instruct groups to locate these countries on their maps and to record their answers to the following questions.
  - Do you notice any patterns between the countries and the types of products made there? (For example, do some countries seem to specialize, whereas others make a variety of products?)

- List all the possible methods of movement or transportation that could have been involved in getting the item from the country of origin to the classroom.
  - Why do Canadians buy so many imported things? What are the benefits for us?
  - Do you think there are any problems with the number of things brought to Canada for us to use?
4. Discuss the students' responses as a class and debrief with the following guiding questions.

#### **Guiding Questions**

- ➔ Had you heard of all the countries that were mentioned? How difficult was it to find their location on your map?
- ➔ Are you surprised that so many everyday items originate in other countries?
- ➔ What are imports? (*Products made outside Canada and sold to consumers in Canada*)
- ➔ What would happen if we stopped importing things?
- ➔ What are exports? (*Products made inside Canada and sold to consumers in other nations*)  
Do we export things? What kind of things do you think we sell to other countries?  
*Canada's Top Six Exports (2005):*
  - *Machinery and equipment (for example, aircraft and agricultural equipment)*
  - *Automotive equipment (mainly cars and trucks)*
  - *Industrial goods and materials (such as metals and chemicals)*
  - *Energy products (largely crude oil and natural gas)*
  - *Forestry products (including lumber, wood chips and newsprint)*
  - *Agricultural and fishing products.*

Source: [www.statcan.ca/english/Pgdb/gblec04.htm](http://www.statcan.ca/english/Pgdb/gblec04.htm)

#### **Extension Opportunities**

- Plan a trip to a grocery store to look for the origin of a variety of foods. Follow up by asking students to plan a menu for a day using only food that was grown in Canada. What would they be eating most of the time? What would they miss the most?
- Tell students to look through all the sections of a daily newspaper for stories that link Canada to other countries. Have them cut out their stories and stick them onto the world map. As a class, discuss the many ways that we as Canadians are linked to the larger world (through sports, tourism, entertainment, food, politics, products, weather, pollution, etc.).

#### **GROWING TIPS**

### Why Use Maps?

**One of the best ways to lay the foundation for global citizenship is to help youths get a map of the world in their heads. Understanding world geography creates a foundation for discussing world issues and helps students to develop world-mindedness and global awareness.**

- **Keep a large, up-to-date map prominently displayed in your classroom and refer to it whenever you can.**
- **Have an atlas with a good index available in the class so that students can find places and learn more about them.**
- **Provide laminated world maps for students to use in different activities.**





# Handout 1

## Where in the World?

**A**

\_\_\_\_\_

has travelled to another country.

Country \_\_\_\_\_

**B**

\_\_\_\_\_

has written or e-mailed someone in another country.

Country \_\_\_\_\_

**C**

\_\_\_\_\_

has lived in another country.

Country \_\_\_\_\_

**D**

\_\_\_\_\_

has a relative living in another country.

Country \_\_\_\_\_

**E**

\_\_\_\_\_

has met someone from another country.

Country \_\_\_\_\_

**F**

\_\_\_\_\_

can say something in a different language.

Language \_\_\_\_\_

Country \_\_\_\_\_

**G**

\_\_\_\_\_

has a parent born in a country other than Canada.

Country \_\_\_\_\_

**H**

\_\_\_\_\_

likes music from another country.

Music \_\_\_\_\_

Country \_\_\_\_\_

**I**

\_\_\_\_\_

has a stamp from another country.

Country \_\_\_\_\_

**J**

\_\_\_\_\_

has read a book or seen a movie about another country.

Country \_\_\_\_\_

**K**

\_\_\_\_\_

likes eating or cooking food from another country.

Country \_\_\_\_\_

**L**

\_\_\_\_\_

can name a sports star, musician or actor from another country.

Famous person \_\_\_\_\_

Country \_\_\_\_\_

**M**

\_\_\_\_\_

has been given something that came from another country.

Item \_\_\_\_\_

Country \_\_\_\_\_

**N**

\_\_\_\_\_

lives in a home where more than one language is spoken.

Languages spoken \_\_\_\_\_

Country \_\_\_\_\_

**O**

\_\_\_\_\_

wants to travel to another country.

Country \_\_\_\_\_

**P**

\_\_\_\_\_

has a grandparent who was born in another country.

Country \_\_\_\_\_



# Handout 2

## A Global Morning

Read the following script slowly to the class. Be prepared for them to add information!

I awoke this morning at 7:30 when my **alarm clock** went off. I got out of bed, turned on the lights, walked into the bathroom, brushed my teeth, flushed the **toilet** and washed my hands. I went downstairs and made toast with **peanut butter** on it for breakfast. I decided to make some **hot chocolate**, too. Before I left the kitchen, I grabbed a **banana** and stuffed it in my knapsack. I went upstairs to shower and get dressed and I printed off an assignment from my **computer**. I turned on the lights in my closet. I couldn't decide what to wear so I grabbed a **T-shirt** and **pants**. I put my assignment in my backpack with my English **book**. My dad was waiting at the door to take me to school, but I couldn't find my **running shoes**. It looked like rain, so I searched through the closet for an **umbrella**. As I ran out the door, my little sister jumped out and aimed her **toy gun** at me. When I got outside, my dad wasn't looking very happy and the **car** was running. When he dropped me off at school, I was really embarrassed because he was playing his favourite **CD** really loud. I ran off to join my friends who were playing **soccer** in the field.

<ul style="list-style-type: none"> <li>The <b>alarm clock</b> was built in Japan. It was shipped from Brazil to Canada in a Greek-owned ship that was manufactured in Sweden, licensed in Liberia and staffed by a Portuguese crew.</li> </ul>	<ul style="list-style-type: none"> <li>The parts in the <b>car</b> come from at least 12 different countries. The cylinder head, carburetor and headlights were made in Italy. The starter, alternator and windshield washer pump were made in Japan, and the battery and mirrors were produced in Spain.</li> </ul>
<ul style="list-style-type: none"> <li>The <b>toilet</b> was made in the United States. The very first flush toilet was made in the 16th century for Queen Elizabeth in England.</li> </ul>	<ul style="list-style-type: none"> <li>The soles of the <b>running shoes</b> are made of rubber, which was first discovered by native Americans in Brazil. The shoes were made in Mexico.</li> </ul>
<ul style="list-style-type: none"> <li>The <b>T-shirt</b> started in the cotton plantations of El Salvador. The cotton was then shipped to the U.S. and made into fabric. The bolts of fabric were shipped to Haiti where they were made into clothing.</li> </ul>	<ul style="list-style-type: none"> <li>The cocoa in the <b>hot chocolate</b> was first discovered in the forests of South America. Cocoa is now grown on thousands of small farms in West Africa, South and Central America, and the Caribbean.</li> </ul>
<ul style="list-style-type: none"> <li>The peanuts in the <b>peanut butter</b> came from Senegal.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>banana</b> came from a huge plantation in Costa Rica.</li> </ul>
<ul style="list-style-type: none"> <li>The <b>CD</b> was produced in Thailand.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>toy gun</b> was made in the Philippines.</li> </ul>
<ul style="list-style-type: none"> <li>The <b>computer</b> was designed in the United States, and the parts came from China, Taiwan or Thailand. When the computer is thrown out, the parts may end up in China, India, Pakistan or the Philippines.</li> </ul>	<ul style="list-style-type: none"> <li>The soccer ball was made in China. <b>Soccer</b> is the most popular sport in the world and is played on every continent.</li> </ul>
	<ul style="list-style-type: none"> <li>The <b>umbrella</b> was invented in Southeast Asia and made in China.</li> </ul>



## ACTIVITY 2 GLOBAL CITIZENSHIP

What does it mean to be a part of the global garden, and how does our place in the larger garden relate to our roots in the Canadian landscape? In this activity, students develop a definition of global citizenship that grows out of an exploration of the rights, responsibilities, characteristics and values of Canadian citizenship.

### Overview

In Step 1, students sort the characteristics of citizenship and create Venn diagrams to explore the relationship between Canadian citizenship and global citizenship. In Step 2, students rank the characteristics of global citizenship to gain a greater understanding of the complexity and dimensions of the concept. In Step 3, students create a “Global Passport” to demonstrate their understanding and to serve as a learning portfolio for the activities in this resource.

*Note: For an excellent introduction to the concept of citizenship, please see Section 1, Activity 1 (page 6) in the first resource of this series, **Planting the Seeds**. ([www.cic.gc.ca/english/citizen/guide\\_2003\\_e/index.html](http://www.cic.gc.ca/english/citizen/guide_2003_e/index.html))*

### Materials Needed

- One set of **Citizenship** characteristics (*Handout 5*), cut into strips, for each pair of students
- Lots of plain newsprint paper and two or three coloured pencils or markers for each pair of students

## STEP 1 THE CONCEPT OF CITIZENSHIP

1. Ask students if they have heard the term “global citizen.” As a class, record as many related ideas as possible on the chalkboard. Create a working definition of global citizenship and post it on a piece of newsprint.
2. Have students choose a partner, and distribute a cut-up set of the **Citizenship** strips (*Handout 5*) and a sheet of newsprint to each pair of students. Draw the following diagrams (Figure 1) on the board.

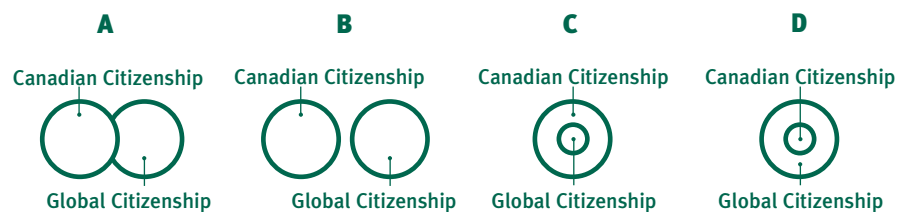


Figure 1

*Note: For a Growing Tip on Venn diagrams, please refer to Section 2, Activity 4 (page 18) of **Nurturing Growth**, the second resource in this series. ([www.cic.gc.ca/english/citizen/guide\\_2004\\_e/index.html](http://www.cic.gc.ca/english/citizen/guide_2004_e/index.html))*

3. Explain to students that a Venn diagram is a graphic organizer that can help us to explore ideas and understand relationships between things. Tell students that they will be asked to create a Venn diagram that best describes the relationship between Canadian citizenship and global citizenship. To do this, they will need to consider the characteristics of each citizenship strip and decide if they:
  - are part of being a Canadian citizen only;
  - are part of being a global citizen only; or
  - could be part of either Canadian or global citizenship.

4. After sorting the strips, students draw and label a large Venn diagram that they think best represents the relationship between Canadian and global citizenship, and place (not glue) their strips in the appropriate area of the diagram.
5. Have one student from each pair get up and walk around to see what other pairs did. The student who remains seated can explain his and his partner's reasoning to their classmates. After the walkabout, give students time to change their diagrams if they wish.
6. Ask students to again pair with their partners and write their answers to the following questions.
  - A person becomes a "Canadian" either by being born here or by applying to become a Canadian citizen. How do you become a global citizen?
  - What do you think of first when you think of yourself as a citizen? Are you Canadian first or a global citizen first? Can a person be both at the same time?
  - Are there connections between our values as Canadians and our values as global citizens? If so, what are they?
  - Can a country be a global citizen? If so, what kind of global citizen is Canada? (Give examples to support your answer.)
7. Have pairs discuss their answers with the class and debrief with the following questions.

#### **Guiding Questions**

- ➡ Which citizenship characteristics caused the most debate? Why?
- ➡ Did everyone decide on the same kind of diagram? Did anyone change their mind after talking with other pairs? Did the majority choose A, B, C or D?
- ➡ Is there one right answer? Why or why not?

## **STEP 2**

### **WHAT'S IMPORTANT?**

1. Join two pairs together to form groups of four. Tell each group to use one set of strips and to remove and set aside any strips (if any) that group members felt applied ONLY to Canadian citizenship.
2. Give each group a fresh sheet of newsprint. Ask them to assign numbers to themselves from one to four. Ask person 4 to draw a line across the newsprint and to label it as follows.

#### **Global Citizenship**

Least Important	Mid-Range	Most Important
-----------------	-----------	----------------

3. Students will work collaboratively to physically place each characteristic strip along the continuum, depending on how they rank its importance. They must come to a group consensus. Give students five to 10 minutes to rank the characteristics as you circulate to facilitate group discussion (clarify, extend thinking, refocus).
4. Calling randomly selected numbers (between one and four), ask students to share their group's ranking of the items. Examine similarities and differences in the ways that teams ranked the items.
5. Debrief the groups with these guiding questions.

#### **Guiding Questions**

- ➡ Which characteristics caused the most debate in your group? Why?
- ➡ What things do we seem to value most in a global citizen?
- ➡ Are the things we value the most related more to our right to do things or to our responsibility to act in a certain way?
- ➡ Do you think that voting is a right or a responsibility? Explain.



- Is there anything that you would add or change about our original definition of global citizenship, based on the qualities discussed today? (Create a new definition if necessary.)
- How easy or difficult was it to reach consensus? How did you make decisions? Did the majority rule? Did one person always take the lead? Did you negotiate?

*Note: For a thorough exploration of the principles of global citizenship, please see page 5 in the introductory portion of this guide.*

### STEP 3 THE GLOBAL PASSPORT

*Note: This passport can be used as a portfolio to collect the work completed by the students during the activities. It provides an ongoing method for students to record new learnings, add global connections and reflect as they engage in the activities throughout the resource.*

1. Ask students if they have a passport. What does a passport do? (*It allows us to travel and identify ourselves.*) What does a passport tell us? (*Our name, address, place of birth, date of birth, nationality, countries we've visited, etc.*)
2. Explain to students that each of them will be creating their own "global passport" which will provide a place to record what they discover about being a global citizen. Encourage students to be creative and include art, collage, poetry, photographs, etc., that reflect their understanding of being part of the larger global community.
3. Instruct students to create a booklet from multiple sheets of folded paper bound with staples, ribbon or elastic. Ask them to write the basic information included on a passport on the inside front cover. Tell them to write the characteristics of a global citizen on the facing page. Use each new two-page spread to record additional learning, such as the following.

- Recording and illustrating all of their personal connections to the global village.
- Collaging magazine ads of all the products they use that come from other countries.
- Writing journal reflections on activities they have completed as a group.
- Completing extension activities suggested throughout the resource.

#### GROWING TIPS

### Ideas to Foster Global Citizenship

- **Help youths develop connections with other children around the world.**
- **Create educational environments that focus on global citizenship.**
- **Make learning geography fun.**
- **Celebrate world cultures while learning about serious global issues.**
- **Identify global citizens in the local community and beyond.**
- **Explore the positive and negative impacts of globalization on the local community and beyond.**
- **Develop community service and service learning projects.**
- **Help children to deal with fear, trauma and grief in difficult times.**
- **Challenge stereotypes, especially in a multicultural society.**
- **Provide opportunities for students to develop empathy for others.**





# Handout 3

## Citizenship

---

**Respects and values diversity**

---

**Values democracy**

---

**Considers how his or her own actions and lifestyles could affect other people, the planet and future generations**

---

**Values peace and non-violence**

---

**Was born in Canada or successfully applied for citizenship**

---

**Has rights**

---

**Respects the rights of others**

---

**Believes everybody is equal and has the same rights**

---

**Believes that he or she can make a difference in the world**

---

**Recognizes when people are being treated unfairly and acts to change it**

---

**Understands that he or she is connected to the rest of the world**

---

**Obeys the law**

---

**Actively tries to make the world a better place**

---

**Has knowledge of world events, other cultures and political systems**

---

**Has responsibilities**

---

**Can vote in Canada (if aged 18 or older)**

---

**Has the right to protection by the Canadian government**

---

**Works toward making his or her community a better place**

---

**Cares for the environment**

---

**Is a human being**

---



## ACTIVITY 3 THE GLOBAL VILLAGE

The garden in the global village is vibrant and diverse, and the conditions supporting growth are varied. To develop world perspectives, youths need to build cross-cultural awareness and develop a holistic vision of global issues and systems. The following activity takes students through an exploration of the demographics of our world population, introduces the inequities that exist in resource distribution, and creates opportunities for students to understand and develop empathy for the realities faced by many of the citizens in our global village.

### Overview

In Step 1, students conceptualize the entire population of the global community as citizens of a global village of 100 people and explore the differences and inequities that become visible. In Step 2, students physically experience the inequities of world resource distribution through a simulation activity. Step 3 allows students to figure out what their own class would look like if it represented the global population. In Step 4, students participate in a mind-mapping activity to explore the consequences of living without resources like electricity, clean water, television, etc.

### Materials Needed

- An overhead copy of **The Global Village** (*Handout 4*) or copies for each student
- An overhead copy of **Who Uses What** (*chart on page 17*) or copies for each student
- One strip of paper for each student in the class, labelled as instructed in Direction 1 of Step 2
- Markers, coloured pencils, magazines, scissors and construction paper, in a combination that adds up to 100 items

*Note: The Global Village concept has been used by many educators in many different versions. This version was created from a variety of statistical sources and existing compilations, including a well-documented illustrated book for youths, If the World Were a Village: A Book about the World's People, by David J. Smith. Although there was general agreement on most of the statistics, not all sources used the same forms of measurement or even agreed on the definitions and numbers involved. The concepts illuminated through the activity, however, are unaffected by these variations. The majority of these facts are based on 2002 statistics.*



## STEP 1 VISITING THE VILLAGE

1. Ask the class how many people there are in the entire world. Display on an overhead (or distribute to each student) a copy of **The Global Village** (*Handout 4*) and introduce it by reading the following.

*In 2004, the world population was 6 billion 400 million (6,400,000,000). That is a lot of people to visualize! To help us picture what the world population looks like, let's imagine that we can make a village of 100 people who represent the Earth's population. This will help us understand what it means to be a global citizen living in this village. If we do this, each of the 100 people in our village would represent 64,000,000 (64 million) people from the real world. (This is twice the population of Canada.) If we look at the people in this global village ... (read the facts on the **Global Village** handout out loud).*

2. Have students re-read the handout individually and put a star beside any of the facts they found surprising. Then direct them to work with a partner, and ask pairs to create a joint list of the top five most surprising facts they learned about the global village and their reasons for choosing those facts. Pairs must come to an agreement, so students will need to explain or justify their choices to each other.



3. Ask pairs to join with another pair and form groups of four to compare their lists. Discuss the lists and the explanations with the class. Debrief with the following questions.

### Guiding Questions

- ➔ Are there similarities in the things we found most surprising? Does it depend on our experience? Was it hard to agree?
- ➔ What percentage of the global village is under the age of 30?
- ➔ Are you surprised to learn that there are almost twice as many chickens as people?
- ➔ Do you think there is enough food in the village to feed everyone? If so, why are half of the villagers hungry? Should every person in the village get the same amount to eat? (*Make sure it is clear that there is enough food in the village, but that the problem is with the distribution of that food.*)

## STEP 2 WHO'S GOT WHAT

1. Before class, cut out enough strips of paper to match the exact number of students in your class. Label 20% of the strips "RED," 60% of them "BLUE" and 20% "GREEN," and put them in a container (e.g., a hat or a bucket).
2. Have students randomly choose a strip and form same-colour groups in different areas of the room. Tell them that each group will be doing a poster activity that will be handed in for marks at the end of the class. They will need to use the supplies you are handing out in order to complete the project.
3. Circulate through the class to distribute the materials, giving 86 of the items to the RED group, 13 of the items to the BLUE group and one item to the GREEN group. Avoid discussion of what you are doing. If students complain, tell them that there are a limited number of supplies.

4. When you have finished handing out the materials, ask students to share the items within their group. As they voice their frustrations, tell them that you are simply following the example of the global village. This distribution represents the average distribution of all the things bought and sold in the world marketplace. Debrief with the following questions.

### Guiding Questions

- ➔ Which group seems to have the most items? (*The RED group represents the richest 20% of all the countries in the world.*)
- ➔ Which group has the fewest items? (*The GREEN group represents the poorest 20% of countries in the world.*)
- ➔ Who has the rest of the items? (*The BLUE group represents the middle income countries in the world.*)
- ➔ Does this distribution of resources seem fair? How many items would each person get if we distributed all the resources equally?
- ➔ What happened in the class? Did the people in the RED group offer to share their items with the rest of the class? Why or why not? How did it feel when this did or did not happen?
- ➔ If we continued to distribute classroom supplies in this way for a full month, how do you think it would affect relationships or friendships in the classroom? What about learning? Who would learn the most? Who would learn the least?

- ➔ Have you seen examples of such unfair distribution in your school? Your community? Your country? The world? How do you think such inequities could affect relationships between people and between countries in the real world?
- ➔ Which five countries do you think are the richest? Which five do you think are the poorest? *The five richest countries are, in order, Canada, Norway, the United States, Australia and Iceland. The five poorest are Burundi, Ethiopia, Burkina Faso, Niger and Sierra Leone. The rankings are from the United Nations Human Development Index (1998), which includes a country's financial standing as well as statistics related to life expectancy, education and adult literacy.*

### Extension Opportunities

- Ask students to look at an atlas and brainstorm the differences between the richest and poorest countries and why they might be rich or poor.
- Repeat the experience of resource distribution inequities (Step 2) to demonstrate the global use of cars, electricity, paper, telephone lines, etc., using the statistics provided in the chart below. Use classroom items as real life examples (e.g., represent cars with desks or chairs in the auditorium, use hours of computer time to represent electricity use, hand out goldfish crackers to represent fish and meat, etc.).

---

## Who Uses What Distribution of World Consumption (percentage of world population)

### Richest countries (20%) (includes Canada)

- have 87% of all cars
- have 74% of all telephone lines
- consume 84% of all paper
- use 58% of all energy (gas, oil, electricity)
- eat 45% of all fish and meat
- get 94% of all bank loans

### Poorest countries (20%)

- have <1% of all cars
- have 1.5% of all telephone lines
- consume 1.1% of all paper
- use 4% of all energy (electricity, gas, oil)
- eat 5% of all fish and meat
- get 0.2% of all bank loans

## GROWING TIPS

### Transformative Moments

**When a learner has an “aha” experience, that person’s perspective shifts. He or she now sees the world through new eyes. One of the deepest principles of global citizenship is the consciousness of perspective, meaning that teachers have to help learners become more *aware*, more *conscious*, of their outlook on life, their values, etc. Every student needs to learn that their way of seeing the world is not the only way and that their view can be changed if they stay open-minded to others’ views and opinions. This type of learning does NOT happen simply by acquiring more information or facts. It happens when a student has the chance to gain a completely new, much deeper understanding of life conditions and changing events in the world, and even at the local level.**



## STEP 3 THE GLOBAL CLASSROOM

1. Assign one of the following mathematical challenges to groups of three students.

*Note: You may want to use one of the examples with the whole class to illustrate the process or the calculations required. Decide on how you will deal with fractions.*

If our class represented the global village, how many students:

- would be Caucasian?
  - would speak English?
  - would be at school?
  - would be living in fear of war or armed attacks?
  - would have a television?
  - would have electricity?
  - would have clean air to breathe?
  - would have access to clean water?
  - would be hungry?
  - would go to college or university?
2. After the groups have figured out the numbers, ask them to add them to a list on the flipchart at the front of the class labelled “The Global Classroom.”
  3. When the list is complete, read it out loud, getting students to physically move to different parts of the classroom to demonstrate the various statistics (e.g., people with televisions on one side of the classroom and people without televisions on the other).



## STEP 4 DOING WITHOUT

1. Assign a letter to each student within a group (A, B or C). Provide the groups with newsprint, and ask each group to choose one of the following topics.
  - electricity
  - school
  - telephone
  - being able to read
  - computer
  - television
  - clean water or sanitation
2. Tell students B to write their group's topic in a circle in the centre of the page. Have students A act as the group recorders.
3. Ask the groups to brainstorm all the ways in which life would be different if they had to do without the items in the main circle. The recorder will write the groups' responses in smaller circles surrounding the central item as a "mind map" (see Figure 2). If group members can think of further consequences that a particular response would cause, they can add circles around the smaller circle. You may want to do an example with the class to illustrate the activity.

4. Have the groups present their mind maps to the rest of the class and post them around the room. Debrief with the following questions.

### **Guiding Questions**

- What do you think would be the most difficult thing to do without?
- Have you ever gone without electricity, a telephone, etc.? What was it like?
- Do you think there are people in Canada who do without any of these things?
- Do you think every global citizen has the same right to these things as you do?

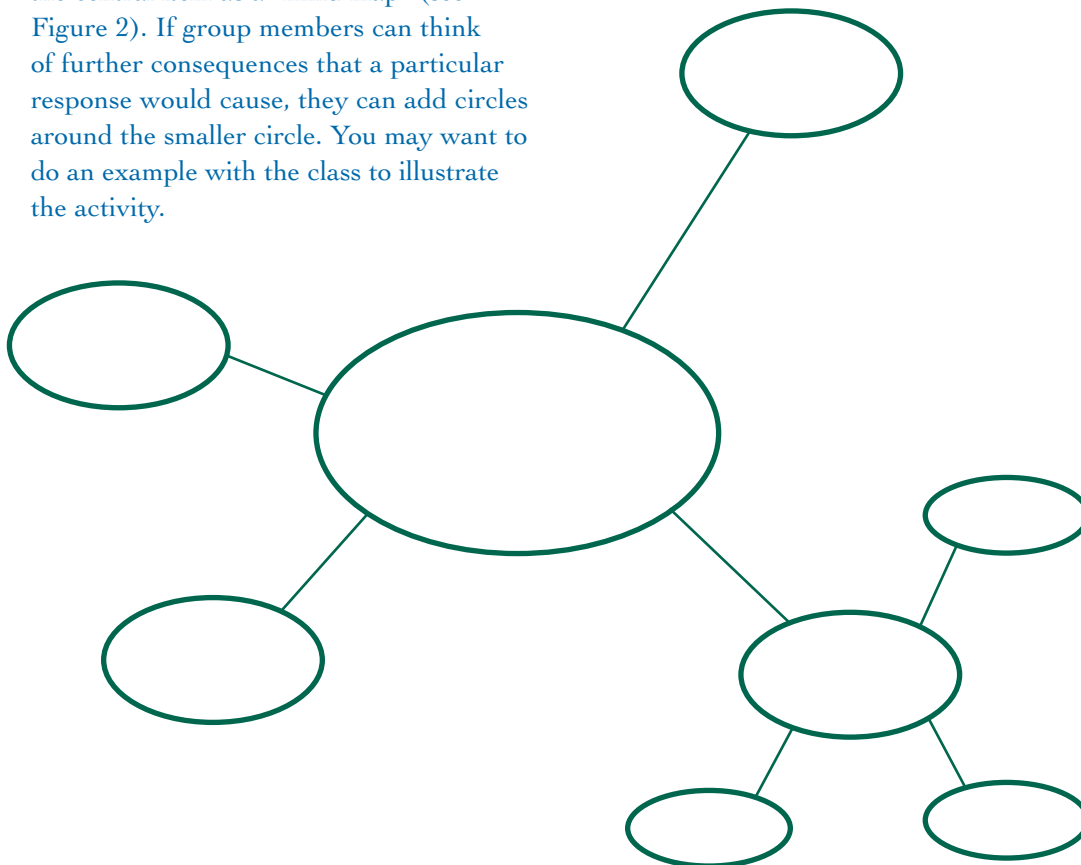


Figure 2





## Handout 4

# The Global Village

### In this village of 100 people . . .

61 are Asian.  
13 are African.  
12 are European.  
8 are from South and Central America.  
5 are from North America.  
1 is from Oceania (Australia, New Zealand, and South, West and Central Pacific).

30 are Caucasian.

18 people in the village speak Mandarin.  
9 speak English.  
8 speak Hindi.  
6 speak Spanish.  
4 speak Russian.  
4 speak Arabic.  
4 speak Bengali.  
3 speak Portuguese.  
The rest of the villagers speak Indonesian, Japanese, German, French or some other language.  
There are over 6,500 languages in the world, but if you knew the eight listed above, you could communicate with over half of the people in the global village.

32 are Christians.  
19 are Muslims.  
13 are Hindus.  
6 follow Buddhist teachings.  
5 believe that there are spirits in the trees and rocks and in all of nature.  
1 is Jewish.  
9 practise other religions.  
15 have no religious affiliation.

20 of the villagers are children 9 or younger.  
19 of the villagers are between the ages of 10 and 19.  
16 of the villagers are between 20 and 29.  
15 are between 30 and 39.  
20 are between 40 and 59.  
6 are between 60 and 69.  
4 people are over 70.

Of the 28 school-aged villagers (aged 5 to 18), 8 do not attend school.  
16 of the adults can't read at all.  
1 person in the village has a college or university education.

There are 31 sheep, 23 cows, 15 pigs and 189 chickens in the village.  
50 people are hungry some or all of the time and 20 people are severely undernourished.  
13 of the 39 children can't get enough food to grow or stay healthy.  
30 people always have enough to eat (in fact, 15 people are overweight).

23 of the villagers do not have access to safe clean water.  
42 of them do not have access to sanitation.  
24 have no electricity at all.  
32 breathe air that is unhealthy because of pollution.  
There are 24 televisions in the village, 30 telephones and only 7 of the villagers have computers.  
20 of the villagers live in fear of war, armed attack, landmines or organized violence.

# Supporting Growth

## Section 2



# W

hether plants in the garden flourish or wilt depends on the conditions they are exposed to and the care and protection they receive. In this section, students explore the fundamental rights we believe should be afforded every global citizen, and the degree to which those rights are connected to the actions and responsibilities of others. The links created through consumerism and trade provide students with a concrete demonstration of how our values, choices and actions as Canadians can affect the living conditions of those around the world. The activities encourage students to build empathy and a sense of connection with other children in the global village and examine both the existing differences in circumstance and the common needs, dreams and desires that unite us all as human beings. As global citizens, it is our joint responsibility to ensure that our actions support the growth of all plants in the garden so that each valuable life can reach its full potential.

In the following activities, students will:

- develop an awareness of the rights and responsibilities associated with global citizenship;
- build initial awareness of international human rights declarations;
- examine the similarities and differences that exist between their own lives and the lives of children around the globe in order to expand cross-cultural awareness;
- understand how the actions and choices of individuals, companies, organizations and governments can affect the rights of others;
- begin to develop an understanding of global issues and how they connect to our daily lives;
- acquire an understanding of the connection between consumerism and global citizenship and create an initial definition of fair trade; and
- build empathy and compassion for others.

## ACTIVITY 4 GLOBAL RIGHTS

How do we ensure that all plants in the garden receive the nutrients and sunlight they deserve, and how do we decide the specifics of what each diverse plant needs to grow and thrive? In this activity, students explore international human rights and build appreciation for the fact that each life, regardless of location or circumstance, has equal value and deserves respect and protection.

### Overview

In Step 1, students choose personal positions on statements related to the rights of the global citizen in an agree/disagree continuum. Step 2 allows students to brainstorm the rights they feel all citizens in the global village should have before comparing them to rights currently protected in international declarations. In Step 3, students rate the relative importance of the rights explored and compare the experience of making decisions through consensus and making decisions through a vote.

*Note: For an in-depth exploration of rights, responsibilities and the protection of rights, using the classroom as an example, please see the first resource in this series, **Planting the Seeds**, Section 1, activities 2 and 3, starting on page 10. ([www.cic.gc.ca/english/citizen/guide\\_2003\\_e/index.html](http://www.cic.gc.ca/english/citizen/guide_2003_e/index.html))*

### Materials

- An open space in the classroom, an empty room or a gymnasium
- Masking tape or string
- Newsprint and different coloured markers
- Copies of **Global Rights** (*Handout 5*) for each pair of students

### STEP 1 WHERE DO I STAND?

1. In an open space in the classroom or in the gymnasium, put a sign on one side of the room that says “Strongly Agree” and a sign on the other side that says “Strongly Disagree.” Mark the midpoint between the two walls with tape or string.
2. Ask all students to stand in the middle of the room. Explain that you are going to read out some statements and you want them each to move to a spot in the room that represents the degree to which they agree or disagree with the statements. Warn them that you might ask them to explain why they chose a certain spot.



3. Read the following statements and give students a chance to choose their positions. Ask various students to explain their responses, and allow an opportunity for other students to change locations if the answers affect their decisions. Make sure that students understand there are no right or wrong answers, and take time to discuss the ideas and opinions that arise.

*Note: The ideas that are brought up for discussion will be explored in more depth throughout Section 2. The point of this activity is to begin to raise awareness of the wider issues involved in granting and protecting the rights of all citizens in the global village.*

- *Every person in the global village should have exactly the same rights.*
- *Everyone in the global village should have the same rights as every Canadian citizen.*
- *I know what my rights are.*
- *There should be laws that apply to every person in the world.*
- *Children in the global village should have special rights.*
- *People should be free to do what they want to do.*
- *Other people's actions don't have any effect on my rights.*
- *Stores and businesses selling things in Canada can make a difference in the lives of people in other countries.*
- *Children in other countries have the same rights as I do.*
- *My actions affect the rights of other people around the world.*
- *The government should protect my rights.*
- *Canada is responsible for protecting the rights of Canadian citizens only.*

## GROWING TIPS

### Values

**While some values are absolute (i.e., they hold in all situations), others are relative, depending on the situation. If a value holds in all situations, it is seen as too important to change. To help students identify and clarify their values on issues, provide them with opportunities to:**

- **write logs and personal reflections;**
- **analyse newspaper clippings and cartoons;**
- **evaluate personal drawings or artwork;**
- **analyse dramatic presentations (puppet shows, plays, stories);**
- **role-play scenarios; and**
- **complete sentences by identifying hopes, fears and feelings.**



## STEP 2 GLOBAL RIGHTS

1. Ask groups of three students to brainstorm a declaration of all the rights they think every human being in the world should have. Tell each group member to use a different coloured marker to record his or her ideas (to encourage personal responsibility).
2. Have two groups join together to compare their lists before coming together as a class to create a joint declaration that will be posted on newsprint. Use the discussion generated to clarify concepts and differences between rights/privileges and needs/wants.
3. Hand out copies of the **Global Rights (Handout 5)** to each student, explaining that there are two existing international documents designed to protect the rights of all world citizens.

*Note: The **Global Rights** handout includes simplified versions of the majority of rights included in the **Universal Declaration of Human Rights** and the **UN Convention on the Rights of the Child**. For older grades, simplified or regular versions of both documents are available for downloading at [www.un.org/cyberschoolbus/humanrights/declaration/index.asp](http://www.un.org/cyberschoolbus/humanrights/declaration/index.asp) and [www.unicef.org/uk/tz/rights/index.asp](http://www.unicef.org/uk/tz/rights/index.asp).*

Discuss the following questions with the class.

- Do you agree that all the rights on the handout should be granted to every human being everywhere?
- Do you think there are other rights that should be added?
- Did you know that you have all of these rights? (*The UN Convention on the Rights of the Child* clearly states that all governments are responsible for making sure that children know these rights exist.)
- When you think back to what you learned about the Global Village, do you think every citizen in the village has all of these rights? Why or why not?
- Do you think it's hard to make sure that every person in the world has his or her rights? Why?
- What responsibility do each of us have in helping ensure that other people's rights are protected?

*Note: Make sure students keep their copies of the **Global Rights** handout as they will be used later in activities 5 and 6.*

---

## Background Information International Human Rights Declarations

**In 1948, the General Assembly of the United Nations adopted and proclaimed the *Universal Declaration of Human Rights*, a proclamation of the human rights and freedoms held by all members of the human family. It lists numerous rights—civil, political, economic, social and cultural—to which people everywhere are entitled. Protecting and upholding these rights is considered an obligation for all members of the international community. Developed in 1989, the *UN Convention on the Rights of the Child* is the most universally accepted human rights instrument in history and has been ratified by every country in the world except two. It asserts that children are neither the property of their parents nor are they helpless objects of charity. They are human beings with their own rights, and with responsibilities appropriate to their age and stage of development.**

### STEP 3 SETTING PRIORITIES

1. Instruct students to form groups of four and come to a consensus on the five most important rights for all global citizens, rating them from the most important (1) to the least important (5).
2. Ask each group to present its work to the class, explain their decisions and respond to questions raised while you record all the rights listed on the board.
3. After the class discussion of group presentations, conduct a priority vote to create a class list of the top five rights. Give each student a strip of paper marked as in Figure 3. Ask them to fill in their top five rights (in order of priority) and submit their votes. Record the point values under the appropriate rights and tally the points to determine the top five for the class.

4. Debrief with the following questions.

#### Guiding Questions

- Why did you value some rights ahead of others? What criteria did you use?
- Did your opinion change as you listened to others? Give an example.
- Do you think these top five rights are met for all Canadians? For every human being?
- Who do you think should be responsible for making sure these needs are met?
- Was it difficult to reach consensus on the top five rights? Why or why not?
- How did the process of reaching consensus within your groups compare with the process of voting as a class? What benefits can you see in each strategy for making decisions?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
_____	_____	_____	_____	_____
25 points	20 points	15 points	10 points	5 points

Figure 3







## Handout 5a

# Global Rights

### **Equal and Fair Treatment**

Every human being in the world is entitled to the same rights and freedoms no matter what their race, colour, sex, religion, nationality or status is and no matter what they think or say, what language they speak or what type of family they come from.

### **Legal Rights**

The law should protect everyone and be applied in the same way to all people everywhere. No one should be arrested without a good reason and everyone should get a fair trial. If you are guilty of a crime, punishment should not be cruel and children should have special rights.

### **Name, Nationality and Language**

Everyone has the right to a legally registered name and nationality, and children have a right to learn and use the language and customs of their family no matter where they live.

### **Slavery**

No one should be held as a slave, work in servitude or be bought or sold.

### **Freedom of Opinion**

Everyone has the right to freedom of opinion and expression, including the freedom to seek, receive and pass information and ideas through any media and across borders.

### **Freedom from Persecution**

If you are being persecuted, you have the right to look for freedom in other countries. If you are a child refugee, you should have the same rights as the children born in your country of refuge.

### **Freedom to Join with Others**

Everyone has the right to meet with other people and join groups or organizations as long as it doesn't stop others from enjoying their rights.

### **Rest and Relaxation**

Everyone has the right to relax, rest and play, and there should be reasonable limits on working hours along with occasional holidays.

### **Standard of Living**

Everyone has the right to a standard of living that is good enough to protect their health and well-being and those of their family. This includes the right to clean water, food, clothing, housing and medical care. It also includes protection if you can't work because of events you have no control over (e.g., a disability, an illness or old age). Families that need help should get assistance.

### **Employment**

Everyone has the right to work at what they want and they should be protected from work that is dangerous. Everyone, without any discrimination, has the right to equal pay for equal work, and everyone who works has the right to a reasonable wage that will support their family. Children should be protected from work that is dangerous or that would harm their education.





## Handout 5b

# Global Rights

### Special Rights for Children

Children have many of the rights mentioned in these handouts, in addition to a special right to be properly cared for and protected from violence, abuse, neglect and any activities that could harm their development. They also should get special protection in war zones and not be allowed to join the army if they are under 16.

### Education

Everyone has the right to free education, at least in elementary school, and this education should help them to become the best person they can be and to develop all of their abilities. Education should also promote understanding and encourage respect for all cultures. Higher education should be equally available to everyone based on ability.

### Life and Security

Everyone has the right to life and security of person. No one should be abused, tortured or treated cruelly.

### Protection of Rights

Everyone is entitled to protection of their rights and freedoms, and there should be an international order or organization that helps ensure this.

### Freedom of Religion, Opinion and Thought

Everyone has the right to think and believe what they want and to practise their own religion.

### Property

Everyone has the right to own property, and it should not be taken away without a valid reason.

### Political Activity

Everyone has the right to take part in the government of their country, directly or by voting for a representative (if they meet the requirements, such as age).

### Right to Privacy

Everyone has the right to privacy and to protection from attacks against their family, home, reputation or way of life.

### Freedom to Move

Everyone has the right to move and live anywhere within their own country and also to leave any country, including their own, and be able to return to their country. Children shouldn't be taken out of their country illegally, and families who live in different countries should be able to travel so that parents and children can stay in contact.

### Marriage and Family

Everyone has the right to marry and start a family without any limitation because of race, nationality or religion. They have equal rights in the marriage. No one should be forced to get married. Children have the right to know and be cared for by their parents, and parents have the right to guide their children as they grow.

## ACTIVITY 5 A DAY IN THE LIFE OF ...

While every flower in the global garden is unique and the conditions for optimal growth are diverse, all plants share certain characteristics and fundamental requirements for nutrients, water and light. This activity encourages students to explore the ways in which all children, by virtue of being human, have common ties, concerns and hopes, regardless of location, experience or circumstance. By learning about the life of another child in the global village, youths are given an opportunity to develop empathy and build understanding of how our daily choices and actions here in Canada can affect the ability of others around the world to have their rights met.

---

### Background Information Fair Trade

**Fair trade provides a more equitable and stable trading system that ensures a “living wage” to farmers, encourages sustainable, environmentally friendly production methods and supports community development. The fair trade movement began in the late 1940s when U.S. churches began selling handicrafts made by refugees in Europe who were devastated after World War II. Fair trade certification began in the Netherlands in 1988 in response to plummeting prices in the world coffee market. Today, 17 countries have Fair Trade labelling on such diverse items as tea, chocolate, flowers, sugar, bananas and handicrafts. Additional information for student research on fair trade can be found at**

[www.maketrade4fair.com](http://www.maketrade4fair.com)

[www.sustainableharvest.com](http://www.sustainableharvest.com)

[www.equiterre.qc.ca/english/home/indexfinal2.html](http://www.equiterre.qc.ca/english/home/indexfinal2.html)

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

[www.oxfam.ca/campaigns/fairtrade.htm](http://www.oxfam.ca/campaigns/fairtrade.htm)

[www.globalexchange.org/economy/](http://www.globalexchange.org/economy/)

### Overview

In Step 1, students look at their daily routines, create a “typical day” in the life of a Canadian child and compare it to a case study of a child’s day in Ghana on a traditional cocoa farm. In Step 2, students explore whether this child has been denied any of her rights as a global citizen and whether the introduction of fair trade practices affects the protection of her rights.

### Materials

- Copies of **Dear Diary, Part A** and **Part B** (*Handouts 6 and 7*) for each student
- Newsprint and markers
- A copy of **Global Rights** (*Handouts 5a and 5b*)

### STEP 1 A TYPICAL DAY

1. Have the class brainstorm a list of activities that students do on a typical day (e.g., brush their teeth, go to school, work after school, do homework, watch TV, play on the computer). Record the answers on the board.
2. Instruct groups of students to write a diary entry that details a “typical” day for a Canadian child in their grade. Give students time to prepare and present their stories to the class as a narrated play or a series of vignettes.
3. Distribute a copy of **Dear Diary, Part A** (*Handout 6*) to all students, and give them time to read through the story individually.
4. Have students remain in their groups to record the following observations.
  - Things they have in common with the child in the story
  - Things that are different from the “typical” Canadian day they created
  - What surprised them the most about Augustine’s life

5. Ask the students to create a large Venn diagram on the board to graphically represent the similarities and the differences between the things that Augustine and our “typical” Canadian student do on a typical day. Tell students to note the things they found to be most surprising.

### Guiding Questions

- ➔ Do you think *all* kids in Canada have a day very similar to the “typical day” that you created? Would there be a difference if you lived in a big city or in the country? Would there be differences between families, schools and activities?
- ➔ Do you think everyone in Ghana lives the same way as Augustine?
- ➔ Where does Augustine get her food? Her clothes? Her water? Where do you get yours?
- ➔ Augustine has dreams she thinks will not come true. Is that common for people in Canada, too? What are the barriers to Augustine’s dream coming true? Could a child in Canada have similar barriers? Explain.

## STEP 2 A NEW DAY

1. Instruct pairs of students to divide a sheet of newsprint in half with a marker. Using the **Global Rights** handouts (*Handouts 5a and 5b*) and **Part A** of the diary entry of Augustine (*Handout 6*), students determine whether they think that Augustine or any of her family members have been denied any of their rights as global citizens. Tell students to record the rights they think were affected on the left-hand side of the sheet.
2. Ask students to join with another pair of students to compare what they found before discussing their responses as a class.
3. Distribute a copy of **Dear Diary, Part B** (*Handout 7*) to all students, and give them time to read through the story individually, using the following strategy.

- Put a check mark in the margin next to something you read that confirms what you knew or thought you knew.
- Put a minus sign in the margin next to information that contradicts or is different from information you knew or thought you knew.
- Put a plus sign in the margin beside information that is new to you.
- Put a question mark in the margin when you find something confusing or when you want more information.

*Note: You may want to explain to students that the diary was translated from Augustine’s native language, Akan, and that Part B was written three years after Part A.*

### GROWING TIPS

## Empathy, not Sympathy

**Part of becoming a global citizen is developing a sense of empathy. Whereas sympathy means that you are able to feel sorry for someone or to regret their circumstances, empathy means that you can identify with the emotions a person would experience, you can put yourself in his or her shoes and experience an appropriate response to that situation. The ability to empathize develops as a child matures, and research indicates that the following factors can help children to develop this skill.**

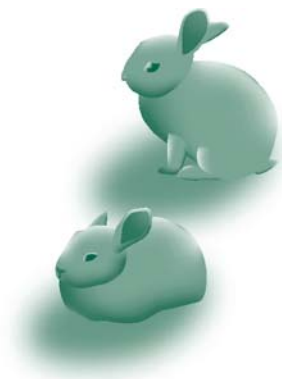
- **Opportunities to imagine the life experiences and feelings of others**
- **Adults who are strong role models for empathetic behaviour**
- **Experiences that allow children to see what they have in common with others**
- **Democratic classrooms (and homes) filled with respect, care and consistent rules**
- **Having responsibilities that involve doing things for others, especially when children can see positive results**



4. Returning to work with their original partner, students discuss the case study and how they coded the information. Using the right-hand column of the list they created, students record whether or not the right was still being denied in the second story. If there were changes, what caused the change?
5. Have the class discuss items from the coding of the article as a lead-in to the following debriefing questions. Keep a list of any items they want to know more about.

#### **Guiding Questions**

- How did the introduction of fair trade affect the lives of Augustine and her family? Did it help make sure that their rights as global citizens were upheld? How?
- What is fair trade? From the story, can you make a list of criteria for fair trade?
- Have you heard of fair trade or organic products before? Have you ever seen fair trade or organic chocolate in a store?
- What are the benefits of organic products for the farmers who grow the products? Do you think there are any benefits to the consumer?
- Are there any disadvantages of fair trade or organic products to the farmer? To businesses that use cocoa in their products? To people who buy chocolate products?
- Are you surprised at the connection between your actions and the rights of other children around the world?



- Would you be willing to buy fair trade chocolate now that you know what it can do? Do you think that your decision could make a difference? *Note: There are 2.5 million “tweens” (kids aged 9–14) in Canada. This is 8% of the Canadian population. In 2002, this group spent 1.7 BILLION dollars buying things. Candy is the number one item that tweens spend their money on, and 75% of tweens surveyed had asked their parents to buy them a chocolate bar within the last six months.*
- Do you think your decisions as a consumer are related to your responsibilities as a global citizen?

#### **Extension Opportunities**

- Have groups undertake research on a variety of fair trade products (coffee, tea, bananas, crafts, flowers), make in-class presentations and create advertising campaigns marketing fair trade products to the rest of the school.
- As a class, undertake a project to determine where fair trade products are available in your area or for order on the Internet. Initiate a community action project to ask retailers if they know about fair trade certified products, and create an information package to hand out to store managers.
- Register your class for membership in ePals at [www.epals.com/?sessf=171729](http://www.epals.com/?sessf=171729). You can create a maximum of 35 monitored e-mail accounts through ePals Classroom Exchange. Used in classrooms in 191 countries, it is internationally recognized as the leading provider of school-safe e-mail and collaborative technology. Using ePals provides an authentic opportunity for cross-cultural learning and expansion of global perspectives.



## Handout 6

### *Dear Diary (part A)*

Dear diary,

I know I haven't written for a while, but I can't get all my chores done before dark, and we don't have any oil left for the lanterns. I also want to save the little bit of paper I have left.

Last week, my brother had to go to the city to try to find work, and my cousin left yesterday for a job on someone else's cocoa farm far away from here. I am so worried about what will happen to them. I hope my other brothers and my cousins can stay here with me and my sister. I am scared, though, because I heard my parents talking with my aunt and uncle about it. My mom was crying. I wish all my family could stay together here at my grandparents' plantation.

Because they are gone, I have to do more of the chores. I don't want to complain, but I am so tired and my body aches when I go to bed and when I wake up. Every day I get up really early to sweep the dirt courtyard, chop vegetables for the groundnut stew and feed the pigs. I also weed the gardens, help my aunts patch our clothes and mash the yams, rice or plantain in a mortar and pestle for our dinner. I am sick of having only fufu for dinner every night, but I know I am lucky to get anything. Some weeks I see that the adults hardly eat, to make sure that the kids don't go to bed hungry. My little sister cries about wanting more food sometimes, but I don't. I try to act like a grown-up. To make things worse, there isn't enough water to fill the buckets for a shower because it's dry season. Oh well, at least I don't have to do my homework at night anymore (YIPPEE!!!).

I'm happy I don't have to study for tests, but I miss going to school in the village. My friends and I used to play soccer and talk about boys and how our brothers drive us crazy. Sometimes I feel lonely (hard to believe when I live in such a small house with so many members of my family).

I had to write today because yesterday was so amazing! Someone in the village got batteries to run a black and white TELEVISION, and half of the village crowded around to watch soccer—it was the African cup. My little brother was SO excited. He dreams of being a soccer star.

Last night in bed, I thought about MY favourite dream—being a schoolteacher. I know it is a stupid thing to wish for. My family could never afford to buy me even one book, and I doubt I will ever return to school. There is too much to do at the farm now and my family needs me. This week will be really bad. Grandfather is worried about the cacao trees getting a disease, which would mean that we wouldn't have enough cocoa to sell to the chocolate companies at harvest time. This week, we will spray them with all those smelly chemicals. I know they are bad for us, and we are not supposed to touch them, but we do. There is no money for boots or gloves or anything to wear for protection. Besides, if we had any money we would buy food, not gloves and stuff. I HATE doing this job. It makes my eyes sting and my throat hurt. Grandmother coughs all the time. I don't know what chocolate tastes like, but it sure is a lot of work to grow the cocoa.

Augustine Gyamfinah, 9 years old, Ghana, West Africa



## Handout 7

### Dear Diary (part B)

Dear diary,

I can't sleep even though it is the middle of the night!! Besides, I have a brand new notebook with lots of clean pages (no more erasing all my words and starting over!!!). The man was back today from the Kuapa Kokoo farmers' co-operative with his son Clifford (he is SO cute). He came for the village meeting and to make sure that we are following the guidelines for organic certification. NO MORE SMELLY CHEMICALS!! None of the trees got sick because they taught us how to use all kinds of different farming methods to protect our crops without pesticides. Father says they will pay us extra money at harvest time if we get certified. I can hardly believe that because we are already getting paid so much more than before. And it's not just us—our whole village joined the co-operative.

Clifford (I think he likes me 😍) tried to explain how the co-op works while we were walking to the village. He said that the farmers who join all get paid a "living wage" (enough money so that they can support their families) because the co-operative makes sure that they get a guaranteed price for their cocoa beans. He also said that there is a special symbol that goes on all the chocolate bars made from our fair trade cocoa. I didn't believe him, but he said that people all over the world buy it because they want people like me to have a better life. They know that the symbol means that slaves and kids like me aren't forced to work the fields. It also tells them that some of the money from selling the cocoa goes back to educate farmers and their families and make the communities better. I know all about that. We have a new school in the village with a brand new blackboard! (They even gave each of us a pencil.) He also said that some people pay extra for our organic cocoa so that they don't have to eat the smelly chemicals we used to use on our crops. That I believe. I wouldn't want to eat them either. All I know is that life for me and my family got 2000% better.

When we were in the village, I went to get a drink at the new well (I still can't believe we can have showers and drinking water all year long!) and some of the village women were talking about working with the Kuapa Kokoo to set up businesses making soap out of cocoa husks. Everyone was very excited about making some extra money for the village, which is growing and lively now! The co-operative taught us how to grow other things like plants to use for wood, and fruits and nuts that we can eat or sell. It's supposed to help the environment by growing more than one kind of plant (I think Clifford called it biodiversity?), but I like it because we have lots of different foods to eat and the market day in the village is so much fun. There is always music and lots of my friends are there with their families.

I am so happy that my grandfather and the other villagers decided to become involved in fair trade. I want to burst when I see my mother and father laughing and joking with each other. We are all still so excited that my brother came home from the city. My cousin did not come home, though. My uncle said he died on the other cocoa farm. I really miss him, but I try not to think about it and instead I focus on all the good things that are happening. My dad told me that he thinks I can go on in my studies because the co-op provides a long-term contract so we know that we will be OK even if we have a bad harvest. I have been studying English and I am getting better every day. Now I can't decide what I want to be when I grow up. I still think about being a teacher. Father says that I might actually be able to do it because the co-op will give their farmers loans to help improve their lives. I am very excited that I can even dream about it now, but lately I have been thinking about working with the farmers' organization, helping them to communicate with our trade partners in the north. Mother says it's just because I want to be near Clifford, but she's wrong—I want to know more about the world.

I have to stop writing now. I can't believe I have to get up so early tomorrow. Fair trade or not, I still have to hurry to sweep and make the palm nut stew before I go to school. Of course, because the harvest is starting I won't be able to stay after school to play soccer like I usually do. I don't mind, the kids get the easy jobs now, and we only work before and after school. The grown-ups cut down the pods with sharp blades while my cousins and I sit and split open the pods and scrape out the slimy white beans. We talk and giggle while we work—my father calls us a pack of chatty monkeys.

Augustine Gyamfinah, 12 years old, Ghana, West Africa



# Sowing the Seeds of Tomorrow

## Section 3



**T**he future of our global garden is not yet decided, and the choices we make today will directly affect the health, strength and biodiversity of the garden for generations to come. The activities in this section increase awareness of the complexity of global issues and their consequences, while encouraging students to make the connection between daily choices for action or inaction and the range of possible futures available to us. As citizens of the global village, we all have the power and the responsibility to tend the garden and ensure its sustainability. Each of us makes choices about the water we share, the methods we use to keep the plants healthy and the attention we pay to the needs of the garden's diverse inhabitants. The final activity of the section encourages students to sow the seeds of tomorrow by taking up the challenge to dream, envision and build, through their actions, a garden that will support and enrich future generations.

In the following activities, students will:

- expand their knowledge of global issues and the range of actions possible to initiate change;
- develop an awareness of how human choices affect the future;
- begin to develop a vision of sustainability that includes both present needs and the needs of future generations;
- examine the relationship between individual action and positive global change;
- build initial awareness of who is already working for positive futures (individuals, organizations, governments and international institutions);
- begin to develop an understanding of the multiple actions each of us can take to become active global citizens; and
- experience taking action and choosing daily change to work toward a positive global future.

## ACTIVITY 6 ISSUES, RIGHTS AND ACTIONS

Choosing the actions that will help a garden flourish requires understanding the complexities involved in the natural world. Becoming aware of the diverse conditions needed to ensure that each plant will thrive is critical to supporting growth. Recognizing the ways in which each member of an ecosystem is dependent on and affected by others ensures that actions create long-term sustainability and not short-term solutions. This activity not only allows us to “take a second look” at some of the global connections created through the routine products used in our daily lives, it explores a selection of world issues and provides concrete models of active global citizens who create solutions through their daily actions.

### Overview

In Step 1, students revisit the **Global Morning** activity to take another look at the global connections encountered in their daily activities. In Step 2, students analyse the situations and facts presented to determine the rights denied or supported, as well as who is taking action on the issue and at what level. In Step 3, students rank issues on a variety of continuums.



### Materials Needed

- One copy of the script from the **Global Morning** activity (*Handout 2*)
- One copy of **Take a Second Look** (*Handouts 8a and 8b*), cut into sections
- Copies of **Global Rights** (*Handouts 5a and 5b*) for each pair of students
- One copy of the **Issues, Rights and Actions** recording sheet (*Handout 9*) for each student

### STEP 1 TAKE A SECOND LOOK

1. Tell students they are going to take a second look at the interactive story examining the global connections in their daily routines. Choose a student to act as narrator and provide the narrator with the “I awoke this morning ...” script from *Handout 2*. Cut up the strips from the **Take a Second Look** sheets (*Handouts 8a and 8b*) and distribute them to individual students or pairs, depending on numbers.
2. Explain to the class that they are going to look more closely at some of the connections we have to the rest of the world by doing the activity again, with some new information. As the narrator reads the original script, the rest of the students must listen carefully for the items highlighted on their strips of paper. When they hear the item, they will call out “TAKE ANOTHER LOOK!” and read their information. There are multiple pieces of information for all items, so let the student with the A strip go first, then B, etc.
3. After the story has been completed, debrief quickly with the following questions.
  - What fact surprised you the most?
  - What fact did you find the most worrisome or disturbing?
  - What fact made you the happiest or gave you the most hope?

*Note: You may wish to go back to the flipchart responses recorded with the original Global Morning activity in Section 1 to look at the number of students using the products discussed.*

## STEP 2 ISSUES, RIGHTS AND ACTIONS

1. Hand out the **Issues, Rights and Actions** recording sheet (*Handout 9*) to students working in pairs. Ask students who received the **A** strips in Step 1 to read them again to the class, while partners work together to identify:
  - the issues raised in the scenario (record responses in column 1), and
  - whether there are any rights they think are violated or at risk in this situation (record responses in column 2).

Make sure each pair of students has a copy of **Global Rights** (*Handouts 5a and 5b*) to help them decide.

2. Now ask students who were given the **B** and **C** strips in Step 1 to read their scenarios one by one. Continuing to use the **Issues, Rights and Actions** recording sheet, students work with their partners to complete the information in columns 3 through 5.
3. Using responses from column 1, make a class list of all the global issues that are raised in the strips, and record them on a flipchart to be posted in the class for later reference.
4. Instruct pairs to report their responses from columns 2 through 5 to the class. While students listen to these reports, they may add new information to their sheets as needed.

5. Debrief with the following questions.

### Guiding Questions

- For some issues, was it difficult to decide if an action was local or global? Why?
- For actions that you decided were local, were there global connections? How?
- Do these examples make you feel it is possible or impossible to protect the rights of every global citizen? Explain.
- Who do you think can make the greatest difference in protecting the rights of global citizens? Individuals? Businesses? Organizations? Governments? Why do you think so?

## STEP 3 MAKING DECISIONS

1. Instruct groups of three students to create a chart of six columns with the following headings:
  - Issue
  - How much does it affect me?
  - How much does it affect other people?
  - How unfair is it?
  - How urgent is it to act now?
  - How easy is it to think of an action I could do to make a difference?
2. Ask students to record the issues listed in Step 2 and to rate the importance of each issue from one to five (1 is not very important and 5 is very important) for each question in the columns of their chart.

3. Take up student responses and record some of the ideas that arise regarding possibilities for taking action. Debrief with the following questions.

#### **Guiding Questions**

- Was it difficult to come to an agreement on the ratings for the issues? Why or why not?
- Do you think you have to be affected by an issue to want to take action?
- Do you think there are things that can be done locally to help make a difference in all kinds of global issues? Explain.
- What examples do you see of Canada being an active global citizen?

#### **Extension Opportunities**

- Using the statistics from some of the scenarios in the **Take a Second Look** handout, have students figure out how much water and how many trees, etc., could be saved if everyone in the class undertook the action involved. What if everyone in the school took part?
- Ask students (and their families) to join the One-Tonne Challenge to reduce greenhouse gas emissions and help Canada reach its goals for the Kyoto Accord. Go to [www.climatechange.gc.ca/onetonne/english/about.asp](http://www.climatechange.gc.ca/onetonne/english/about.asp) for more information and ideas.

## ACTIVITY 7 IMAGINING FUTURES

What will the global garden look like for future generations? What do we envision when we imagine the full potential of all our efforts? In this activity, students are encouraged to think forward to generations yet to come and make concrete connections between current paths of action or inaction and the futures that would likely unfold.

#### **Overview**

In Step 1, students have an opportunity to imagine possible futures through a guided questioning activity. In Step 2, students examine a range of possible futures in relation to the global issues identified in Activity 1, Step 2, and then “mind-map” connections between current actions and future consequences. In Step 3, students create a visual display depicting their best possible imagined future and the activities involved in making that future happen.

#### **Materials Needed**

- Newsprint and markers
- Poster materials (magazines for collage, markers, scissors, glue, etc.)



## STEP 1 GENERATIONS TO COME

1. Ask students how many years it could be until they have children the same age as they themselves are now. What about grandchildren? After agreeing on the year when their grandchildren might be the same age, have them close their eyes and think about what the world will be like at that time. If possible, have students lie on the floor and start with some deep breathing to focus attention.
2. Ask students to think about the following questions, keeping their eyes closed, and say aloud whatever they feel will be true.
  - Does a child living in (YEAR) have a life similar to the one you have now?
  - What does your neighbourhood look like in (YEAR)?
  - Is the community your grandchild lives in safer or more dangerous than it is now?
  - Are the air and water cleaner or more polluted?
  - Is life easier or harder for people around the world?
  - Do more or fewer people have a safe place to live?
  - Are more or fewer people hungry or undernourished?
  - Do more children go to school in the world or are there fewer children who can get an education?
  - Is there more or less violence in the world than there is today?
  - Are there more resources for everyone in the world or is there a shortage of things like electricity, fuel and water?

3. Have students join together as a class to discuss the following ideas.
  - Are there any right answers to these questions?
  - Does anyone in the world know what will happen in the future?
  - Are there different possible futures for your community, for Canada and for the world?
  - What things can affect the kind of future we actually get?
  - How many of these things do you think you can influence or change? Give some examples.
  - Does working toward a positive future sound fun or boring? Do you think the changes will be easy or hard? Will they make your life better or worse? Explain.
  - Do you think your grandparents were thinking about you and how your life would be? Are you happy with the decisions they made?

## STEP 2 POSSIBLE FUTURES

1. Create groups of three or four students, and tell each group to choose one of the global issues listed on the flipchart from Activity 1, Step 2, avoiding duplication (e.g., car use, children and war, sweatshops).
2. Ask each group to brainstorm a variety of possible futures for their issue and record their thoughts in a mind-map format showing the connections, actions, consequences, etc.

Have students think about these questions.

- What will happen if we keep choosing to do the things that are common now (e.g., driving to go to the corner store, buying things made by people who are suffering)?
- What will happen if more people make different choices (e.g., walking or taking public transit, buying fair trade products)?
- Who could take action to make the different futures happen? How can individuals, businesses, organizations and governments take action on the issue for each possible future?

Instruct students to write the possible futures in smaller circles surrounding the central issue. If they think of further possibilities that could come out of a particular future, they should add other circles around the smaller circle. They can write the action taken on the lines that connect the circles. See Figure 4.

3. Provide poster supplies and magazines to each group, and ask students to create a visual display depicting the best possible future they can imagine for the issue they have been discussing. Encourage students to think about as many aspects of life on the planet as they can and about the things that people could do to get to this future. Promote the use of collage, art, creativity and thinking outside the box. Exhibit the visual displays throughout the school.

## GROWING TIPS

### Three Possible Futures

**A global perspective assumes that there are three kinds of futures. There is the one *most likely to happen*, given what is happening right now and if current trends continue (the probable future). There is the future that is preferred, given our current values and priorities. This is the future *we would like to see happen*. Finally, there is a future that is possible (*might happen*) if we do not stay bound by our current world view and if we are not bound by current trends. From a global perspective, all of these futures are interconnected, and appreciating that we have alternatives for our future helps us solve problems and become practical visionaries.**

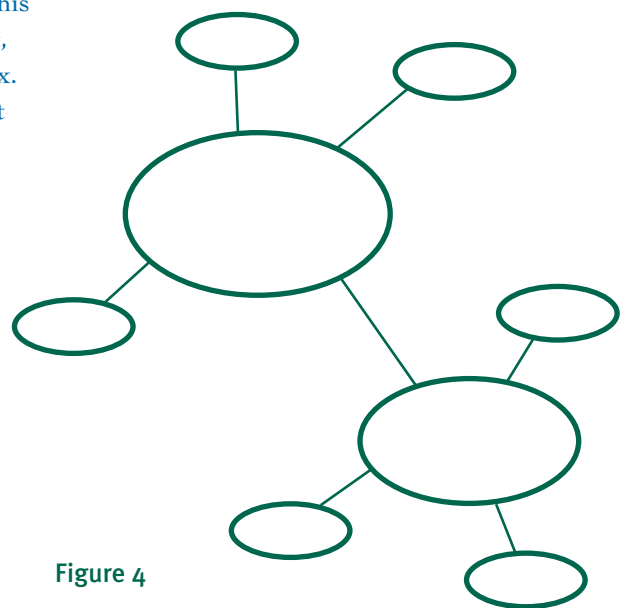


Figure 4





## Handout 8a

### Take a Second Look

---

**A** If it's old, that **TOILET** is using 13 litres or more of water per flush. That's the same amount of water most people in sub-Saharan Africa use in a whole day. 20% of the world's population have no access to clean, safe drinking water. 40% have no access to sanitation, like toilets. The **TOILET** paper used was made from newly cut-down trees. This kind of toilet paper is like taking a living tree, grinding it up and flushing it down the toilet.

---

**B** It's easy to make your **TOILET** more water efficient. Putting a jug of water or a brick in the toilet tank can save over 13,000 litres of water a year. There are also programs in many cities to trade in your old toilet for a newer model that uses less water.

---

**C** Almost 48,000 trees can be saved yearly if every Canadian replaced one roll of **TOILET** paper with one roll made from recycled paper. Lots of companies are now making toilet paper from recycled newsprint and fine paper.

---

**A** The **T-SHIRT** was sewn together in Haiti, which has been devastated by hurricanes and floods. The flooding from the storms is even worse because the forests have been destroyed to make charcoal to use for fuel. Without trees, there is nothing to keep the earth from washing away and destroying crops and homes. Also, because of poverty, people travel around looking for work and often live in handmade shacks that are quickly destroyed by the storms.

---

**B** (**T-SHIRT**) After tropical storm Jeanne caused massive flooding in Haiti in 2004, Canada was the first country to offer help. The Canadian International Development Agency (CIDA) gave money toward an emergency fund, and the Canadian Forces flew in relief supplies. Many other charities and not-for-profit organizations in Canada sent food, water and people to help.

---

**A** The **PANTS** were made in a sweatshop in Bangladesh, where over a million women work long hours in small, crowded sewing shops. They often get sick because of the poor air quality and the long 14-hour workdays. Most women earn less than \$2 for a full day's work. If they complain, they might be fired, and they desperately need the money for their families.

---

**B** Students and teachers in the York Catholic District School Board convinced their school board to adopt a "Fair Labour Practices Policy" in 2004. This means the school board will only buy **PANTS** and other school clothing from companies who treat their workers well. Now students know that the people who make their school uniforms are paid a fair wage and work in safe conditions. There are even whole cities like Toronto, Winnipeg and Vancouver that have agreed to buy uniforms for city workers only from companies who respect the human rights of the people they employ.

---

**A** **BANANAS** make up one-quarter of all the fruit we eat in Canada. The world demand for bananas means that many rain forests have been cut down to clear land for large banana plantations. The plantations use large amounts of pesticides to reduce crop loss, and these chemicals are dangerous for the workers and for the environment. Transporting the bananas long distances (in planes, trucks and trains) also contributes to air pollution and global warming.

---

**B** Many Canadian grocery stores are now stocking organic and fair trade **BANANAS** in their produce department. This means that the bananas are farmed without pesticides by workers who are paid decent wages and treated well. Some Canadians try to reduce the air pollution involved in the transportation of food by buying more local foods, such as apples and pears, which don't have to travel so far.

---





## Handout 8b

### Take a Second Look

---

**A** That **SOCCER** ball was made by a 10-year-old girl in Pakistan who was forced into working to pay off her parents' debts. She works over 10 hours a day and gets paid about 50 cents per ball. She can only make two soccer balls a day. She has worked since she was 7 and has never been to school.

---

**B** Increased awareness about child labour in making **SOCCER** balls has put pressure on companies to change. There is even a YMCA in Ottawa that sells soccer and other sports balls made by companies that pay their workers fairly and don't employ children. Profits from the sale of the balls are used to provide health services, education and community projects in countries like Pakistan.

---

**A** That **TOY GUN** may not seem like a big deal, but around the world some 300,000 children are forced to use real weapons in real armed conflicts and wars. Some child soldiers are forced to fight when they are as young as 8 years old. As many as 400,000 children die around the world each year from war and related causes. Millions more lose their homes and their parents or are disabled and traumatized by war.

---

**B** That **TOY GUN** can be traded in through the War Is not a Game Campaign. This campaign, organized by children in Canada, encourages kids in peaceful countries to support and understand children around the world who live in fear of real guns every day because of armed conflicts in their country. Sponsors donate money for each war toy turned in, and the funds raised go to children affected by war. Other programs let kids trade their toy guns for different kinds of toys that are not violent.

---

**A** That **BOOK** is made of paper that comes from the planet's old-growth and original forests in northern Canada. Almost 80% of the world's original forests have been degraded or completely destroyed. These forests are essential for life on Earth, influencing weather, climate and freshwater resources, and many of the plants, animals and people that live in these forests are in danger.

---

**B** Some companies make their **BOOKS** out of ancient forest-friendly paper. Raincoast Books, for instance, printed the Canadian edition of *Harry Potter and the Order of the Phoenix* on paper that was 100% recycled and chlorine-free. This conserves water, creates less waste, uses less electricity, reduces greenhouse gases and, of course, saves trees. So far, 35 leading Canadian publishers have committed to not using paper created from ancient and endangered forests.

---

**A** That **CAR** is one of 19 million on the road in Canada. Since 2003, there have been more cars than drivers in the United States. The greenhouse gas emissions from driving a car make up about 50% of the total emissions each Canadian produces every year (5 tonnes!) and contribute to air pollution, smog, health problems and climate change around the world. Five percent of the world's population live on small islands that could soon be covered with water because sea levels are rising as a result of global warming.

---

**B** If every driver avoided idling their **CAR** for just five minutes a day, we would prevent more than one million tonnes of emissions from entering the atmosphere each year. Not only that, Canadian drivers would save 1.6 million litres of fuel (and more than \$1 million)! Some cities (like Toronto) have made idling illegal, and there are special campaigns to raise awareness of how bad it is for the environment.

---

**C** The Canadian government has issued the One-Tonne Challenge to every Canadian citizen to reduce his or her annual greenhouse gas emissions by one tonne. It sounds like a lot, but replacing a 20-minute **CAR** ride each week with walking, biking or public transit reduces your annual emissions by 455 kilograms, which is almost half a metric tonne! Actions like these will help Canada meet its commitment to the Kyoto Accord, an international agreement where countries set goals for reducing the emission of greenhouse gases (like CO<sub>2</sub> from cars) in order to prevent global warming. To meet the challenge, students at the Michael A. Kostek elementary school in Edmonton started a program to get kids to walk, bus or bike to school instead of having their parents drive them. The school had 90% participation on the 2004 Clean Air Day!





# Handout 9

## *Issues, Rights and Actions*

1 Issue	2 Rights in danger or denied	3 Rights supported	4 Who is taking action? (individual, organization, business, government)	5 Where is the action happening? (local, national, international)

## ACTIVITY 8 WHAT ABOUT ME?

As a citizen in the global village, what power do I have to create change in the global garden, and how can I ensure its vibrancy now and its growth in the future? In this activity, students explore their own power to act and take up the challenge of global citizenship by making a commitment to contribute.

### Overview

In Step 1, students reflect on the roles and responsibilities inherent in global citizenship and whether or not they believe they can make a difference. In Step 2, students work individually to create and undertake a personal plan for taking action on a global issue of their choice.

*Note: For inspiring stories of youths taking action, see Section 5, Handout 9 (Making a Difference) in the Nurturing Growth resource. ([www.cic.gc.ca/english/citizen/guide\\_2004\\_e/index.html](http://www.cic.gc.ca/english/citizen/guide_2004_e/index.html))*

### Materials Needed

A copy of the **Choosing Daily Change** project sheet (*Handouts 10a and 10b*) for each student



## STEP 1 PERSONAL POWER

1. Do a think/pair/share activity with the following question. Ask students to **THINK** individually about whether they personally feel they can make a difference in global issues. When students have had time to reflect, tell them to form **PAIRS** to discuss what they think. After partners have discussed their ideas, randomly call on students to **SHARE** their pairs' ideas with the class.
2. Display the following proverbs on an overhead or write them on the board.

**“When spiders unite,  
they can tie down a lion.”**

Ethiopian proverb

**“Drops that gather one by  
one finally become a sea.”**

Persian proverb

3. Have students work in pairs to:
  - put the proverbs into their own words
  - explain how they think the proverbs relate to being an active global citizen
4. Discuss the students' responses with the class and ask students the following questions:
  - In what ways are the proverbs similar? In what ways are they different?
  - Do you think we each have responsibilities because we are global citizens? What are they?
  - Do you think that we, as Canadians, have more or less responsibility because we live in a part of the world that has a lot of resources?

## STEP 2 INDIVIDUAL ACTION

1. Ask students if they agree or disagree with the following statement, and discuss the responses with the class.

“It is not leaders who make history. It is all of us. By our decisions, each day we help shape the world, for better or for worse.”

David Kreiger

2. Explain to students that, as part of becoming global citizens, the class is going to undertake an experiment to see if they can help make a difference through decisions about daily actions.
3. Using the **Choosing Daily Change** project outline (*Handouts 10a and 10b*) as a guide, instruct students to work individually to create a personal plan for taking action on an issue that they care about.
4. Create opportunities for peer-to-peer and teacher-student conferencing at various stages of the process, and schedule class time at regular intervals to discuss challenges, progress and feelings surrounding the experience.
5. Have students (and the teacher!) present their findings to the class.

*Note: We strongly encourage teachers to participate in this activity themselves. Providing positive role models is critical to the development of global citizenship in youths, and actively participating increases the authenticity and value of the project for students. It also creates a shared basis for discussion regarding the challenges of changing behaviours and making choices that are difficult.*

### Extension Activity

Encourage the class to help other students in the school understand the importance of being an active global citizen. Go to page 47 to order a class set of the *My Commitment to Our Global Community* Activity Chart provided with this resource. Have each student fill out the poster based on their **Choosing Daily Change** project and display the completed posters throughout the school to inspire others to take action.

### GROWING TIPS

## Checklist for Global Citizenship Lessons

- **The activity is cooperative instead of competitive.**
- **Opportunities are provided for children to take future actions.**
- **The local is connected to the global, so it is evident that we all have many issues in common.**
- **Students get to dig deep for the root causes of symptoms—causes like war, violence and power.**
- **The historical context of the issue is explored from different perspectives.**
- **Power issues are examined—who benefits, who loses, who is harmed or ignored.**
- **The activity is participatory and experiential, as well as student- and learner-centred.**
- **The whole student is addressed (intellect, relationships, inner self, spiritual).**
- **A future orientation is included that encourages planning for future generations.**





# Handout 10a

## Choosing Daily Change

Decide where YOU want to make a difference. On what issue do you want to take action?

ISSUE:

---

---

---

Write a summary of why you think global citizens should take action on this issue. What is the problem? Why is it important? What things do you think contribute to causing or perpetuating the problem? What needs to be done to help solve the problem?

SUMMARY:

---

---

---

---

---

---

Do research in your community or on the Internet to find at least one organization or campaign that is working to help solve the problem. Provide full contact information and a summary of how the people involved work to make a difference.

---

---

---

---

---

---

Brainstorm and record 10 actions that people could take to help fix the problem and rate them from easiest to hardest to do.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.





# Handout 10b

## Choosing Daily Change

- a Choose five actions that YOU personally can commit to doing NOW to make a difference.
- b Complete the following chart with the actions you have chosen. If you find out that the action is not possible, record a replacement action in the spaces at the bottom of the chart.

Action	Possible challenges or barriers (e.g., need parental approval, cost, have to get up 30 minutes earlier, not sure if an organization has an office in my area)	Possible methods for overcoming barrier (e.g., call a friend for support, always carry an extra cloth bag in knapsack, think of a different kind of snack)	How can I measure the actions I take so that I can monitor progress and impact? (e.g., checklists, log sheets) *Be sure you have a unit of measurement.
1			
2			
3			
4			
5			

- c Create the tools you need to record your actions and progress.
- d Keep a journal to reflect on progress, challenges and descriptions of the experience.
- e Complete a final report that describes:
  - the success of your action plan, including the effects on you, on others, on the community or on the world;
  - setbacks or difficulties you encountered and how you dealt with them, and advice for others who might want to take the same kind of action; and
  - how the experience changed or affected your understanding of global citizenship.

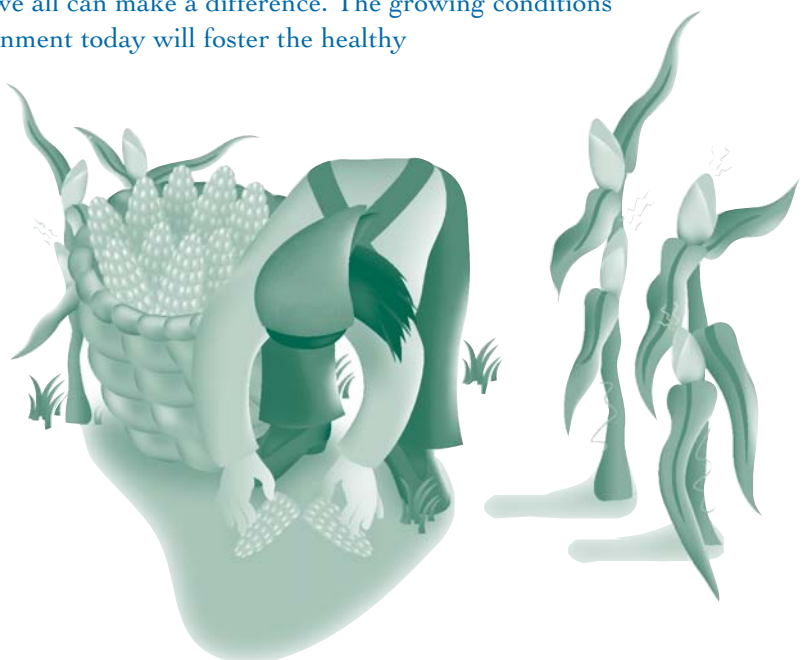
# Conclusion



**B**elonging to the global garden is not just about gathering crops and reaping the benefits of world resources. It is about contributing to the strength, diversity, beauty and sustainability of that garden, to ensure that it will flourish and provide nutrition, safety and joy to all for generations to come. Supporting a garden that is vibrant, lush and productive requires cultivation, attention, proper nutrients and the efforts of all. As citizens of the global village, and of Canada, we have the power and the responsibility to join together, grab our gardening tools and get to work caring for the garden and ensuring its sustainability.

Each of us makes choices about the water we share, the methods we use to keep the plants healthy and the attention we pay to the needs of the garden's diverse inhabitants. As a global citizen, it is our responsibility to ensure that our actions support the growth of every plant in the garden so that each valuable life can reach its full potential. We must all decide what we want our garden to be like and how we want to leave that garden for future generations.

Help your students to sow the seeds of tomorrow by taking up the challenge of dreaming, envisioning and building, with their daily actions, a garden that will support and sustain the citizens of the global village from this day forward. Through the use of these materials, you are nourishing a belief that we all can make a difference. The growing conditions created in your classroom environment today will foster the healthy growth of active, engaged global citizens who will shape the future of our world for generations to come.







# Feedback Form

**PLEASE FAX THIS FORM TO (416) 466-3104**

**or fill out the on-line form at [www.cic.gc.ca/english/citizen/celebrate.html](http://www.cic.gc.ca/english/citizen/celebrate.html).**

\_\_\_\_\_  
Name

\_\_\_\_\_  
School/organization

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
E-mail

\_\_\_\_\_  
Address

\_\_\_\_\_  
Grade and subject taught (if applicable)

**1.** Have you used this resource?

- yes
- no

**2.** Please rate the need for material that deals with the topics covered in this publication:

- great need
- moderate need
- some need
- little need

**3.** Briefly describe the young people who took part in the activities (for example, Grade 4 social science class, Saturday morning youth group for ages 10–12).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4.** Please circle the activities you used.

1   2   3   4   5   6   7   8

**5.** Are you planning to use this resource in the future?

- yes
- no

**6.** Would you recommend these materials to others?

- yes
- no

Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**7.** Please rate the lessons as follows:

Concepts presented

- excellent       very good       good
- average           poor

Instructional strategies

- excellent       very good       good
- average           poor

Fit with the curriculum

- excellent       very good       good
- average           poor

Ease of use

- excellent       very good       good
- average           poor

Educational value

- excellent       very good       good
- average           poor

Age appropriateness

- excellent       very good       good
- average           poor

Appeal to youths

- excellent       very good       good
- average           poor

**8.** What did you like most about the resource in general?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**9.** In your opinion, how could the resource be improved?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you have any suggestions for other themes and activities?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for taking the time to give us your feedback!**