



Socially-based Curriculum Unit: Global and Active Citizenship

Unit Title: Global and Active Citizenship

Time Frame: 5 periods (4 lessons plus one work period)

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Developed for Course Name and Course Code: Civics, Grade 10 Open (CHV20)

Strand(s) and Curriculum Learning Expectations Addressed:

Informed Citizenship Strand

ICV.04 • explain what it means to be a “global citizen” and why it is important to be one

IC4.01 – analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality, terrorism)

IC4.03 – evaluate civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Émile Léger, Jean Vanier, Nelson Mandela, Mother Teresa, Jody Williams, Craig Kielburger, David Suzuki, Stephen Lewis; International Federation of Red Cross and Red Crescent Societies, Doctors Without Borders/Médecins Sans Frontières, YWCA/YMCA and YWHA/YMHA, Greenpeace, Inuit Circumpolar Conference).

Purposeful Citizenship Strand

PC1.01 – describe fundamental beliefs and values associated with democratic citizenship (e.g., rule of law, human dignity, freedom of expression, freedom of religion, work for the common good, respect for the rights of others, sense of responsibility for others)

Active Citizenship Strand

ACV.01 • apply appropriate inquiry skills to the research of questions and issues of civic importance

AC1.01 – formulate appropriate questions for inquiry and research; locate relevant information in a variety of sources (e.g., texts, reference materials, news media, maps, community resources, the Internet); and identify main ideas, supporting evidence, points of view, and biases in these materials;

AC1.02 – organize information, using a variety of methods and tools (e.g., summaries, notes, timelines, visual organizers, maps, comparison organizers);

AC1.03 – communicate the results of inquiries into important civic issues, using a variety of forms (e.g., discussions and debates, posters, letters to elected officials, Web pages, visual organizers, dramatizations).

ACV.02 • demonstrate an understanding of the various ways in which decisions are made and conflicts resolved in matters of civic importance, and the various ways in which individual citizens participate in these processes.

AC2.01 – compare and contrast different ways of resolving disputes (e.g., through the judicial process; through negotiation, mediation, arbitration, conciliation);

AC2.05 – demonstrate an understanding of their responsibilities as local, national, and global citizens by applying their knowledge of civics, and skills related to purposeful and active citizenship, to a project of personal interest and civic importance (e.g., participating in food and clothing drives; visiting seniors;



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participating in community festivals, celebrations, and events; becoming involved in human rights, antidiscrimination, or antiracism activities).

Desired Results

Unit Description:

In this unit, developed for the grade ten Civics course (CHV2O), students will have an opportunity to explore and understand the relationships between underdeveloped, developing, and developed nations and their respective challenges and issues in the global community today. Students will begin to explore current global issues and gain a better understanding of the role of non-governmental organizations and how they support the developing world. The culminating task for this unit is a public relations campaign created in support of a non-governmental organization that each student has researched.

Enduring Understandings / Learning:

1. Through a simulation activity, students will be able to define and understand what it means to be an underdeveloped, developing, and developed nation in our world today.
2. In a newspaper scavenger activity, students will begin to understand some of the global issues that affect nations today.
3. Students will learn about the roles of intergovernmental organizations (IGOs) and non-governmental organizations (NGO) in the global community and access some of these organizations via the internet in a research activity.
4. Students will apply their knowledge in the culminating task which is a public relations campaign highlighting an NGO and global issue of their choice.

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

There is an assessment task at the end of each lesson and the final lesson is a culminating task where students will apply the knowledge gained in the previous lessons. Students will be assessed through a variety of reflections, visual organizers and other instructional intelligence tools:

- Lesson 1 (Formative Assessment) – Placemat Activity



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- Lesson 2 (Formative Assessment) – Reflection “Why can we not always rely on governments to act on behalf of their citizens?”
- Lesson 3 (Formative Assessment) – Reflection (NGO Webquest Reflection)
- Lesson 4 (Summative Evaluation) – NGO Public Relations Campaign

Assessment Criteria:

A variety of assessment tools will be used to evaluate students' demonstration of their learning including the use of anecdotal comments, achievement levels, and an evaluation rubric for the culminating task.

Unit Planning Notes

Prior Learning Necessary:

Lesson One:

- students should have some general knowledge regarding different political leadership styles
- students should have some basic knowledge of the United Nations

Lesson Two:

- students will have be familiar with the front section of a newspaper
- students will have some knowledge of how to skim read articles
- students will have some knowledge of world geography

Lesson Three:

- students should be familiar with using the internet

Lesson Four:

- students will have some knowledge of the use of slogans and logos in advertising and educational tools students will have some knowledge of commercials, infomercials, brochures, and newspaper advertisements and how they are used as advertising and educational tools

Preparation Notes:

Lesson One: Teacher may use Appendix 1 or alternative picture of life in a developing nation

Lesson Two: Prepare the following items:

- Chart Paper and Markers
- Front Sections of Current Newspapers



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- World Map
- Push Pins or Dot Stickers

Lesson Three: Teacher should book computer lab time for this lesson

Lesson Four: Teacher should prepare examples of effective slogans, logos, newspaper ads, commercials and brochures

Learning Plan

Lesson 1: Developed versus Developing Nations Simulation

Resources Needed:

- Appendices 1- 9

1. Picture Analysis:

- Display **Appendix 1** visual on overhead which depicts life in a developing nation. Pose the following questions for students to answer in pairs:
 - What is shown in this picture?*
 - Is this an example of a home that you would see in your community?*
- Display **Appendix 2** visual on overhead which depicts life in a developed nation. Pose the following question for students to answer in pairs:
 - What is shown in this picture?*
 - Is this an example of a home that you would see in your community?*
- Pose the following questions to the class:
 - What similarities can you identify between the two pictures we just analyzed?*
 - What differences can you identify between the two pictures we just analyzed?*
 - Where might you find each of these homes?*
 - What **accounts** for the differences between the two homes?*

2. Key Terms

- Using **Appendix 3**, introduce the terms Developing, Developed and Underdeveloped Nation and provide examples of each. Keep these definitions posted in a visible location of the classroom.

3. Simulation

- Using numbered heads, divide students into six groups. Provide a country profile from **Appendix 4** to each group. Direct groups to come up with a country name and to identify if their country is a developed or developing nations. Ask students to appoint the following tasks to group members: diplomats, banker and accountant.
- Distribute **Appendix 5** go through the objective and rules of the simulation identified on Appendix 5



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handout.

- Teacher runs simulation using scenarios found on **Appendix 6** and distributes money from **Appendix 7**. The Teacher may wish to appoint one student as the class banker to collect money based on choices made during simulation.

4. **Wrap-up/Reflection:**

Distribute debriefing sheet **Appendix 8** to each group. Direct students to complete placemat activity using instructions outlined below:

- All students in group respond to central question in the centre of the placemat. Every two minutes rotate the placemat and read the answers contributed by different members of the group until all responses have been read.
- Teacher leads class discussion to allow students to share responses from the activity.

Assessment Opportunity: Teachers may choose to collect placemat worksheets to assess for understanding using **Appendix 9**.

Lesson 2: Introduction to Non-Governmental Organizations

Resources Needed:

- variety of current newspapers
- push pins or stickers
- chart paper/markers
- Appendices 10-12

1. Introduction

- Begin class with a brainstorm organizer on the chalkboard or on overhead. Work with students to clarify meaning of the term “global issue”.
- Once students understand specific term, ask students to offer examples of issues that affect the world. (i.e. World Hunger, The AIDS Pandemic)

2. Newspaper Scavenger Hunt

- Using Numbered Heads, divide students into groups of five. Distribute current newspapers, stickers or pushpins, chart paper and markers to each group. Direct students to scavenge through the front section of their assigned newspaper for stories that relate to global issues. Each group is to draft a chart on paper provided listing the country/countries involved and the issue. Once they have identified all the issues present in the front section, one student from each group is to identify the countries they read about on a world map posted at the front of the classroom using either a sticker or pushpin. Another member from each group is to add their list of current global issues to the mural paper posted.



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- After each group has completed their work, ask student to identify any other global issues they are aware of and add their location(s) to the map and event to the mural paper.

3. Brainstorm and Key Terms Clarification

- Ask groups to brainstorm a list of who intervenes to help people in nations affected by the identified global issues. Take up responses and create a list on the chalkboard.
- Introduce students to the definitions of an IGO and NGO using **Appendix 10**. Students are to record these definitions in their notebooks. Ask students to identify the names of any IGO or NGO that they know. Revisit the class list of Global Issue interveners and identify which would fall under the category of IGO/NGO.

4. NGO Analysis

- Display overhead of Doctors Without Borders using **Appendix 11** ask students record their responses to the following questions in their notebooks:
 - 1) Do you think this name represents an organization that is an IGO or NGO?
 - 2) What kind of borders do you think this organization crosses?
 - 3) Under what circumstances do you think these doctors cross borders?
 - 4) What risks may be associated with crossing these borders?
- Direct student to take-up their responses in pairs. Lead a class discussion to take-up responses.

5. Homework/Wrap-Up:

Distribute reflection sheet **Appendix 12** for students to complete for homework.

Lesson 3: NGO Webquest

Resources Needed:

- Appendices 13 - 15
1. In pairs, students are to explore, using **Appendix 13**, different non-governmental organization (examples listed in **Appendix 14**). Discuss worksheet and clarify expectations.
 2. Each pair of students is to join with another pair of students to share what they learned about the organizations they researched.
 3. **Wrap-up:** Students complete **Appendix 15** as a means of reflecting on what they learned today.



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Lesson 4: Non-Governmental Organizations Public Relations Campaign

Resources Needed:

- Appendices 16 and 17
1. As a class, recap some of the Non-governmental Organizations they researched in the previous lesson asking them to identify why they were impressed by the work they carry out. Specifically, ask students if any of the Non-governmental Organizations used any effective publicity techniques to grab their attention on their website.
 2. In pairs, students brainstorm ways for Non-Governmental Organizations to promote their cause. Create a list of specific examples as a class on the chalkboard. Share examples of ads, commercials, pamphlets or slogans with students, making note of what makes each effective.
 3. Distribute **Appendix 16**, outlines the culminating task for this topic. Discuss assignment instructions and assessment and evaluation expectations found on **Appendix 17**.

Appendices

- Appendix 1 – Visual: A home in the developing world
- Appendix 2 – Visual: A home in the developed world
- Appendix 3 – Glossary of terms (Underdeveloped, Developing, Developed)
- Appendix 4 – Country Profiles
- Appendix 5 – Simulation Instructions
- Appendix 6 – Simulation Scenarios
- Appendix 7 – ‘Play Money’
- Appendix 8 – Assessment: Placemat Activity
- Appendix 9 – Placement Assessment Checklist
- Appendix 10 – Glossary of terms (IGO versus NGO)
- Appendix 11 – Visual: Logo of *Doctors Without Borders*
- Appendix 12 – Assessment: Reflection
- Appendix 13 – NGO Webquest organizer
- Appendix 14 – List of NGOs
- Appendix 15 – Assessment: NGO Webquest Reflection
- Appendix 16 – Culminating Task: NGO Public Relations Campaign
- Appendix 17 – Evaluation Rubric



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Other Possible Course Applications

This series of lessons could also apply to the CLN4U (Gr. 12 Canadian and International Law) and CPW4U (Canadian and World Politics). It is suggested that the teacher gauge students' prior knowledge and adjust the length and depth of each lesson as necessary. At the senior level, teachers may choose to include extension activities such as the creation of a website, or the presentation of students' public relations campaigns to educate the school community on a public issue and the role of a specific NGO.