



Grade 7–9  
English Language Arts  
And Social Studies

Developing Self-Esteem	Living Respectfully
Respecting Diversity	Preventing Prejudice

## Unit 3 Giving a Forum to NGOs

### Contributor

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### Subjects and Level

This unit is developed for secondary students, specifically Grades 7–9 English language arts and social studies. It is recommended that the lessons be taught in succession, even though the lessons can stand alone. The discretion of the teacher is emphasized.

Suggestion: The unit 2 Human Rights; Human Freedoms gives students the opportunity to gather information about nongovernmental organizations, and present their findings to their peers. It may be favourable to complete the unit before beginning this one.

### Unit Objective

As a continuation from the introduction to NGOs, the school will invite representatives from local NGOs to share with the students their current projects or efforts. NGO representatives can outline how students become involved to make a difference in the lives of people in developing nations. Students will gain experience interacting with people/organizations in the field and working toward the betterment of our global populace and the natural world.

#### Time

This unit will take approximately two weeks to complete. The culmination is a schoolwide panel discussion with representatives of local nongovernmental organizations and relies on the availability and schedules of the invited NGO representatives.

### Lesson 1: First ... Knowledge

#### Objective

Students will spend time researching and becoming familiar with local NGO's in preparation for a schoolwide panel discussion where representatives from organizations will share their goals and activities and share examples of how students can become active citizens with reference to global issues.

#### Time

This lesson will take approximately two or three classes.

## Materials

- Literature from NGO's
- Computer and Internet connection
- LCD projector
- Student journals and notes from unit 2 (if Human Rights; Human Freedoms was completed)
- Student Handout 1: Non-governmental Organizations

## Getting Started

### Engaging Interest

*An Inconvenient Truth*. (see URL under Supplementary Resources). director Davis Guggenheim offers a passionate and inspirational look at one man's commitment to expose the myths and misconceptions that surround global warming, and inspire actions to prevent it. After his defeat in the 2000 election, former vice president Al Gore re-set the course of his life to focus on an all-out effort to save the planet from irrevocable damage.

- Students will view and listen to one perspective (Al Gore), on the climate crisis our world faces. The teacher will log on to this site and use the LCD projector for large screen showing. Directions:

- Log on to *An Inconvenient Truth*. (see URL under Supplementary Resources)

Note: the teacher should surf this site to become familiar with the details and information available:

- Click on Reviews.
- Click on Trailers (across the top). Here you will find trailers and video clips from the film:
  - Exclusive: Green Carpet Premier.
  - Al Gore on the Message of the Film
  - Al Gore on Global Warming
  - Scientists
  - The Arctic Is Melting
  - Trailer
- Look for An Inconvenient Truth at the video store..
- After viewing small excerpts from this documentary, students should feel excited and enthusiastic about their new learning direction.
- Reflective Writing—allow students five to ten minutes to reflect on what they observed and heard.

## Learning Activities

### Activity—Mini-Lecture

#### Nongovernmental organizations

Explain to students that there are many organizations in Canada and locally that help address issues of global concern—similar to Al Gore's fight against global warming. The Canadian International Development Agency, CIDA, (see URL under Supplementary Resources) is Canada's lead development agency. Reducing poverty and contributing to a more secure, equitable and prosperous world is CIDA's mandate. There are many not-for-profit organizations that take an active role in alleviating global concerns.

### Activity - Student Handout 1: Nongovernmental Organizations

- Give each student a copy of Student Handout 1.
- With a partner, students will choose two of the nineteen NGOs listed (see under Supplementary Resources).
- Students will thoroughly examine local NGOs. Students will gain information and be knowledgeable about the NGOs and what their mission and activities. This will be done in preparation for a schoolwide discussion forum.

### Assessment/Analysis

In partners, students will share their findings with their peers. This can be in the form of a poster, a mind map or a PowerPoint.

### Application

After the presentations, students will decide on five nongovernmental organizations to invite to the school to partake in a schoolwide panel discussion where students of all ages will learn about global issues and possible actions to address the problems.

### Activities for Extension and/or Integration

Watch the film *An Inconvenient Truth*. Check local listings or video rental stores.

Students can complete the online workshop titled *Becoming the Change We Want to See Webquest*. Go to the SACSC website (see URL under Supplementary Resources)

### Subject and Level Learner Outcomes for Subject and Level

#### English Language Arts 9

##### 1.1 Discover and Explore

- Extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts
- Develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts

##### 1.2 Clarify and Extend

- Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts

##### 2.2 Respond to Texts

- Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance

##### 3.1 Plan and Focus

- Synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions

##### 3.3 Organize, Record and Evaluate

- Reflect on new understanding and its value to self and others

##### 5.2 Work Within a Group

- Contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others

## **Social Studies 9**

### Values and Attitudes

9.1.3 Appreciate how emerging issues impact quality of life, citizenship and identity in Canada  
Knowledge and Understanding

9.1.5 Analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions:

- How do citizens and organizations participate in Canada's justice system (for example, jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?

### Research for Deliberative Inquiry

9.S.7 Apply the research process:

- Reflect on changes of perspective or opinion based on information gathered and research conducted
- Draw conclusions based upon research and evidence
- Organize and synthesize researched information
- Include and organize references as part of research
- Analyze and synthesize information to create a product

## **Safe and Caring Topics and Concepts**

### Living Respectfully

- Examining methods that help us deal with conflicts and problem solving
- Working cooperatively in groups
- Helping others learn or attain a goal
- Developing positive interdependence and relying on each other to complete tasks
- Giving and receiving help
- Respecting and appreciating others' ideas, insights, solutions and contributions

### Developing Self-Esteem

- Striving for competency builds self-esteem
- Taking responsibility for our actions
- Communicating thoughts and feelings

### Respecting Diversity and Preventing Prejudice

- Respecting human rights
- Examining the meaning of respect for the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, dress, age, ancestry or place of origin

## Teaching Strategies

<b>Go to</b> <a href="http://www.sacsc.ca">www.sacsc.ca</a> <b>Click on</b> Resources, Strategies for strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
		<ul style="list-style-type: none"> <li>• Problem solving through research</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-lecture</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
<ul style="list-style-type: none"> <li>• Watching documentary</li> </ul>	<ul style="list-style-type: none"> <li>• NGO information and presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• Video clips/trailers</li> <li>• Documentary</li> <li>• Brainstorming</li> <li>• Mind map</li> <li>• Poster creation</li> </ul>

## Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this lesson or unit plan.

- [www.climatecrisis.net](http://www.climatecrisis.net) *An Inconvenient Truth* (trailer and background information)
- [www.acdi-cida.gc.ca/index.htm](http://www.acdi-cida.gc.ca/index.htm) Canadian International Development Agency
- [www.sacsc.ca/Resources\\_MicroWorkshops.htm](http://www.sacsc.ca/Resources_MicroWorkshops.htm) SACSC website; *Becoming the Change We Want to See Micro Workshop*

### Non-Governmental Organizations

- Ainembabazi Children's Project [www.ainembabazi.org/index.html](http://www.ainembabazi.org/index.html)
- CAUSE Canada [www.cause.ca](http://www.cause.ca)
- Change for Children Association (CFCA) [www.changeforchildren.org](http://www.changeforchildren.org)
- Canadian Catholic Organization for Development and Peace (CCODP) [www.devop.org](http://www.devop.org)
- Foster Parents Plan [www.fosterparentsplan.ca](http://www.fosterparentsplan.ca)
- Ghost River Rediscovery [www.ghostriverrediscovery.com/home.htm](http://www.ghostriverrediscovery.com/home.htm)
- The John Humphrey Centre for Peace and Human Rights [www.johnhumphreycentre.org](http://www.johnhumphreycentre.org)
- Save the Children Canada [www.savethechildren.ca](http://www.savethechildren.ca)
- CODE Canada [www.codecan.org](http://www.codecan.org)
- Amnesty International Canada [www.amnesty.ca](http://www.amnesty.ca)
- Canadian Centre for International Studies and Cooperation [www.ceci.ca](http://www.ceci.ca)
- Canadian Coalition for the Rights of the Children [www.rightsofchildren.ca](http://www.rightsofchildren.ca)
- Canadian Human Rights Foundation [www.equitas.org](http://www.equitas.org)
- Canadian Race Relations Foundation [www.crr.ca](http://www.crr.ca)
- Northern Alberta Alliance on Race Relations <http://www.naarr.org>
- National Action Committee on the Status of Women [www.nac-cca.ca](http://www.nac-cca.ca)
- Oxfam Canada [www.oxfam.ca](http://www.oxfam.ca)
- United Nations Association in Canada [www.unac.org](http://www.unac.org)
- UNICEF Canada [www.unicef.ca](http://www.unicef.ca)

### Book(s)

- Gore, A. 2006. *An Inconvenient Truth*, Rodale Books.

## **Nongovernmental Organizations**

### Directions and Suggestions

This is your opportunity to find out about two nongovernmental organizations and to share that information with your peers. For each of your chosen organizations, collect the following data:

- Name of organization
  
- Contact information
  - Contact person
  - Location(s)
  - Telephone/fax/e-mail
  - Website address
  
- Vision/mission/motto
  
- Projects
  - Briefly summarize each of the projects the organization is involved with.
  - Identify the various global locations where these projects have positive affects.
  - Choose one or two of the projects to highlight. Find out all you can about these particular projects.
  
- Focus on youth involvement. How have youths contributed to or become involved with this organization? Where are these youths from?
  
- Should this organization be invited to partake in a panel discussion? Why?

Note: You will have approximately 30 minutes to complete this activity.