

Micro Workshop 11

Becoming the Change We Want to See Web Quest

Focus

The focus of this micro workshop is to develop a critical dialogue that examines teacher and school community knowledge, skills and attitudes about global citizenship and the importance of taking an active role toward a preferred future. By surfing the CIDA website educators and students will gain an awareness of the United Nations Millennium Development Goals (MDGs) and Canada's non-governmental organizations (NGOs). School communities will become more aware of how to become engaged and responsible citizens who strive toward the United Nation's Pillars of Learning: *Learning to be; Learning to know; Learning to do; Learning to Live Together.*

This workshop is intended for staff development and classroom use. It can be completed as an individual activity or it can be addressed through group endeavour.



Objectives

1. Examine the notion of global citizenship and its importance within the school community
 2. Recognize that global citizenship is a key element in the creation of a safe and caring learning environment
 3. Understand the Millennium Development Goals—what are they and how can we achieve them?
 4. Discuss the development of a school community action plan
1. Obtain contact information for NGOs and other resources

NOTE: This web-based Micro Workshop consists of three sections.

Part 1

The first section is a *professional development activity for teachers and school staff*. This web-exploration activity helps school staff become familiar with *global education* and the *resources* that are available to help adults encourage children and youth to become active global citizens. This activity begins by visiting the SACSC website and goes on to guide participants through the Canadian International Development Agency (CIDA) website. A series of questions will help school staff identify the role of CIDA in international development, the UN Millennium Development Goals and resources for teachers and youth.

Part 2

The second section is a *student version* of the web quest, focussing on the opportunities for youth to become more involved in international development and global issues. The web quest is preceded by a brainstorming session around the definition of global citizenship and is followed by a series of thought-provoking questions related to international development. Acquisition of knowledge will come in the form of cooperative activities that will encourage student engagement.

Part 3

The third section provides a description of a variety of activities that *could be* used with teachers, staff members or students in conjunction with the web quest. Using interaction and cooperation, participants will have an opportunity to take an active role in their learning. Suggestions are made for convenience sake but the facilitator should feel free to create a unique delivery of the workshop that best fits the audience. These learning strategies are taken from the SACSC website <http://www.sacsc.ca/lessons/introduction/default.asp> .

Teacher/School Staff Micro Workshop (Part 1)

1) Intro to *Becoming the Change We Want to See* project

What is global citizenship? *What does it look like? What does it feel like? What does it sound like?*
Suggestion to facilitator—use the Cooperative Carousel or Affinity Charting strategies (see Part 3)

From SACSC home page (www.sacsc.ca):

- Click on *Programs and Projects*, *SACSC Projects*, *Becoming the Change We Want to See* or type web shortcut <http://www.sacsc.ca/Projects.htm#CIDA>

On SACSC Projects page

- Read the *Becoming the Change We Want to See* project description and online brochure.

From projects page click on link to CIDA website located just below the project title under *Supporting Organization*.

2) Canadian International Development Agency (CIDA)

From the Entry page click *English*

The Home page provides an outline of the website content:

What/Who is CIDA?

How long has CIDA been in existence?

What are the five main goals of CIDA's policies and programs?

1) _____

2) _____

3) _____

4) _____

5) _____

Use the navigation menus to answer the following questions:

What parts of the world does CIDA work with? (Include example countries)

Region _____
Region _____
Region _____
Region _____
Region _____

Country _____
Country _____
Country _____
Country _____
Country _____

List three non-governmental organizations in your city/province that work with CIDA and the kind of international development projects/programs they manage.

- Choose “working with CIDA” from the menu at top (2nd from right)
- Then, from the menu at left, choose “Canadian partners”
- In the Canadian partners section—click on the button on the right - “Spotlight—Partners—Voluntary Sector”

Suggestion to facilitator—use the Jigsaw strategy (see Part 3 International Development Activities)

1) _____

2) _____

3) _____

What are the eight United Nations Millennium Development Goals?

Suggestion to facilitator—use the Jigsaw activity (see Part 3 International Development Activities)

1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

- 6) _____

- 7) _____

- 8) _____

For more information on these goals visit the UN website www.un.org/millenniumgoals/goals.html

How does CIDA propose to help meet these Goals?

What are the main global issues reflected in CIDA programming?

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

What do you think are some of CIDA's most important achievements?

3) Resources for Teachers

From the CIDA home page (<http://www.acdi-cida.gc.ca>) click on *Teacher Zone*. This site is a single portal for high-quality, curriculum-based educational resources and for new ideas to help bring international development to the classroom and motivate students to become active global citizens—“Move your world...because you can!”

Under ‘Spotlight—News and Events’ click on Global Citizenship 101: For teachers who want to move their world. Summarize the resources available to classroom teachers.

Return to *Teacher Zone*. Click on Butterfly 208

What is Butterfly 208?

Click on ‘multimedia’ to view *BP208 Butterfly Revolution* to see and hear what it’s all about. Discuss your reaction with a partner. Jot down three bits of information that created interest for you and that you believe would create interest for students.

Click on ‘B-Flies in Action’ to see and hear where Canadian youth travelled and who they spent time with. Click on ‘Click here to view the winning flaps’ (left side).

What did these youth do to share their vision?

Grande Prize

Second Prize

Fourth Prize

Fifth Prize

Click on ‘Take Action—But where do you start?’ Identify the seven suggested steps highlighted

- Step 1 _____
- Step 2 _____
- Step 3 _____
- Step 4 _____
- Step 5 _____
- Step 6 _____
- Step 7 _____

Return to *Teacher Zone—Home Page*. Under ‘Spotlight—News and Events—click on *War Child Canada*. Across the top of the page are seven icons. Take time to peruse each of these icons. Give a brief summary of each

Music Connection

WCC Project

Youth Talk

Get Involved

WCC Merchandise

World View

Audio/Video

Click on *Students Centre*. The Students' Centre is the place for youth to get informed on all the issues, to discuss interesting topics, to speak out for change, to make an impact with their own project or to get involved in one of War Child Canada's new student driven programs.

The Student Centre is composed of **eight** sections. Identify these sections:

_____	_____
_____	_____
_____	_____
_____	_____

With a partner, **choose one** of the sections to explore. Present your findings to the whole group. Make sure that each section is represented. Record additional notes below.

Return to *Teacher Zone Home Page*. Click on 'A Developing World'

Click on "For Teachers"

How many ways can a teacher use this resource in their classroom? Work with a partner or in a small group. Brainstorm the various ways this resource can be utilized. Share with the larger group.

Order a copy of '*A Developing World*' map from the CIDA website. Examine different ways this map can be incorporated into the classroom. Click on 'A Developing World map'; Teacher Resources.

4) Teacher Reflection/Discussion Questions

Suggestion: Think-Pair-Share; Mind-mapping; Journaling

Now that you are a bit more informed—so what? What is it that you will do to bring international development to your classroom and how will you motivate your students to become active global citizens?

What impact does global citizenship have on a classroom or school community?

What kinds of things can your school do to build global citizenship?

Choose **one** of the 14 topics highlighted in the *Teacher Zone*—click on Development Topics. What can *you do*? What can the *school do*? (Example: street children; land mines; small soldiers)

You have been introduced to three projects or initiatives developed in partnership with CIDA—*Butterfly 208*; *War Child Canada*; and Canadian Geographic’s *A Developing World*. How can each be used in an effort to become involved in world development issues? What needs to happen next?

What is global citizenship? Has your definition changed?

Return to the SACSC home page (www.sacsc.ca). Click on *Resources, Supporting a Safe and Caring School, SACSC information booklets* and scroll down to the *Building Peace from the Inside Out: A toolbox for preparing students for global citizenship*.

This information booklet is designed to help teachers expand their students' knowledge about international development and global interdependency. It helps to encourage an appreciation for different worldviews. This booklet outlines nine crucial elements for developing a global education program and making curriculum connections. It also contains examples of innovative school-wide activities that staff can use to encourage active global citizenship among their students. This resource is available to download free of charge by following the web link (see above). It can also be purchased through the SACSC Office by contacting 447-9487 or toll free at 1-800-232-7208.

Suggestion to facilitator—This can be an excellent opportunity to encourage administration and staff to work together to develop a plan of action for a school wide global initiative. What's next?

NOTES

As part of the GCI Project the Society developed twelve Units for upper elementary through high school. Each unit is cross referenced with specific outcomes from the Alberta Education Program of Studies and is available to download and can be used immediately in the classroom. Teachers can choose one of the units, implement it into their classroom and share their findings with their coworkers. *Junior/Senior High* <http://www.sacsc.ca/lessons/Search/actSubjects.asp?SubjectsID=1>
Elementary http://www.sacsc.ca/Elementary_Unit_and_Lesson_Plans.htm

Unit Topics:

- | | |
|---|--|
| 1 Global Issue Awareness (Gr 10) | 2 Human Rights; Human Freedoms (Gr 7–9) |
| 3 Giving a Forum to NGOs (Gr 7–9) | 4 A Day in the Life of a Child (Gr 3) |
| 5 Current Events Scavenger Hunt (Gr 4–6) | 6 Globalization: With or Without You? (Gr 10–12) |
| 7 North versus South: Different Villages (Gr 4–6) | 8 Ordinary People; Extraordinary Impact (Gr 4–6) |
| 9 Children's Rights around the World (Gr 3–6) | 10 Big Feet (Gr 4–6) |
| 11 Our Local Footprint (Gr 4–6) | 12 HIV/AIDS (Gr 9) |

Teachers and school staff proceed to *Part 3* for examples of cooperative activities. Use these strategies while completing the online workshop.

Youth Micro Workshop (Part 2)

Go to www.acdi-cida.gc.ca

1) Pre-Web Quest Discussion

What is global citizenship? *What does it look like? What does it feel like? What does it sound like?*
Suggestion to facilitator—use the Cooperative Carousel or Affinity Charting strategies (see Part 3)

2) Introduction to CIDA

Using the navigation menus, answer the following questions:

What is CIDA?

What parts of the world does CIDA work with? (Include example countries)

Region _____
Region _____
Region _____
Region _____
Region _____

Country _____
Country _____
Country _____
Country _____
Country _____

List three non-governmental organizations in your city/province that work with CIDA and the kind of international development projects/programs they manage.

Choose “working with CIDA” from the menu at top (2nd from right)

Then, from the menu at left, choose “Canadian partners”

In the Canadian partners section—click the button on the right - “Spotlight—Partners Voluntary Sector”

1) _____

2) _____

3) _____

What are the eight United Nations Millennium Development Goals?

Suggestion to facilitator—use the Jigsaw activity (see Part 3 International Development Activities)

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

- 6) _____

- 7) _____

- 8) _____

Why do you think these goals might be important?

What is CIDA doing to help meet these Goals?

3) Youth Resources

Click on *Youth and Teachers, Youth Zone* (<http://www.acdi-cida.gc.ca>)

What is *Butterfly 208*?

Click on 'multimedia' to view *BP208 Butterfly Revolution* to see and hear what it's all about. Discuss your reaction with a partner. Jot down three bits of information that created interest for you.

Click on 'B-Flies in Action' to see and hear where Canadian youth went and who they spent time with. Click on 'Click here to view the winning flaps' (left side).

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Click on 'Take Action—But where do you start?' Identify the seven suggested steps highlighted

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

Step 5 _____
Step 6 _____
Step 7 _____

Return to *Youth Zone - Home Page*

Under ‘Spotlight—News and Events—click on *War Child Canada*

Across the top of the page are seven icons. Take time to peruse each of these icons. Give a brief summary of each

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Click on *Students Centre* - The Students' Centre is the place for you to get informed on all the issues, to discuss interesting topics, to speak out for change, to make an impact with your own project or to get involved in one of War Child Canada's new student driven programs.

The Student Centre is composed of **eight** sections. Identify these sections:

_____	_____
_____	_____
_____	_____
_____	_____

3) Student Reflection/Discussion Questions

Suggestion: Think-Pair-Share; Mind-mapping; Journaling

Now that you are a bit more informed—so what? What is it that you will do to bring international development to your school? What is it that you can do to make a difference?

What impact does global citizenship have on a classroom or school community?

What kinds of things can your school do to build global citizenship?

Choose **one** of the 14 topics highlighted in the *Youth Zone*. What can *you do*? What can the *school do*? (Example: street children; land mines; small soldiers)

Cooperative Activities (Part 3)

See SACSC site <http://www.sacsc.ca/lessons/introduction/default.asp>

Affinity Charting

Focuses on cognitive learning that requires participants to *think analytically*, *synthesize* their findings and *evaluate information*. Affinity charting requires that participants think of answers independently (they usually write these on Post-it notes) and then group their common ideas onto a continuum.

Mind Mapping

Mind maps are tools which help you think and learn. Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre. By focusing on key ideas written down in your own words, and then looking for branches out and connections between the ideas, you are mapping knowledge in a manner which will help you understand and remember new information.

Think-Pair-Share

This method provides participants with time to think about a question or situation individually, then talk about it with a partner and finally discuss it with the whole group. This strategy increases cognitive and social problem-solving skills because it helps participants verbalize their thinking.

Three-Step Interview

In pairs, have participants ask each other questions on an assigned topic. They should reverse roles and then join with another pair to share all of their questions and answers. This strategy allows participants the opportunity to contribute to the group, to work with others and to initiate and answer questions in a non-threatening environment.

Numbered Heads

In groups of four, participants number from 1 to 4 within their group. The facilitator poses a problem and all four participants consult on the answer. The facilitator then calls a number from 1 to 4 and a participant from each group with that number stands. One (or more) of those standing are selected randomly to give the answers aloud. Answers can be written on the board, in notebooks or simply verbalized. This strategy requires that all group members be ready to respond to any given question. The strategy increases individual responsibility and creates a team feeling among participants.

Jigsaw

This is a more advanced cooperative learning strategy; however, when properly executed it produces significant results. In a jigsaw participants are members of two different groups: a HOME group and an EXPERT group. The HOME group consists of three to five people (each is numbered 1, 2, 3, 4 or 5). Each person in the HOME group is ultimately responsible for learning and teaching a different topic to other members of that group. EXPERT groups comprise of three to four students who are responsible

for the same topic. The overall topic to be studied is divided into as many sections as there are members in the HOME group.

The first step is for participants to become individually familiar with their own "expert" topic. Second, they meet with the EXPERT group to double check their understandings and to create a plan for teaching their own HOME groups. After meeting and planning with the expert group, participants return HOME to take turns teaching each other the material. All "expert" input is required to successfully complete the group project.

Cooperative Carousel

Use this activity to help people brainstorm ideas that answer questions or contribute ideas. Do this by posting flip chart papers onto each wall in the room. Write a different question or word stimulus on each chart. Divide the whole group into four smaller groups of four or five (if the whole group is large, consider setting up two different sets of independent stations). Station one group at each poster and provide them with several felt pens. (Like a shot-gun start in a golf tournament). The task is for each of the four groups (each stationed at a different chart) to brainstorm ideas that focus on each question or word stimulus. Begin by writing the group members' ideas on the first chart. Allow one minute at each station, and then ask each group to rotate to the next station (clockwise) and continue to add their group members' ideas to the list that was previously started. Ask participants to only add new ideas to the list begun by the previous group. Debrief this activity by rotating all the groups around the room again. This allows them to see the ideas that were added since their group was at that station. On the second rotation ask each group to put a star beside a good idea that was added to the list by another group.

Inside-Outside Circle

Divide the group in two. Have participants form two circles of the same number of people. One group forms a circle facing outward; the other group forms a circle around these people facing inward. (If the group is large, do two Inside-Outside circles.) Each participant should now be facing a partner. At the facilitator's signal, the person on the outside shares with his/her partner a response to the facilitator's question. Then, the person on the inside shares. At the facilitator's signal, the outside circle rotates one person in a clockwise direction and then shares with the new partner. Do this about three times.