

People and Places in the World

Global Quality of Life

2
CLUSTER

GRADE
7



Cluster 2

Learning Experiences: Overview



7.2.1 What Is the Good Life?

KC-002 Describe the impact of various factors on quality of life in Canada and elsewhere in the world.

Examples: access to shelter; food, water, health care, and education; globalization...

KC-004 Describe ways in which their personal actions may affect quality of life for people elsewhere in the world.

Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...

KI-006 Identify diverse cultural and social perspectives regarding quality of life.

Examples: differing concepts of poverty and wealth; materialism...

KG-034 Identify reasons why people emigrate.

KP-039 Give examples of government decisions that affect quality of life.

VC-004 Be willing to take action to support quality of life for people around the world.

7.2.2 Universal Human Rights

KI-007 Describe the impact of discriminatory attitudes and practices on quality of life.

Include: racism, prejudice, stereotyping.

KI-008 Describe the influence of various factors on personal identity.

Examples: gender and gender images, sexual orientation, physical characteristics, socio-economic situation, peer pressure, media portrayals...

KG-037 Identify universal human rights and explain their importance.

VC-001 Respect the inherent dignity of all people.

VI-005 Respect others' rights to express their points of view.

7.2.3 Democratic Citizenship and Quality of Life

KC-001 Describe the impact of various factors on citizenship rights in Canada and elsewhere in the world.

Examples: laws, culture, labour practices, education...

KC-003 Give examples of ways in which quality of life may be enhanced within a democracy.

Examples: freedom of association, speech, and the press; universal suffrage...

KC-005 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

VC-002 Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.

VC-003 Be willing to contribute to their groups and communities.

7.2.4 Power, Wealth, and Justice

KP-040 Compare and contrast various types of power and authority.

KP-041 Explain the relationship between power and access to wealth and resources.

KP-042 Identify various individuals who influence world affairs.

KE-045 Give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities, and nations.

VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.

VP-014 Appreciate the positive contributions of various individuals to world affairs.

VE-016 Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

7.2.5 Global Cooperation

KG-033 Give examples of events and achievements that enhance understanding among peoples and nations.

Examples: international sporting events, world fairs and expositions, film, music, and literary festivals, Nobel Prizes...

KG-035 Give examples of global cooperation to solve conflicts or disasters.

KG-036 Identify various international organizations and describe their role in protecting or enhancing global quality of life.



Examples: United Nations, Amnesty International, Greenpeace, Médecins sans frontières...

VG-011 Value the contributions of international agencies and humanitarians to quality of life.

Examples: Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa...

Global Quality of Life

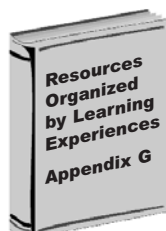
Cluster Assessment: Tools and Processes

- **Engaging Students in the Cluster:** There are suggested strategies to activate the cluster and help teachers assess student prior knowledge.
-  **Suggested Portfolio Selections:** This icon is attached to strategies that may result in products, processes, or performances for inclusion in student portfolios.
- **Student Portfolio Tracking Chart:** This chart is designed for students to track their portfolio selections throughout the cluster. It is located in Appendix C.
-  **Skills Set:** This icon identifies the skills that may be targeted for assessment during each strategy, and provides suggestions for that assessment.
- **Skills Checklist:** This teacher tool lists every skill outcome for a particular grade. It is intended to track individual student progress related to skills in each cluster and throughout the grade. It is located in Appendix C.
- **Connecting and Reflecting:** The end-of-cluster summative assessment activity.

Cluster Description



Students examine environmental, social, and cultural factors that affect quality of life for people in Canada and other places in the world. This study includes a focus on concepts related to universal human rights, diverse cultural perspectives, citizenship and democracy, identity, and discrimination. Students examine the role of international agencies and global cooperation, the relationship between wealth, resources, and power, as well as the impact of their personal actions on quality of life for people in other places.



Engaging Students in the Cluster

- Create a “Human Rights” bulletin board display with newspaper articles related to quality of life issues and have students continue to contribute articles throughout the cluster.
- Students bring to school a list of 20 “unnecessary” items in their homes – things they could easily live without that do not fulfill basic needs (e.g., toys and games; dishwasher, vacuum cleaner, electric can opener, and other labour-saving devices; DVD players, televisions, computers, and other electronic equipment; extra pairs of shoes, hats, and other items of clothing; soda pop, potato chips and other “sometimes” foods; lawn mower; makeup; books; art...). Students collate their lists into agreed-upon categories and brainstorm reasons why Canadians have so many “unnecessary” things.
- Collaborative groups of students generate five to ten statements for a “Student Happiness Survey” (e.g., “All my basic needs are met; I have friends; I have a close friend whom I trust and I can talk to; I like school; My body shape and size is just fine; I like my appearance; I have a family who loves me and cares for me...”). As a class, students select what they consider to be the most important statements and compile them into a class survey. Students complete the surveys privately and engage in a class discussion about issues related to quality of life and happiness. (As an alternative, distribute the survey to other classes and have other students complete them anonymously. Compile the results and discuss as a class issues related to quality of life and happiness.)
- Create a display of books, calendars, and journals that depict life in other places. (Consider the following excellent books: *If the World Were a Village*, *Material World*, *Families of the World*, *A Life like Mine...*).
- As a school or student council, students engage in a fundraising activity to sponsor a foster child in a less-developed country. (This should be approached as a school-wide activity not as a single classroom, as it requires a long-term, multi-year commitment.)
- Students with family or social connections to war veterans contribute stories to a class discussion about war and international conflict.

Learning Experiences Summary

7.2.1 What Is the Good Life?

7.2.2 Universal Human Rights

7.2.3 Democratic Citizenship
and Quality of Life

7.2.4 Power, Wealth, and Justice

7.2.5 Global Cooperation



7.2.1 What Is the Good Life?

- KC-002 Describe the impact of various factors on quality of life in Canada and elsewhere in the world.
Examples: access to shelter, food, water, health care, and education; globalization...

- KC-004 Describe ways in which their personal actions may affect quality of life for people elsewhere in the world.
Examples: consumer choices, conservation actions, sharing of resources, letters and petitions...

- KI-006 Identify diverse cultural and social perspectives regarding quality of life.
Examples: differing concepts of poverty and wealth; materialism...

- KG-034 Identify reasons why people emigrate.

- KP-039 Give examples of government decisions that affect quality of life.

- VC-004 Be willing to take action to support quality of life for people around the world.

Enduring Understanding

Quality of life varies greatly around the world, and depends not only on physical belongings but on the values and aspirations of people, their freedom, and their overall well-being.

Description of the Learning Experience

Students discuss what the “good life” means to them, consider diverse perspectives regarding quality of life, and reflect on issues related to global disparities related to quality of life. Students develop an awareness of how they can become active contributors to a better quality of life for all, locally and globally.


Vocabulary: quality of life, emigration, human development, materialism (See Appendix D for Vocabulary Strategies.)

Note: See the Suggested Teaching scenario on pages 44-45.






7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
	KC-002	<p>Activate</p> <p>Using Think-Pair-Share, students generate ideas in response to the following prompt about quality of life: <i>What does “the good life” mean to you?</i> They then brainstorm a list of all the things that are important in order to have a good life. Once student pairs have completed their lists, they carry out an Unstructured Sort of all the items they have listed, creating a set of categories under which they regroup all items. Pairs then compare their sorted lists with another pair. In a guided plenary discussion, the class creates a composite list of the main categories that are repeated in the lists, ranking them in order of priority or importance.</p> <p>TIP: Encourage students to think not only about their wants or possessions, but of the many things they may take for granted and without which it would be impossible to have a good quality of life, beginning with basic needs and including elements related to psychological and social well-being.</p>
	KC-004	
	KI-006	
	KG-034	
	KP-039	
	VC-004	

7.2.1 What Is the Good Life?



Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Using a book such as <i>Material World: A Global Family Portrait</i> by Peter Menzel (San Francisco: Sierra Club, 1994), collaborative groups of students view and discuss images and worldly possessions of families from around the world. Groups circulate through a Carousel activity in which they exchange information about families in different regions, describing their quality of life and the values and aspirations that are important to each of these families. In a guided plenary session, the class discusses what quality of life means to different people in different cultures.</p> <p>TIP: <i>Material World: A Global Family Portrait</i> is a rich and fascinating visual portrait of families around the world. This highly recommended resource is ideal for Grade 7 students exploring People and Places in the World. Consider using the second and third books in the series as well: <i>Women in the Material World</i> and <i>Hungry Planet: What The World Eats</i>. One copy of the book for each group of six to eight students would be sufficient. Students may also use <i>National Geographic</i> magazines with articles and photographs related to quality of life in diverse regions. In each group, one student should take the role of scribe, noting important points to share with other groups. For the Carousel sharing activity, invite half the members of each group to circulate while the other half presents their family to the visiting students. After two such rotations, switch roles so that the rotating members of each group return home to present to others for the last two rotations.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

7.2.1 What Is the Good Life?





Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Collaborative groups of students draw up a list of actions they can take to improve quality of life for themselves and for others, using concrete and realistic examples at the local, national, and global levels. Students may be guided by the list of categories in the BLM 7.2.1a, or use categories developed by the class or by their group. The group lists are presented in a class discussion, and may be revisited later in this cluster as the basis for deciding on a social action initiative.</p> <p>TIP: Review what students know about the principles of sustainability (i.e., the interdependent relationship among the environment, the economy, and the health and well-being of people and society. Refer to the BLM 7.2.1b, for the key concepts. (The graphic will be useful to students in Cluster 4 as well.) Provide students with an example of a personal action under each of the three components (e.g. Economy: do not purchase brand-name clothing that is the result of child labour; Social Health and Well-Being: practise strategies of peaceful conflict resolution; Environment: volunteer to help with sorting recyclables in the school recycling program...).</p> <p> BLM: Improving Quality of Life</p> <p> BLM: Sustainability</p>
	or	
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Referring to the already completed BLM 7.1.3d (see Cluster 1), collaborative groups of students review the list of push and pull factors they generated in Learning Experience 7.1.3. Students discuss what each of the factors has to do with seeking a better quality of life, and then prepare and share with the class a summary statement on the role of quality of life in emigration.</p> <p>TIP: Clarify with students the meaning of “emigration” as departure from one’s home country, as opposed to “immigration” as settlement in a new country. In this case, they will emphasize the push factors rather the pull factors of population migration. Help students consider the role of goals and aspirations in people’s decisions to leave their countries of origin. Encourage them to discuss what they have learned about the gap between more- and less-developed countries.</p> <p> BLM: Influences on Population Movement</p>
	<i>(continued)</i>	
Teacher Reflections		

Global Quality of Life






7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Students begin a scrapbook section in their Travel Portfolio entitled “Quality of Life around the World.” They will use the scrapbook to display their personal collection of articles, news clippings, or editorials about quality of life (e.g., factors that influence global quality of life, diverse social and cultural perspectives on quality of life, emigration and the pursuit of a better quality of life, the impact of government decisions on quality of life). Students will include a short response to each article they add to their scrapbook throughout this cluster.</p> <p>TIP: Periodically, over the course of this cluster, set aside time to present and analyze articles of interest the students may have collected from the news. Arrange for time at the end of each cluster for students to share the contents of their Travel Portfolios with each other, with parents, or with younger or older students.</p>
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Using the knowledge of Canadian history they have accumulated through Grades 5 and 6, collaborative groups of students develop a list of examples of government decisions, programs, and services that have had an impact on quality of life for Canadians and for people in other regions of the world. Groups share their lists and the class discusses the role of government in supporting quality of life for its own citizens as well as for citizens in other countries.</p> <p>TIP: Examples of government action include universal health care, Canadian peacekeeping operations, opening or closing of immigration policies, foreign aid and development, participation or non-participation in wars, conscription, social security programs, foreign aid and development projects, et cetera.</p>
<i>(continued)</i>		
Teacher Reflections		







7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Acquire</p> <p>Collaborative groups of students read an informational text from the United Nations regarding quality of life and human development. Groups then develop their own definition for the expression <i>quality of life</i> from a global perspective.</p> <p> BLM: Human Development, Quality of Life, and Poverty (2 pages)</p> <p style="text-align: center;">or</p> <p>Students read an article summarizing the current status of global quality of life in relation to the United Nations Human Development Goals. After clarifying the key points of the article in a class discussion, collaborative groups of students develop a graphic organizer summarizing the information. Groups consider recent progress made in global quality of life, and the challenges that still remain. In a guided plenary discussion, students share their graphic organizers, and discuss priority areas in human development for the future. They also consider possible actions by governments and citizens in more-developed nations to support quality of life in the world (e.g., sharing medical resources to combat HIV/AIDS and other illnesses; excusing the debts of less-developed nations; educational exchange programs; fair trade practices; support for destruction of land mines...).</p> <p>TIP: As students discuss possible actions by more-developed nations to improve quality of life, encourage them to recall that there are diverse cultural perspectives regarding what constitutes the good life (i.e., foreign aid cannot simply mean the imposition of the values of western cultures on other nations in exchange for economic benefits). Encourage students to use their personal experience to recall that an important part of having a good life is self-determination or independence in pursuing one’s own goals and values.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: UN Human Development Goals (2 pages)</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Teacher Reflections</p>


7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Consulting the United Nations Human Development website, collaborative groups of students gather and record data regarding key indicators of human development in a more-developed nation and a less-developed nation of their choice. Using the outline provided, students record their information electronically and, using the data they have collected, create and interpret a comparison chart, graph, or spreadsheet.</p> <p>TIP: Ensure that student groups select countries from a variety of world regions. Assist students in selecting data by carrying out an example together, focusing on the quantitative statistics and not the index, which is a comparative scale. Note that the tables provided on United Nations Human Development website (www.undp.org/hdr2003/indicator/index.html) list the main indicators—life expectancy, adult literacy rate, educational enrolment, and income/purchasing power—as well as a variety of data on additional factors that affect quality of life (e.g., political participation, health and medical treatment, nutrition, gender equity...). Encourage students to add other interesting statistics to their charts by selecting a few relevant examples.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Measures of Human Development</p>
	or	
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Students design and conduct a survey to gather information about what people consider to be the most important factors in determining quality of life, and what each person surveyed believes about taking responsibility to support quality of life for people around the world. Students gather and interpret their data, and prepare a summary report of their findings.</p> <p> BLM: Quality of Life Survey (2 pages)</p>
	<i>(continued)</i>	
Teacher Reflections		





7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 <p>Appendix A Skill 11a</p>	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Using print and electronic resources, students gather information about the main reasons for emigration in the contemporary world. Students discuss the results of their findings, drawing conclusions about the role of seeking a better quality of life through emigration, and the relative influence of various factors on quality of life for immigrants (including refugees).</p> <p>TIP: Encourage students to develop theories about reasons for emigration from specific countries of origin based on current events reported in the news (e.g., wars, famines, disasters, economic failure, ethnic tensions...).</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 <p>Appendix A Skill 10c</p>	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Students gather images, quotations, and excerpts from literature to create a Mind Map illustrating diverse cultural and social perspectives regarding quality of life, poverty and wealth, and personal actions and responsibilities with respect to global quality of life.</p> <p>TIP: Review with students the meaning of concepts such as “materialism” and “consumerism,” as a part of the North American perspective of what constitutes a good quality of life. Students may include in their collage or Mind Map images that illustrate the values of a consumer society as contrasted to the values of a society in which consumerism is not an option. This activity offers the opportunity to develop an interdisciplinary project in language arts and visual arts.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
or		
 <p>Appendix A Skill 1</p>	<p>KC-002 KC-004 KI-006 KG-034 KP-039 VC-004</p>	<p>Students generate questions and listen to a guest speaker on an issue related to quality of life or on factors that influence quality of life. Following the talk, students pose questions and discuss ways in which they may be able to take action to support quality of life, locally, nationally, or globally.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
<i>(continued)</i>		
Teacher Reflections		




7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KC-002	<p>Using a set of recent newspapers, collaborative groups of students clip articles related to the influence government decisions have on global quality of life. Articles can be related to any level of government or governments from other countries. Students prepare a summary analysis of each article selected, analyzing the positive or negative impact on quality of life of each decision. Each group presents one or two of their articles to the class, explaining why they selected the articles and animating a discussion about the role of government in supporting or undermining quality of life.</p> <p>NOTE: Encourage students to explore the influence government decisions have on a variety of areas, such as those listed below. In the guided plenary discussion, invite students to make the connection to personal actions and decisions that support quality of life (i.e., quality of life worldwide is not only the responsibility of governments but also the responsibility of citizens, to whom democratic governments must answer for their actions).</p> <ul style="list-style-type: none"> • culture • recreation • family • peace and safety • democratic rights and freedoms • justice • education • employment • basic needs (food, water, shelter) • gender equity • health care • basic human rights
	KC-004	
KI-006		
KG-034		
KP-039		
VC-004		
		<ul style="list-style-type: none"> • science and technology • media and communications • the arts • participation and exclusion • poverty and distribution of wealth • science and technology • community or social cohesion (belonging) • identity • sustainability and environmental conservation • foreign aid and development
<i>(continued)</i>		
Teacher Reflections		





7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	Students read an informational text or news article about malnutrition and obesity in today’s world. Following the reading, students discuss the disparities in food consumption that characterize the world, and consider whether life in the society of over-consumption really is the “good life.” Following the discussion, students may complete a journal reflection in which they examine their own food consumption habits in light of what they have learned.  BLM: Overfed and Underfed
		KC-002 KC-004 KI-006 KG-034 KP-039 VC-004
		<i>(continued)</i>
Teacher Reflections		




7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Collaborative groups of students revisit their inventory of actions to support quality of life (from the previous Activating Strategy using BLM 7.2.1a). As a group, they add other possible actions to the list, based on what they have learned through this learning experience. Students then determine a priority list of three actions to present to the class as the basis for a class social action project to support improved quality of life, locally or globally. After the groups have presented their options, the class selects and plans a project that is realistic and significant to them.</p> <p>TIP: Students may initiate a new project, or become involved in an existing organization such as:</p> <ul style="list-style-type: none"> • The Ladybug Foundation <www.ladybugfoundation.ca> was established by Hannah Taylor to help the homeless of Winnipeg. • Free the Children <www.freethechildren.org> was founded by Craig Kielburger and is a network of children in more-developed countries helping children in less-developed countries. Consider viewing the video, <i>Seven Steps to Social Involvement: Taking it to the Next Level</i>, by Craig and Marc Kielburger, which is available at the Education Library (Instructional Resources Unit, Media Booking # 10061 [VHS], D-10061 [DVD]). <p>Projects need not be of a large scale to be significant; for instance, a “Random Acts of Kindness” week is a way of supporting peaceful, safe schools and enhancing quality of life locally. Encourage students to be creative in initiating their own plans rather than supplying them with ready-made projects. Many of the youth websites of international organizations include a variety of suggestions as to how youth might get involved in social action. Examples of other projects include</p> <ul style="list-style-type: none"> • fundraising drives like garage or bake sales to support an organization that fights poverty • school-wide responsible consumer information sessions • letter-writing campaigns to elected officials regarding a quality-of-life issue, such as child soldiers, child labour, or environmental conservation • school recycling programs • community service or information campaigns <p>(Note that issues related specifically to human rights will be considered in greater detail in Learning Experience 7.2.2.)</p> <p> BLM: Improving Quality of Life</p>
		<i>(continued)</i>

7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-002 KC-004 KI-006 KGI-034 KP-039 VC-004	<p>Collaborative groups of students create their own set of criteria for determining worldwide quality of life, based on what they have learned about the factors that influence human development. The indicators they decide on must be observable and measurable (e.g., number of people suffering from malnutrition). The factors must also reflect what they consider to be most important in determining quality of life. Students circulate to share their sets of criteria with each other.</p> <p>TIP: Discuss with students why a statistic such as “number of televisions and VCRs,” although measurable and observable, may not be a true indicator of a good quality of life.</p>
or		
	KC-002 KC-004 KI-006 KG-034 KP-039 VC-004	<p>Students present their reports summarizing the results of their surveys about quality of life (from the previous Acquiring Strategy using BLM 7.2.1f). Following the reports of all groups, students synthesize the main points they have observed, reflecting on diverse cultural and social perspectives on quality of life, the main factors influencing quality of life, and commitment to personal actions supporting global quality of life.</p> <p>TIP: Students may be asked to present their survey results creatively (e.g., as a televised news item, a public service radio commercial...).</p>
		 BLM: Quality of Life Survey (2 pages) <i>(continued)</i>
Teacher Reflections		

7.2.1 What Is the Good Life?

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-002	<p>Students prepare and present a debate on the following topic: Can a person be very rich in physical belongings and still have a poor quality of life? Students must present an assigned position, whether affirmative or negative, using the information they have gathered over the course of this learning experience, and clearly define the term <i>quality of life</i> for purposes of their argument. Students may also be asked to assess the arguments and evidence presented in the debates.</p>
	KC-004	
	KI-006	
	KG-034	
	KP-039	
VC-004		
or		
	KC-002	<p>Collaborative groups of students design and present a multimedia presentation entitled “In an Ideal World,” in which they present their vision of a world in which all human beings enjoy a good quality of life. The presentation should include photographs, be based on actual quality-of-life factors and issues, and take into consideration a variety of cultural and social perspectives. Following the presentations, students exchange ideas as to what they see as priority concerns for future quality of life.</p> <p>TIP: Students might create their presentation from the perspective of youth living in a particular region of the world. In doing so, students will have an opportunity to see quality-of-life issues through different eyes, and may become more aware of the similarities and differences in quality-of-life priorities among youth in the world.</p>
	KC-004	
	KI-006	
	KG-034	
	KP-039	
VC-004		
	<p>Teacher Reflections</p>	



7.2.2 Universal Human Rights

- KI-007 Describe the impact of discriminatory attitudes and practices on quality of life.
Include: racism, prejudice, stereotyping.

- KI-008 Describe the influence of various factors on personal identity.
Examples: gender and gender images, sexual orientation, physical characteristics, socio-economic situation, peer pressure, media portrayals...

- KG-037 Identify universal human rights and explain their importance.

- VC-001 Respect the inherent dignity of all people.

- VI-005 Respect others' rights to express their points of view.

Enduring Understanding

All human beings have intrinsic worth, unique identities, and are equally entitled to certain basic rights and freedoms.

Description of the Learning Experience



Students explore individuals' rights to respect, fair treatment, and self-expression. They examine the Universal Declaration of Human Rights and, through discussion and simulations, reflect on its implications.

Vocabulary: universal human rights, racism, prejudice, stereotype (See Appendix D for Vocabulary Strategies.)





7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
	KI-007	<p>Activate</p> <p>Students generate a list of the rights and freedoms of Canadian citizens, and discuss which rights and freedoms they consider to be the most important or fundamental.</p> <p>TIP: Students should be familiar with the Canadian Charter of Rights and Freedoms from their studies in Grade 6 social studies.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KI-008	
	KG-037	
	VC-001	
	VI-005	
Teacher Reflections		


7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Students collect clippings from magazines and other visual media, particularly advertising images, showing a variety of media portrayals of youth. Collaborative groups of students analyze the media messages, highlighting examples of stereotypes, gender images, appeals to peer pressure, and the promotion of consumerism. The image collections are displayed and students discuss the influence of the media on their sense of personal identity, their values, and their aspirations.</p> <p>TIP: Encourage students to think critically about media advertising by asking themselves the following questions:</p> <ul style="list-style-type: none"> • What are the standards by which I judge myself? • Are these standards realistic? • Are these externally imposed standards? <p>They may compare assembled images of youth in the media with sets of class pictures, and discuss questions such as:</p> <ul style="list-style-type: none"> • What differences do you see in the appearances of people in media images, particularly in advertising images? • What differences do you see in the real world? Is there great variety in appearance, styles, abilities, disabilities, et cetera?
	or	
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Using Think-Pair-Share, students generate a list of factors that influence who they are. In collaborative groups, students combine their lists, using a set of categories that include every factor named by group members. Groups create and display their lists as an interconnected web in electronic or paper format. In a guided plenary discussion, students discuss the impact of discrimination on personal identity and the importance of respecting dignity and human rights for all people.</p> <p>TIP: Clarify with students that they are looking for a list of general factors, not a list of highly personal information (e.g., education, not “I failed Grade 3”; personal experience, not “my parents are divorced”...). Caution students to respect one another’s privacy as they discuss issues of personal identity, which is part of respect for the “inherent dignity” or rightful value to which every human being is entitled.</p>
	<i>(continued)</i>	
Teacher Reflections		



7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Students engage in a silent “Cross the Line” activity to increase their awareness of the effects of marginalization, exclusion, stereotyping, prejudice, racism, sexism, and discrimination. To begin this activity, the entire class gathers on one side of the room, and a space is cleared so that students can move around and regroup. A line of masking tape divides the space in two. In Part I, students are asked to “cross the line” in silence if particular statements that are read aloud apply to them. After the first set of statements is read and students have (or have not) crossed the line, students discuss general ideas related to how discrimination can take many subtle forms and does not just involve a few people. Students then engage in Part II of the activity, responding to a second and more personal set of statements. When the second line-crossing session is completed, students debrief the activity, analyzing whether they themselves have been discriminatory in their words or actions.</p> <p>TIP: Teacher Note 3 contains statements to use in this activity. Note that this activity may touch on controversial or personal subjects and students should be instructed ahead of time to act honestly, respectfully, and non-judgementally as they engage in the process. One of the purposes of this activity is to help students become aware that lack of respect for the inherent dignity of all human beings is at the root of many interpersonal problems, and that no one is immune to being discriminated against or to acting in a discriminatory manner.</p> <p> Appendix H: Teacher Notes 3: Cross The Line</p>
	or	
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students strive to reach consensus as to what they consider to be the basic rights and freedoms to which every human being should be entitled, using the scenario of “Sharing the Island.” Groups determine a means to resolve conflicts when the rights of “survivors” collide or clash. Students may also choose to name their islands. Groups share ideas about basic rights by sending an Ambassador from their island to circulate to other island groups for an exchange of ideas, and to note which particular rights all groups agree on. In a guided plenary session, students discuss what the impact would be on a society, large or small, where these basic rights were not respected by governments, groups, or individuals.</p> <p> BLM: Sharing the Island</p>





7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Students generate questions to conduct a survey for the purpose of finding out whether other students in the school feel their personal identity is accepted and their basic rights, including their right to self-expression, are respected. Questions might relate to factors such as stereotyping, prejudice, racism, inequities, feelings of exclusion, safety and security, freedom to express divergent points of view, peer pressure, expectations of conformity, and respectful or fair treatment (e.g., Do you feel free to be who you are without being laughed at? Do you feel accepted? Is your point of view listened to?). Prior to conducting the survey, students generate a hypothesis as to what they believe they will discover about human rights and respect in the school.</p> <p>TIP: The survey questions may be generated collectively by assigning each group to develop two questions on a specific topic, such as:</p> <ol style="list-style-type: none"> 1) discriminatory attitudes and practices 2) personal identity, acceptance, and peer pressure 3) freedom of expression and belief 4) basic rights to safety, security, and fair treatment 5) respect and dignity <p>Developing the questions as a class offers the opportunity to discuss the meaning of the key terms of the learning outcomes. Students will administer the survey and analyze its results in the Acquiring stage of this learning experience. At each stage of the survey, students should be reminded about respecting the anonymity and privacy of all participants.</p>
	<p>Teacher Reflections</p>	






7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Acquire</p> <p>Collaborative groups of students read an informational text providing background and history of the Universal Declaration of Human Rights. After reading the text and ensuring that all members of the group understand its key points, groups circulate through five stations. On chart paper provided at each station, students record key points they recall under each of the following topics:</p> <ol style="list-style-type: none"> 1) What is the Universal Declaration of Human Rights? 2) Why was the Universal Declaration of Human Rights developed? 3) How did the Universal Declaration of Human Rights come to be? 4) What types of rights are included in the Universal Declaration of Human Rights? 5) Why is the Universal Declaration of Human Rights an important document worldwide? <p>Groups circulate from station to station, helping one another to summarize key ideas, and moving to the next station at a pre-arranged signal (approximately every two to three minutes). Students build upon the ideas of previous groups at each station, adding further details or comments on the chart paper. Once all the groups have visited each of the stations, the chart papers are reviewed in a plenary discussion about the meaning and importance of universal human rights.</p> <p> BLM: Background: Universal Human Rights (2 pages)</p>
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students research a speech or text written by an individual who has worked for the cause of universal human rights and respect for inherent human dignity (e.g., Mahatma Gandhi, Martin Luther King, Lester Pearson, Nelson Mandela, Stephen Lewis, Desmond Tutu, Graça Machel, John Peters Humphrey, Eleanor Roosevelt...). Based on the ideas of the selected individual, each group collaboratively writes a short speech in their own words. Select one group member to be the spokesperson to deliver the speech to the class. Following the speeches, the class discusses the impact and role of individual commitment in promoting human rights.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		





7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students read the plain language version of the Universal Declaration of Human Rights. Together, they create a large illustrated graphic organizer showing the main intentions and implications of each of the five types of human rights, and listing key words under each type:</p> <ol style="list-style-type: none"> 1) Political rights (participation in government, democratic rights) 2) Civil rights (freedom of expression, legal rights of citizens) 3) Equality rights (fairness and equal treatment, freedom from discrimination) 4) Economic rights (work, standard of living) 5) Cultural (language, religion, culture, identity, nationality) <p>Students display their posters and discuss the implications of universal human rights, considering what they know about how consistently Canada and other countries have respected these rights.</p> <p>TIP: Provide each group with a copy of the actual text of the Declaration as well as the plain language version. The full text is available at www.un.org/overview/rights.html. Clarify and discuss the meaning of each of the different types of human rights before students proceed with creating their graphic organizer. Note that there is overlap among the categories as human rights are “indivisible.” Students may decide to create their own category titles.</p> <p> BLM: Universal Declaration of Human Rights (Plain Language Version) (4 pages)</p>
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students generate questions about Grade 7 students that are examples of stereotypes (e.g., All Grade 7 students like skateboarding; All Grade 7 students are noisy; All Grade 7 students are disrespectful of adults...). Students share the statements with the class, discuss the impact of discriminatory attitudes and practices, and consider how respect for universal human rights can combat these forms of unfairness.</p>
<i>(continued)</i>		
Teacher Reflections		







7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students listen to a presentation by a person with a disability, posing questions afterwards to the speaker about his or her perspective on the impact of stereotypes, discrimination, or exclusion on the lives of people with disabilities. Following the presentation, students write a journal reflection on the importance of universal human rights and respect for the inherent dignity of all human beings.
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Using the set of questions about human rights they have developed in the Activating phase of this learning experience, students carry out a survey of their class or school. Collective groups of students prepare a summary report of the results. The class combines the observations of all groups and develops a collective report or chart summarizing their conclusions.
		TIP: Use the survey results to initiate a discussion about a possible action project to improve human rights in the school. This may be taken up as a culminating project in the Applying phase of the learning experience.
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students view a television commercial or series of commercials from an advertising campaign aimed at youth. Collaborative groups of students analyze the advertisements, including purpose, techniques used to sell the product, and the promotion of stereotypical images of conformity as an advertising technique. In a guided plenary discussion, students discuss the impact of the advertising campaign, in particular advertising, on personal identity, self-acceptance, and the acceptance of diversity among youth.
		TIP: Expand this activity and have students collect images from an advertising campaign that targets multiple media (e.g., newspapers, magazines, digital images of billboards and busboards...). <i>(continued)</i>
<p>Teacher Reflections</p>		






7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VI-005 VC-001	<p>Students compare the provisions of the Canadian Charter of Rights and Freedoms to the articles of the Universal Declaration of Human Rights, and assess whether Canada’s Constitution respects the standards set by the Universal Declaration. In a guided discussion, students discuss the impact of respect for universal human rights on Canadian society (e.g., equal pay for equal work, abolishment of capital punishment, accessibility provisions for citizens with disabilities...).</p> <p>TIP: As a part of the discussion, encourage students to note that there can be discrepancies between the law and its practice in the daily life in civil society (i.e., the fact that human rights are enshrined in the Constitution does not guarantee that discrimination, racism, stereotyping, and sexism do not exist in Canadian society). Encourage students to recognize the importance of individual responsibility in speaking out and taking action for human rights.</p>
	or	
	KI-007 KI-008 KG-037 VI-005 VC-001	<p>Collaborative groups of students develop a class set of responsibilities and rights that support inherent dignity, the right to a unique identity and self-expression, and other basic human rights. The charter should be stated in simple terms and agreed to by all group members. Groups appoint a spokesperson to present their list, and the class collectively negotiates a class charter based on the common elements and priorities of the group charters. The charter is posted prominently in the classroom and should be regularly referred to as the basis of class rules and as a standard for personal behaviour or conflict resolution.</p>
	or	
	KI-007 KI-008 KG-037 VC-001 VI-005	<p>Collaborative groups of students plan and present a role-play demonstrating the impact of discriminatory attitudes or practices, and of pressure to conform to popular images or stereotypes. Following each role-play, the class analyzes what form of discrimination or pressure has been portrayed, discussing how the situation may have been prevented, dealt with, or resolved.</p> <p>TIP: Ask each group to submit an outline of their idea before presenting their skit in order to screen out inappropriate ideas. Encourage students to represent a variety of identity factors and pressures, including racial or ethnic characteristics, culture, language, religious beliefs, gender images, sexual orientation, physical characteristics, social or economic situation, peer pressure, and media images. Debrief after the presentations, allowing students to express their feelings and opinions on the topic.</p>
		
Teacher Reflections		

7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	Students create an illustrated scenario describing a situation in which universal human rights are denied or ignored. In collaborative groups, students exchange scenario descriptions, inviting each other to determine which human right is being violated in each case. Following the exchange, groups discuss the personal and social consequences of the denial of universal human rights.
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	Collaborative groups of students present their human rights school survey conclusions, identifying target areas that need attention. The class discusses actions they may engage in to make their class and school a safer and more secure place for everyone (i.e., an environment in which unique personal identities are accepted and freely expressed). The class then collectively decides on an appropriate action plan (e.g., a presentation of the survey results to the Student Council, school administration/staff, or parent council; an anti-discrimination poster awareness campaign; cross-grade activities or mentorships; a student assembly on the theme of human rights; a playground or hallway peer monitor program; an anti-bullying campaign; a lunchtime human rights discussion forum...).
or		
 	KI-007 KI-008 KG-037 VC-001 VI-005	Students engage in a letter-writing campaign regarding a human rights issue sponsored by an organization such as Amnesty International or UNICEF, based on information they have gathered on the issue. After writing and sending their letters, students continue to monitor progress made regarding the issue by periodically checking the website of the organization or communicating by email in youth forums.
<i>(continued)</i>		
Teacher Reflections		

7.2.2 Universal Human Rights

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students develop a concept overview of the ideas “inherent dignity” and “inalienable human rights.” They share their charts in collaborative groups, discussing what they believe to be the most powerful means of expressing respect for human dignity, and ways in which they can contribute to supporting human rights in their own interactions.  BLM: Inherent Dignity
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students create brochures, posters, or advertisements (print or electronic) to promote International Day for the Elimination of Racial Discrimination (March 21). The products are displayed in a Gallery Walk. Students may wish to submit their videos or posters to Canadian Heritage as a part of the Canadian campaign for this event. Following the presentations, students discuss which techniques or approaches they considered to be the most effective or persuasive. NOTE: The United Nations has set aside a number of International Days or Weeks dedicated to the recognition human rights for specific groups. Students may wish to select a particular theme or day on which to focus their campaign by visiting the UN website and selecting a human rights concern that interests them. Visit the URL listed below for a link to the United Nations Association of Canada website to access their list of international days.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KI-007 KI-008 KG-037 VC-001 VI-005	Students prepare and carry out a debate on a resolution as to the falseness of media portrayals of youth images or gender images. The class may collectively develop a clear and debatable resolution, after which students are assigned at random an affirmative or negative position. Students work in partners to prepare their positions and present their debates. After all the groups have presented, the class reflects on whether they feel the media is a positive or negative influence on personal identity.
<p>Teacher Reflections</p>		



7.2.3 Democratic Citizenship and Quality of Life

- KC-001 Describe the impact of various factors on citizenship rights in Canada and elsewhere in the world.
Examples: laws, culture, labour practices, education...

- KC-003 Give examples of ways in which quality of life may be enhanced within a democracy.
Examples: freedom of association, speech, and the press; universal suffrage...

- KC-005 Recognize Remembrance Day as a commemoration of Canadian participation in world conflicts.

- VC-002 Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.

- VC-003 Be willing to contribute to their groups and communities.

Enduring Understanding

The rights and freedoms of democratic citizenship are an important factor in ensuring quality of life in civil society.

Description of the Learning Experience

Students consider the democratic rights and freedoms they enjoy as citizens, and explore how they may actively support democratic values in their local communities and in Canada.

NOTE: Many of the concepts in this learning experience have been examined by the students in previous studies. In this case, they are consolidating what they have learned about democracy by considering its implications for local and global quality of life.



The recognition of Remembrance Day is included in this learning experience as a part of affirming the shared values of Canadian citizens, including the ideal of world peace. This recognition is related to the core concept of citizenship, and may be integrated whenever the timing is appropriate in the school year.

Vocabulary: democratic ideals, freedom of association, universal suffrage, participatory government, rule of law (See Appendix D for Vocabulary Strategies.)




7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
	KC-001	<p>Activate</p> <p>Based on the democratic principles of participatory government and freedom of speech, students brainstorm a list of ways in which they may contribute as active democratic citizens to their local communities, to Canada, and to the world. Groups share and discuss their lists, considering the importance of diverse forms of citizen participation beyond that of voting.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KC-003	
	KC-005	
	VC-002	
	VC-003	



7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
	KC-001 KC-003 VC-002 VC-003	<p>Activate <i>(continued)</i></p> <p>Using Think-Pair-Share, students discuss why the following statement is included in the Universal Declaration of Human Rights: “The will of the people shall be the basis of the authority of government.” In a plenary discussion, students consider and discuss the implications of this statement.</p> <p>NOTE: Students should be familiar with the democratic principles of the rule of law, participatory government, free elections, universal suffrage, equality of citizens, and basic democratic freedoms (freedom of speech, belief, association, press). Review the meaning and significance of these in the course of the discussion.</p>
	or	
	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Collaborative groups of students brainstorm the topic of democracy, generating a list of the constitutional rights and freedoms of Canadian citizens based on what they have learned in Grade 6. Groups share their lists with the class, discussing which democratic rights and freedoms they consider to be most essential to ensuring a good quality of life.</p> <p>NOTE: Students explored the Canadian Charter in Grade 6 as well as in Learning Experience 7.2.2. Help them recall the constitutional rights and freedoms of Canadians, suggesting key words as needed, including</p> <ul style="list-style-type: none"> • fundamental freedoms (freedom of belief, expression, religion, press, peaceful assembly, association) • democratic rights (right to vote and to be a candidate, regular fair elections) • mobility rights (right to enter, move within, or leave the country) • legal rights (protection of life, liberty, security, protection from unlawful arrest, right to a fair trial) • equality rights (equal rights and protection under the law without discrimination) • official language rights (right to education and government services in English or in French)
	<i>(continued)</i>	
Teacher Reflections		






7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Pairs of students gather images and symbols to create a collage of what life would be like in a society where democratic ideals were not recognized and democratic rights and freedoms were not respected. Students display their collages and circulate from group to group to exchange ideas about the role of democracy in enhancing quality of life and respect for human rights and freedoms.</p> <p>NOTE: This activity offers the opportunity to explore what students may already know about diverse forms of government (e.g., monarchy, dictatorship, oligarchy...). Encourage students to reflect on the fact that non-democratic governance, including colonialism, has played a dominant and ongoing role in world history well into the modern era. Students also need to be aware that concepts such as the secular state, freedom of the press, freedom of association, and universal suffrage are not necessarily universally accepted values.</p>
	or	
	KC-001 KC-003 VC-002 VC-003	<p>Collaborative groups of students generate a list of situations in which their responsibilities to other individuals place limitations on their personal rights and freedoms (e.g., freedom of speech does not allow one to falsely yell “fire” in a crowded movie theatre). They discuss the implications of the principle of equality in a democracy and the responsibilities that entails toward other citizens (i.e., the fact that all people have the right to express their opinion means that you have the responsibility to allow them to speak freely...).</p>
<i>(continued)</i>		
Teacher Reflections		








7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
	<p>KC-001 KC-003 KC-005 VC-002 VC-003</p>	<p>Acquire</p> <p>Collaborative groups of students (five per group is ideal for this activity) participate in a Jigsaw activity to review the democratic rights and freedoms of Canadian citizens. In each group, one student is assigned each of the following topics and the corresponding section of the Canadian Charter of Rights and Freedoms:</p> <ul style="list-style-type: none"> • Group 1: Fundamental Freedoms (Section 2) • Group 2: Democratic Rights (Sections 3 to 5) • Group 3: Mobility Rights (Section 6) • Group 4: Legal Rights (Sections 7 to 14) • Group 5: Equality Rights (Section 15) <p>Expert groups convene to gather and summarize their information in point form, and then return to their home groups to share their summaries. In a guided plenary discussion, the class reflects on the advantages of living in a democratic society in which citizens’ rights and freedoms are protected by law.</p> <p>NOTE: This is a review of a learning experience in Grade 6, Cluster 4. In this case, encourage students to think about the impact of these rights and freedoms on quality of life, and on how they may enhance quality of life for people who do not currently live in a democratic system.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>





7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Collaborative groups of students draw a diagram or Mind Map of the responsibilities and rights of citizens in a democracy, including examples of voluntary or legal limitations on individual freedoms for the sake of collective well-being (e.g., paying increased taxes to support improved health and education programs, obeying laws such as traffic laws and private property laws that restrict freedom of action in the interests of public security, curtailing consumer habits in the interests of environmental protection...). Each group presents their Mind Map, summarizing their perspective on a democratic citizen's responsibilities or obligations with respect to collective quality of life.</p> <p>TIP: Help students understand that no citizen has absolute freedom. In effect, all citizens agree to restrict their individual freedom in civil society by doing such things as obeying laws (accepting the rule of law), paying taxes, respecting private and public property, respecting the rights of other citizens, and protecting the environment. Students' Mind Maps may also refer to examples of participation in social action or community service projects, and citizen actions in times of crisis, such as military enlistment, peace activism, or conscientious objection.</p>
	or	
	KC-001 KC-003 VC-002	<p>Collaborative groups of students read a text about the relationship between democracy and human rights. Working as a group, and consulting dictionaries, notes, and other sources as needed, they prepare a paraphrased statement of the text. They include all the main points in the text, and state their position on the relationship between democracy and human rights. Each group selects a spokesperson to present the statement to the class, and any points in the text needing further clarification are discussed.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Democracy and Human Rights</p>
<i>(continued)</i>		
Teacher Reflections		



7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	<p>Using print or electronic resources, students find a news article about a current world event that is related to the rights of citizens, the relationship between democracy and quality of life, or limitations on individual freedoms for the sake of collective quality of life. Using the provided Article Analysis, students analyze their articles and share them in collaborative groups. Articles may be posted in the form of headlines at the appropriate locations on the wall map of the world.</p> <p>TIP: Encourage students to make connections between the essential factors in quality of life (e.g., peace and safety, access to adequate food and water...), and stable governments that answer to their citizenry. Almost any issue of war and peace, economic or political change, and justice or law will relate directly to one or the other ideals of democracy. Also help students to understand that democracy has many forms, and that no democracy is perfect—it is an ongoing process.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: Democratic Values in the World—Article Analysis</p>
	or	
 	KC-001 KC-005 VC-002 VC-003	<p>Using print and electronic resources, students research the involvement of Canadians in world conflicts, including monitoring, policing, observing, and rebuilding operations in various regions of armed conflict. Students use the information they have gathered to create a poster about the significance of Remembrance Day, which encourages other students in the school to make a commitment to values of world peace and security. Students may indicate on the class wall map of the world the places where Canada has had some involvement in armed conflict.</p> <p>NOTE: Students’ Grade 6 studies included Canada’s involvement in the world wars and the Korean War. They may review and add to their knowledge, considering the concept of military personnel as citizens who sacrifice individual rights in consideration of a collective quality-of-life issue. They may also expand their knowledge of Canadian peacekeeping operations worldwide since 1956.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>








7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i> or		
	KC-001	<p>Collaborative groups of students read a series of famous sayings and quotations about democracy, writing a collective response to each statement, and considering the advantages and disadvantages of democracy. Each group then develops their own statements about democracy and its impact on quality of life. Groups exchange their ideas with each other, comparing their responses and selecting by consensus those sayings they find to be most significant.</p> <p> BLM: Democracy and Quality of Life (2 pages)</p>
	KC-003	
	KC-005	
	VC-002	
	VC-003	
Apply		
	KC-001	<p>Pairs or triads of students analyze the provided list of democratic ideals. They discuss ways in which democratic ideals influence human rights, and how these rights in turn can enhance quality of life for citizens. Students discuss, make notes on the provided chart, and compare their analyses in a plenary class discussion.</p> <p>NOTE: Students may develop their own list of democratic ideals. The list provided in BLM 7.2.3d includes many of the stated goals or values of democratic governments, regardless of the fact that they have not necessarily been attained or realized. Encourage students to think of specific examples of what each ideal would mean in terms of the rights and freedoms of citizens, and how this would affect quality of life.</p> <p> BLM: Impact of Democratic Ideals</p>
	KC-003	
	KC-005	
	VC-002	
	VC-003	
<i>(continued)</i>		
Teacher Reflections		




7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
	KC-001 KC-003 KC-005 VC-002	<p>Collaborative groups of students create a short skit illustrating how factors such as war and peace, justice, international treaties, cultural diversity, technology, work, education, and environmental concerns affect citizenship rights in Canada and elsewhere in the world. After presentation of the skits, students discuss factors that influence the democratic rights and freedoms of citizens.</p> <p>TIP: Students may base their skit on a news article about an issue that has repercussions on the rights and freedoms of citizens (e.g., war in a country may involve martial law, or result in international sanctions or conscription; decolonization has brought about a greater demand for democratic elections in countries that were previously non-democratic; acts of terrorism may result in the restriction of citizens’ mobility rights; industrialization has brought about the demand for reform of labour laws and the rights of workers...).</p>
— or —		
	KC-001 KC-003 KC-005 VC-002	<p>Pairs of students write and deliver a persuasive speech designed to convince listeners of the importance of the principles of democracy to all citizens of the world. Students may choose to use the technique of imagining alternatives to democracy such as those listed below.</p> <p>Explain what the quality of life would be like in a world where</p> <ul style="list-style-type: none"> • the government was above the rule of law • citizens had no say in government • citizens were not equal before the law • freedom of speech was not allowed • free elections did not take place • the press could only publish what the government allowed them to publish <p>Following the speeches, students write a reflection on the ways in which democracy can enhance quality of life.</p>
<i>(continued)</i>		
Teacher Reflections		

7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KC-001 KC-003 KC-005 VC-002 VC-003	Collaborative groups of students create a puppet show to exemplify the behaviours, decisions, and actions of active citizens in support of democratic ideals. Students may include examples of the exercise of democratic freedoms and the voluntary restricting of individual rights and freedoms (e.g., voting, enlisting for military duty, seeking information or speaking out on a public issue, making gestures of civil disobedience or conscientious objection, participating in social action projects, engaging in community service...). Following the presentations, students discuss the varying perspectives of life in a democratic society presented by the various groups. They consider ways in which they may actively participate in decision making as young citizens and as contributing members of their groups and communities.
or		
 	KC-001 KC-003 VC-002 VC-003	Students create multimedia presentations illustrating ways in which democratic values may be more fully integrated into the functioning of the groups and communities to which they belong (i.e., their class, school, teams, clubs, and social groups). Their presentation should include realistic suggestions as to how to maximize member participation, support minorities, encourage freedom of speech, and so on. The presentation should also show concrete examples of how the application of democratic principles could enhance collective quality of life.
or		
 	KC-001 KC-005 VC-003	Students plan and conduct a Remembrance Day ceremony for the school. The ceremony should reflect Canadian shared democratic values, including a commitment to world peace. Class members may contribute directly or indirectly to the ceremony by creating posters that promote the ceremony, producing brochures containing information on past and current issues of war and peace, designing programs for the ceremony, preparing an audio-visual presentation, and so on.
 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >		
<i>(continued)</i>		
Teacher Reflections		

7.2.3 Democratic Citizenship and Quality of Life

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KC-001 KC-003 KC-005 VC-002 VC-003	Pairs or triads of students create a web in electronic or paper format illustrating the shared values of Canadians and analyzing how many of these values are directly related to democracy (e.g., freedom, equality, peace, citizen participation in government, economic security, respect for diversity, protection of the environment...). Students share their webs with each other, noting similarities and differences in the perspectives they reflect.  Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
or		
	KC-001 KC-003 VC-002 VC-003	Students write a journal reflection for their Travel Portfolio, considering how they may increase their participation in decision making and support democratic values in their groups and communities (e.g., showing greater tolerance for divergent opinions, encouraging minority members to speak out...).
<p>Teacher Reflections</p>		



7.2.4 Power, Wealth, and Justice

- KP-040 Compare and contrast various types of power and authority.
- KP-041 Explain the relationship between power and access to wealth and resources.
- KP-042 Identify various individuals who influence world affairs.
- KE-045 Give examples of the uneven distribution of wealth and resources in the world and describe the impact on individuals, communities, and nations.
- VP-013 Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
- VP-014 Appreciate the positive contributions of various individuals to world affairs.
- VE-016 Appreciate that quality of life is not solely determined by access to wealth, resources, and technologies.

Enduring Understanding

The uneven distribution of power and resources in the world is a social justice issue that has consequences for individuals, communities, and societies.

Description of the Learning Experience




Students explore the meaning of power, examine diverse sources of power, and consider examples of the interpersonal, intergroup, and international exercise of power.

Vocabulary: globalization, materialism, distribution of power (See Appendix D for Vocabulary Strategies.)



7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
	KP-040	<p>Activate</p> <p>Collaborative groups of students brainstorm ideas that come to mind when they consider the word <i>power</i>, recording all their ideas in a web format. When the flow of ideas slows, students choose four or five words that they all agree are the most important. Using these words, they construct their own definition of the word <i>power</i>. Groups present and compare their definitions in a plenary discussion.</p> <p style="text-align: right;">(continued)</p>
	KP-041	
	KP-042	
	KE-045	
	VP-013	
	VP-014	
	VE-016	
Teacher Reflections		






7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-040	<p>Collaborative groups of students generate a list of contemporary countries and individuals they consider to be powerful, referring to media sources as needed. Each group presents their list to the class, using the world map to locate relevant countries or regions, and providing reasons why they included particular places and individuals. A collective list of persons and countries considered to be the most powerful in the world is generated and posted. In a guided plenary discussion, students generate hypotheses as to what makes a country powerful, or what makes a person powerful, considering whether the source of power is associated with wealth or resources.</p> <p>TIP: Students may be invited to include in their Travel Portfolios a personal list of people and countries they consider to be the most powerful in the world, and to revisit this list later in the year to consider whether, and how, they would change it.</p>
	KP-041	
	KP-042	
	KE-045	
	VP-013	
	VE-016	
or		
 	KP-040	<p>Pairs or triads of students create a collage of images to contrast the legitimate and just use of power with the abusive and unjust use of power. Images may include news photographs, artwork, clip art, and drawings, and should include examples of the exercise of power at the individual, group, national, or international levels. Students should include a caption for each photograph, explaining the type of power and whether they believe it is being used justly or unjustly (e.g., the big, strong playground bully who has power but abuses it; the judge pronouncing an appropriate legal sentence who has power and is exercising it for justice; the United Nations peacekeepers or Red Cross aid workers who have the power to enter and monitor a war zone and are using it for just purposes...). The collages are posted and students circulate to view them, drawing conclusions about the exercise of power, and discussing actions citizens can take to counteract abuses of power.</p> <p>TIP: The images that the students collect, and their reactions to these images, will reflect students' sense of their own empowerment—or powerlessness—and may provoke interesting discussions about this topic.</p>
	KP-041	
	KP-042	
	KE-045	
	VP-013	
	VE-016	
<i>(continued)</i>		
Teacher Reflections		






7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
<p>Activate <i>(continued)</i> or</p>		
	<p>KP-040 KP-041 KE-045 VP-013 VE-016</p>	<p>Each student is randomly given a “level of income” card indicating an approximate annual income ranging from \$1000 to \$30,000, in proportions that roughly represent the distribution of wealth among countries of the world. Students with matching cards gather in groups and hypothesize which country this level of income might pertain to, and what their quality of life might be like in that country. Students may consult sources such as their world atlas (a map or chart showing world income, human development index, or GDP) to help them identify possible countries in their income range. Each individual income group is invited in turn to stand and to locate a few possible countries in this group on the world map. In a guided plenary discussion, students discuss possible reasons for the uneven distribution of wealth and resources in the world, and the impact of this distribution on individuals, communities, and nations.</p>
<p>TIP: Refer to a current statistical chart on GDP per capita or use the following rough proportions for a class of 30 students:</p>		
<ul style="list-style-type: none"> • two students receive \$30,000 • two students receive \$20,000 • four students receive \$10,000 • four students receive \$5000 • seven students receive \$2000 • eleven students receive \$1000 		
<p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>		
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		




7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KP-040 KP-041 KP-042 VP-014 VE-016	<p>Students view a series of photographs of world leaders (e.g., selected from Time 100, which is a list of the 100 top leaders of the 20th century, or other news photographs of current world leaders). As students view the photographs, they assist one another in identifying the person and in deciding why this person was considered to be important and influential. After all the pictures have been viewed and identified, the students assess their own awareness of influential leaders, and discuss the factors that make a person important, influential, and/or powerful. Students may also discuss whether or not they believe that a single individual can effect real change in the world.</p> <p>TIP: As a part of this activity, you may wish to include a few examples of current icons in popular culture, and ask students to note if they were better able to identify these figures. Invite students to consider why these people were easier to identify, and to consider the difference between fame (the power of media exposure...) and the power of leadership.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
 	KP-040 KP-042 KE-045 VP-014 VE-016	<p>Acquire</p> <p>Collaborative groups of students carry out a rapid Internet search to complete a chart identifying the names of world leaders. Students may consult news websites to include the names and positions of other world leaders currently in the news. After a determined time period, the class reviews the names on the list and group spokespersons identify relevant countries on the world map.</p> <p>TIP: This activity offers an opportunity to sharpen students' web search skills. Provide students with student-friendly search engine sites and web search tips before they begin. Encourage groups to conduct effective and rapid keyword searches, and to share useful website addresses with other groups. Students may be assigned the following roles in their groups:</p> <ol style="list-style-type: none"> 1) Internet researcher: conducts search, and records and finds websites 2) Map reader: locates countries on a world map 3) Recorder: completes the BLM chart 4) News reporter: conducts searches of news websites to find additional world leaders 5) Reference recorder: keeps an electronic file of websites and titles, and exchanges web addresses with other groups <p> BLM: World Leaders</p>






7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KP-041 KP-042 KE-045 VP-013 VP-014 VE-016 VP-040	<p>Using print and electronic sources, collaborative groups of students collect a series of five or six quotations, proverbs, or sayings about the concepts of power and authority. Groups create an illustration for each of their selected sayings, indicating the speaker or source and why he or she is important. Spokespersons present their quotations to the class, explaining what they mean and why each was chosen. The class discusses diverse perspectives on power, and compares various types of power and authority.</p> <p>TIP: Examples of quotations to provoke thought on the subject of power are included in BLM 7.2.4b. (Quotations regarding war and peace are included to challenge the view that military might is the epitome of power.) Provide students with a selection of possible quotation sources and caution them that some of the commercial quotation websites are unreliable or inaccurate. This activity offers the opportunity to ask students to assess the validity of websites (refer to BLM 7.1.2f).</p> <p> BLM: Quotations on Power (2 pages)</p>
	or	
	KP-040 KP-041 KE-045 VP-013 VE-016	<p>Collaborative groups of students discuss examples of various types and sources of power and authority. Students reflect on the many different ways in which power is exercised in human relationships at the personal, group, national, and international levels, and record their ideas on a chart. Groups share their ideas in a plenary discussion.</p> <p>TIP: Examples of prompts to help students think about various types and sources of power are included in BLM 7.2.4c. Encourage an open discussion with minimal teacher intervention on this topic.</p> <p> BLM: Sources of Power</p> <p> BLM: Sources of Power—Key</p>







7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
 	KP-040 KP-041 KE-045 VP-013 VE-016	<p>Acquire <i>(continued)</i></p> <p>Using the ideas generated in the previous Acquiring strategy regarding sources and types of power among nations, collaborative groups of students use print and electronic resources to gather data on the world distribution of a selected source or type of power. Each group prepares a chart, map, or graph summarizing the data gathered. The charts and maps are presented and shared to help students synthesize the various elements that influence the power and wealth of nations (i.e., to develop a sense of the “big picture”). Students discuss the social consequences of the uneven distributions of power and wealth in the world, making the connection to quality of life (i.e., infant mortality, access to health care, life expectancy, malnutrition...).</p> <p>TIP: This activity provides a good opportunity to integrate GIS technology. Examples of power comparisons include</p> <ul style="list-style-type: none"> • population • income (GDP) • surface • amount of arable land • energy sources • number of industries • value of export goods • technological exports • military spending • nuclear weapons and arms • foreign aid spending • quantity of fresh water • participation in international organizations (e.g., Commonwealth, European Union, NAFTA) <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		




7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KP-040	<p>Students gather information about the consequences of uneven resource distribution on food consumption around the world, using data collected by the Food and Agricultural Organization of the United Nations. Students work in pairs to view maps showing world food consumption, noting their observations. Each pair writes a brief summary of the health implications of the uneven world distribution of power and resources.</p> <p>TIP: This activity provides a good opportunity to integrate GIS technology. In viewing the maps, students will clearly observe the regions and countries of the world that are undernourished. Generate a class discussion about whether or not they believe there is enough food to go around, and what the reasons might be for the enormous health disparities among nations.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p>
	KP-041	
	KE-045	
	VP-013	
	VE-016	
or		
	KP-040	<p>Consulting the dictionary and other sources, students create a Concept Relationship Frame comparing the concepts of power and authority. The class discusses the distinction between power and authority, sharing a variety of examples of each.</p> <p> BLM: Power and Authority (2 pages)</p>
	KP-041	
	KP-042	
	KE-045	
	VP-013	
	VP-014	
	VE-016	
<i>(continued)</i>		
Teacher Reflections		



7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies	
 	KP-040 KP-041 KE-045 VP-013 VE-016	<p>Apply</p> <p>Pairs of students create a Mind Map or web, in electronic or paper format, summarizing what they have learned about the global distribution of power and resources and the various types of global power and authority. Students present their Mind Maps and discuss them in collaborative groups.</p> <p>TIP: Develop with the class a list of key words to be included in the Mind Map before they begin this task.</p>	
		<hr/> or <hr/>	
		 	KP-040 KP-042 KE-045 VP-013 VP-014 VE-016
<hr/> or <hr/>			
 	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016		
		<p><i>(continued)</i></p>	
		<p>Teacher Reflections</p>	

7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies		
Apply <i>(continued)</i>				
or				
 <p>Appendix A Skill 8</p>	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016	Students locate a news article or editorial that deals with the use or abuse of power. They present a short summary of the article, using a list of key words determined in advance by the class (e.g., power, influence, authority, wealth, contribution, justice, impact...). Each student presents his or her analysis of the article in a group, and the group discusses what the article tells them about the use and abuse of power in the world today. TIP: Analyze an article together as a class in order to model the process, and have students develop a template to follow which is based on previous article analyses they have done.		
	or			
	 <p>Appendix A Skill 3b</p>	KP-040 KP-041 KP-042 KE-045 VP-013 VP-014 VE-016	Students prepare a persuasive speech designed to convince listeners that individuals are capable of changing the world for the better, using examples of people they have studied in history or have read about in news reports. Following the presentation of the speeches, students discuss whether they feel they have the ability to create change for the better in the world. TIP: Encourage students to consider not only the famous people of the world, but individuals such as foreign aid workers, UNICEF staff worldwide, peacekeepers, community activists, et cetera, who have worked to improve quality of life.	
		or		
		 <p>Appendix A Skill 3a</p>	KP-040 KP-041 KE-045 VP-013 VE-016	Collaborative groups of students create a list of the goods they consume or use in the course of a week that are produced by other countries (e.g., food items, clothing, electronic goods, media products...). Students share their lists and, in a guided plenary session, discuss the idea that natural resources and goods are distributed all over the world, and that even the richest countries of the world need goods from other countries (including less-developed countries) in order to support the standard of living to which they are accustomed.
			<i>(continued)</i>	
Teacher Reflections				

7.2.4 Power, Wealth, and Justice

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	<p>KP-040 KP-041 KE-045 VP-013 VE-016</p>	<p>Students engage in a class discussion about the meaning of the term <i>globalization</i>, including an exploration of the debate between people who support globalization for the economic opportunities it affords, and those who see globalization as exploitation of poor countries by rich countries (e.g., buying cheap bananas and coffee, buying goods manufactured in less-developed countries where salaries are low...). Students read an information sheet regarding globalization and work in pairs to develop a speech stating what they believe about globalization. Pairs present their speeches, and the class discusses the pros and cons of globalization.</p> <p>TIP: The concept of globalization and the arguments for and against globalization are complex. Provide students with a basic introduction to the concept so they understand that it is a subject of debate because it has an impact on the distribution of power, wealth, and resources in the world. Help students understand the concept by guiding them in drawing a Mind Map or graphic organizer illustrating the main points. If the students are not yet ready for this Applying activity, it may be included in the final learning experience of the year, “Living in the Global Village.” Background information for teachers on globalization is available at the Mennonite Central Committee website at <www.mcc.org/us/globalization/debate.html>.</p>
 BLM: Globalization (2 pages)		
<p>Teacher Reflections</p>		



7.2.5 Global Cooperation

- KG-033 Give examples of events and achievements that enhance understanding among peoples and nations.
Examples: international sporting events, world fairs and expositions, film, music, and literary festivals, Nobel Prizes...
- KG-035 Give examples of global cooperation to solve conflicts or disasters.
- KG-036 Identify various international organizations and describe their role in protecting or enhancing global quality of life.
Examples: United Nations, Amnesty International, Greenpeace, Médecins sans frontières...
- VG-011 Value the contributions of international agencies and humanitarians to quality of life.
Examples: Mennonite Central Committee, Red Cross; Nelson Mandela, Mother Teresa...

Enduring Understanding

Individuals, organizations, and nations can effect significant social change through their involvement in projects that enhance international cooperation and global quality of life.

Description of the Learning Experience




Students learn about international organizations' and individual humanitarians' contributions to global quality of life through research, role-plays, and discussion. They examine their own attitudes and values regarding global cooperation and individual empowerment.

Vocabulary: NGOs (Non-Government Organizations), humanitarians (See Appendix D for Vocabulary Strategies.)


7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
	KG-035	<p>Activate</p> <p>As a class, students generate a list of individuals whose humanitarian work has contributed to a better global quality of life (e.g., civil rights activists, humanitarian and medical workers, social justice activists, charitable workers, foreign aid workers, peacekeepers...). Students discuss the motivations and ideals that inspire these people.</p> <p style="text-align: right;"><i>(continued)</i></p>
	KG-036	
VG-011		
Teacher Reflections		





7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
 	KG-033 KG-035 KG-036 VG-011	<p>Activate <i>(continued)</i></p> <p>Using print and electronic resources, collaborative groups of students collect news articles about international events and achievements that enhance understanding among peoples and nations (e.g., international sporting events; world fairs and expositions; film, music, and literary festivals; international prizes and recognitions, including Nobel Prizes; international exchange programs...). Groups create a display of their articles, adding annotations and source information. Groups circulate to view displays, exchanging ideas about various types of human activities that promote international cooperation.</p> <p>TIP: This activity offers an opportunity to explore students’ media awareness. Ask students to critically assess the media in general and the reporting of events in particular (i.e., events that involve conflict, violence, or disaster are more prominent and more abundant in the news than reports of cooperation and understanding). Initiate a discussion about how sensationalism dominates the media, why they think this is so, and whether this may tend to create a distorted image of the world.</p>
	<p style="text-align: center;">or</p>	<p>Students brainstorm a list of international organizations and events that promote international cooperation and understanding. Students discuss the role of global cooperation in protecting or enhancing quality of life.</p> <p>NOTE: Before beginning the brainstorm, provide students with a few examples of international organizations and events, including NGOs. Also clarify the meaning of the term <i>NGO</i> and explain that international NGOs have been increasing in importance in the age of globalization. The following is a World Bank definition of NGOs for reference purposes. The World Bank defines NGOs as</p> <p style="padding-left: 40px;">...private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development.” In wider usage, the term <i>NGO</i> can be applied to any non-profit organization which is independent from government. NGOs are typically value-based organizations which depend, in whole or in part, on charitable donations and voluntary service. Although the NGO sector has become increasingly professionalized over the last two decades, principles of altruism and voluntarism remain key defining characteristics.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		






7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i> or		
	KG-033	<p>Students view a video about an international humanitarian agency. Following the video, students respond to the video and discuss the contributions of these kinds of agencies, suggesting names of groups they know that work toward a better global quality of life.</p> <p>SUGGESTED VIDEOS:</p> <ul style="list-style-type: none"> • National Film Board, <i>A Drop in the Ocean</i>. (2002) (48 min.) This video discusses <i>Médecins sans frontières</i> (Doctors without Borders) • World Vision Canada has a resource list of videos about global issues and international development programs: <www.worldvision.ca/home/EducationalResources/resources.cfm?CatID=41>. • The UNICEF Prairie office has a collection of videos on projects related to the global quality of life of children: <www.unicef.ca/eng/regions/prairie/ev_prai5.html>. The Children of the Earth series provides an accurate picture of quality of life and local human development projects in various parts of the world. The videos may be ordered from Maryknoll Productions: <www.maryknollmall.org/description2.cfm?ISBN=135>. <ul style="list-style-type: none"> • <i>Asia Close-up—Japan and Cambodia</i> (1996) • <i>Africa Close-up—Egypt and Tanzania</i> (1997) • <i>South America Close-up—Peru and Brazil</i> (1997) • <i>Central America Close-up—Guatemala & El Salvador</i> (1998) • <i>Caribbean Close-up—Haiti and The Dominican Republic</i> (1999) • <i>Cuba Close-up—Havana and Pinar del Rio</i> (1999) • <i>Mexico Close-up—Ciudad Juarez, Chihuahua and Acteal, Chiapas</i> (2000) • <i>Native American Close-up—Navajo Reservation, AZ, USA, and Chehalis Reserve, BC, Canada</i> (2001) • <i>Asia Close-up II—Thailand and Philippines</i> (2002) • <i>Axis of Healing</i> – This documentary looks at the collaborative efforts of two international humanitarian aid organizations—Mennonite Central Committee and Iranian Red Crescent Society—in providing artificial limbs to people in Afghanistan. (First broadcast on CTV, Feb. 2, 2004) <www.mcc.org/axisofhealing/>. • The Mennonite Central Committee has produced a variety of videos about international development and social justice issues. These may be ordered online or borrowed from the Manitoba MCC office: <www.mcc.org/manitoba/>
	KG-035 KG-036 VG-011	






7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-033 KG-035 KG-036 VG-011	<p>Students engage in a continuum activity in which they reflect on and express their beliefs about cooperation and conflict in the world. After students have exchanged points of view, the class debriefs, analyzing influences on their beliefs and attitudes about conflict and cooperation and about their own sense of empowerment to effect positive change in the world.</p> <p>TIP: Refer to Appendix A, page A13, for a description of this strategy. Encourage student exchange with minimal teacher intervention in this activity. As this activity elicits information about beliefs and values, you may choose to revisit it later in the year so that students may assess whether their perspectives have changed, and why.</p>
Acquire		
 	KG-033 KG-035 KG-036 VG-011	<p>Using print and electronic resources, pairs of students research an international organization that promotes global cooperation, development, and quality of life (e.g., Amnesty International, MCIC, MCC, Oxfam, Save the Children...).</p> <p>Students use the provided note-taking frame to organize and record their information.</p> <p> BLM: International Organizations: Note-Taking Frame</p>
<i>(continued)</i>		
Teacher Reflections		




7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KG-033 KG-035 KG-036 VG-011	<p>Using print and electronic resources, pairs of students research an international humanitarian and his or her contributions to global quality of life. Students organize their notes to include a quotation from that individual and a photograph, if possible, as part of their preparations in conducting a simulated press interview to present to the class.</p> <p>TIP: Review guidelines for taking research notes and criteria for citing sources correctly before students begin this inquiry. Encourage partners to develop note-taking frames for recording their research information. Refer to the suggestions included in the following background pieces:</p> <ul style="list-style-type: none">  BLM: Humanitarians  Appendix H: Teacher Notes 4: Citing Sources  Appendix H: Teacher Notes 5: Recording Research Notes
	<i>(continued)</i>	
Teacher Reflections		

7.2.5 Global Cooperation





Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-033 KG-035 KG-036 VG-011	<p>Collaborative groups of students read a short text about the global cooperation mission of the United Nations, and read aloud the preamble to the Charter of the United Nations. Following their reading, students discuss reasons why the UN was created. One member of the group works as a scribe, and records key words and ideas. The group members then collaborate to rewrite the Preamble in their own words, including an illustration of the UN flag or logo and other images that may help to clarify the <i>raison d'être</i> of the UN, which is posted for the class to see. Groups circulate to share the new versions of the Preamble.</p> <p> Supporting websites can be found at <www4.edu.gov.mb.ca/sslinks/LEList></p> <p> BLM: United Nations Charter</p> <p> BLM: Summary Information on the United Nations (2 pages)</p>
or		
	KG-033 KG-035 KG-036 VG-011	<p>Students consult the Canadian International Development Agency (CIDA) website and create an electronic folder of quotes, facts, and photographs about a current CIDA field project in a selected region of the world. Students share interesting details they have gathered about Canadians making a difference in global quality of life.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

7.2.5 Global Cooperation





Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-033	Students invite a speaker from an international humanitarian agency to talk to the class about projects in global cooperation and human development. Students generate and pose questions, and discuss the achievements and goals of the organization. Following the presentation, the class discusses possible actions of voluntary support for the organization’s work.
	KG-035	
	KG-036	
	VG-011	
or		
	KG-033	Using print and electronic resources, students select an extract from a first-person account of an individual’s experience in working for an international humanitarian project. Students prepare and share readings of their excerpts in small groups, afterwards discussing the personal impact of participation in global projects.
	KG-035	
	KG-036	
	VG-011	
		 Supporting websites can be found at < www4.edu.gov.mb.ca/sslinks/LEList >
<i>(continued)</i>		
Teacher Reflections		

Global Quality of Life



7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
	KG-033 KG-035 KG-036 VG-011	<p>Apply</p> <p>Using the research information they have gathered on selected international organizations or events, students plan a recognition ceremony for diverse achievements in enhancing global cooperation and quality of life. Students write a speech, and design and present a symbolic award to the selected groups and organizations during a mock recognition ceremony.</p> <p>TIP: Review with students the logo or flag of the United Nations and its symbolic significance. Modelled on this example, encourage them to design a logo or symbol that may also represent the goals of international cooperation, understanding, and commitment to a better global quality of life. As well, consider sending copies of the speeches/symbols/awards to the respective organizations.</p>
	or	
		KG-033 KG-035 KG-036 VG-011
or		
 		KG-033 KG-035 KG-036 VG-011

7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
	KG-033 KG-035 KG-036 VG-011	Pairs of students present a mock interview with a humanitarian they admire. Following each interview, the class is given the opportunity to pose questions to the humanitarian about his or her work and about world progress in cooperation and development.
		
or		
	KG-033 KG-035 KG-036 VG-011	Collaborative groups of students create and present a videotaped news program that emphasizes events of global cooperation, understanding, and support for enhanced quality of life (e.g., international assistance for victims of earthquakes or natural disasters, success stories about development projects, community support for foreign aid or disarmament...). TIP: Encourage students to use what they have observed about the media emphasis on stories of violence and conflict to seek out stories that present a different perspective on the world. Following the presentations, students discuss the impact of accepted media conventions (i.e., disaster is news, cooperation is not; a recent issue is news, ongoing concern is not...).
		
<i>(continued)</i>		
Teacher Reflections		

7.2.5 Global Cooperation

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	<p>KG-033 KG-035 KG-036 VG-011</p>	<p>Pairs or triads of students design a Mind Map showing parallels between individual cooperation, community cooperation, and global cooperation, using specific examples of peaceful conflict resolution and mutual understanding at each level. The Mind Maps are displayed for students to view in a Gallery Walk. Following the Gallery Walk and in a large group discussion, students reflect on and discuss their own potential to contribute to the development of a world that is more cooperative, peaceful, and equitable.</p> <p>TIP: The class may wish to brainstorm a list of the key concepts of this learning experience to include in their Mind Maps before they begin. Encourage students to explore the connections between personal actions and global actions. This step may enhance their individual sense of personal efficacy. It may also be advisable to ask students at this point to redo the continuum activity (refer to Appendix A, page A13) to see whether any of them have changed their view of the world (e.g., Do they see the world mostly as a place of conflict or mostly as a place of cooperation? Do they see themselves as being capable of contributing to greater international understanding through their actions in their own groups and communities?).</p>
<p>Teacher Reflections</p>		

Global Quality of Life**Connecting and Reflecting: End of Cluster****Student:**

Using your “Global Quality of Life” portfolio, reflect on differences in quality of life for people in various places in the world, and describe how your personal actions can make a positive difference for people in other places.



7.2.5 BLM: Global Quality Life – Connecting and Reflecting
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Teacher Reflections