

Using Story to Inspire Change:
Thinking Globally, Acting Locally



A Global Issues Inquiry Resource for Grade 6

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BIG IDEAS

Economic self-interest can be a significant cause of conflict among peoples and governments.

Complex global problems require international co-operation to make difficult choices for the future.

Systems of government vary in their respect for human rights and freedoms.

Media sources can both positively and negatively affect our understanding of important events and issues.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <ul style="list-style-type: none"> • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) • Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) • Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • the urbanization and migration of people • global poverty and inequality issues, including class structure and gender • roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples • different systems of government • economic policies and resource management, including effects on indigenous peoples • globalization and economic interdependence • international co-operation and responses to global issues • regional and international conflict • media technologies and coverage of current events

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Exploring and sharing multiple perspectives extends our thinking.

Developing our understanding of how language works allows us to use it purposefully.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking • Synthesize ideas from a variety of sources to build understanding • Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Understand how literary elements, techniques, and devices enhance and shape meaning • Recognize an increasing range of text structures and how they contribute to meaning • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • techniques of persuasion <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • language varieties • sentence structure and grammar • conventions • presentation techniques



Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts 	



CRITICAL THINKING⁷

CORE COMPETENCY

Critical thinking involves making judgements based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgements. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and critique

Sample "I" Statements

- I can show if I like something or not.
- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider views that do not fit with them.

2. Question and investigate

Sample "I" Statements

- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgements.

3. Developing ideas

Sample "I" Statements

- I can experiment with different ways of doing things.
- I can develop criteria for evaluating design options.
- I can monitor my progress and adjust my actions to make sure I achieve what I want.
- I can make choices that will help me create my intended impact on an audience or situation.

**The profiles emphasize the concept of growing and expanding.
They are progressive and additive.**



SOCIAL RESPONSIBILITY

CORE COMPETENCY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to community and caring for the environment

Sample "I" Statements

- With some support, I can be part of a group.
- I can participate in classroom and group activities to improve the classroom, school community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

2. Solving problems in peaceful ways

Sample "I" Statements

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

3. Valuing diversity

Sample "I" Statements

- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

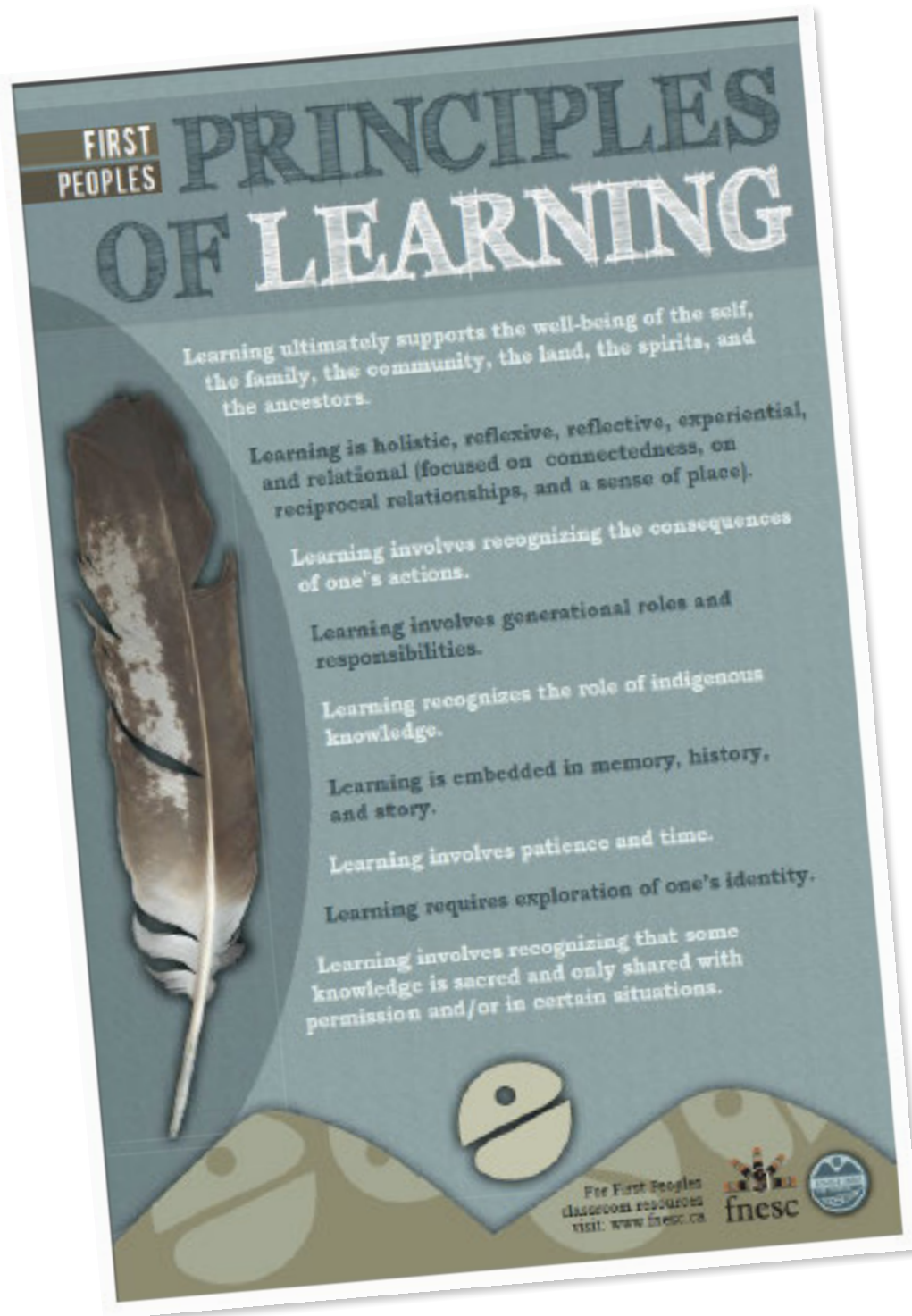
4. Building relationships

Sample "I" Statements

- With some support, I can be part of a group.
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
- I can identify when others need support and provide it.
- I am aware of how others may feel and take steps to help them feel included.
- I build and sustain positive relationships with diverse people, including people from different generation.

**The profiles emphasize the concept of growing and expanding.
They are progressive and additive.**

Research-based Frameworks to look to:



FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.


Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc





A framework for Inquiry

Significant Content: A focus on important knowledge and concepts derived from standards. Students should find the content to be significant in terms of their own lives and interests.

A need to Know: Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, a photograph...

A Driving Question: A question that captures the heart of the inquiry in clear, compelling language, giving students a sense of purpose and challenge.

Authentic Purpose: Establishing an authentic purpose for the tasks we invite our learners to explore, enriches learning opportunities.



Voice and Choice: Guided by the teacher, learners have voice and choice in terms of design, what resources they will use and how they structure their time.

Revision and reflection: Learners go through a process of seeking feedback from their peers to think in-depth about their inquiry. Students learn that revision and reflection are frequent features of real-world work.

In-depth Inquiry: Learners follow a trail that begins with their own questions, leading to a search for resources and the discovery of answers and ultimately leads to generating new questions, testing ideas and drawing their own conclusions.

21st Century Competencies: Collaboration, communication, creativity, critical thinking, problem solving and social responsibility.

Adapted from: Larmer, J. & Mergendahl, J. (2012). 8 essentials for project-based learning. Originally published in 2010 in Educational Leadership, 68(7), 34.



Ingredients for a Global Issues Inquiry

1. A Driving Question: A question that captures the heart of the inquiry in clear, compelling language. *“How can I make a positive difference in my community?”*
2. Voice and Choice: Guided by the teacher, learners have voice and choice in terms of identifying real world concerns / issues, imagining solutions and taking action.
3. Core Competencies: Critical and creative thinking; problem solving; communication; collaboration, personal and social responsibility.
4. In-depth Inquiry: Engage learners in an inquiry process - **Feel**- “Why is this important?”, **Imagine**- “What can I do about it?”, **Do**- Take ACTION, and **Share**- document and share the learning experience, the story; the change initiative.
5. Revision and Reflection: Learners go through a process of seeking feedback from their peers to think in-depth about their project. Students learn that revision is a frequent feature of real-world work.
6. Authentic Purpose: Establishing an authentic purpose for the tasks we invite our learners to explore enriches learning opportunities.
7. Significant Content: learners identifying real world problems, going through an inquiry process to come up with their own solutions to those problems and then taking action.
8. A Need to Know: Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, or a photograph.

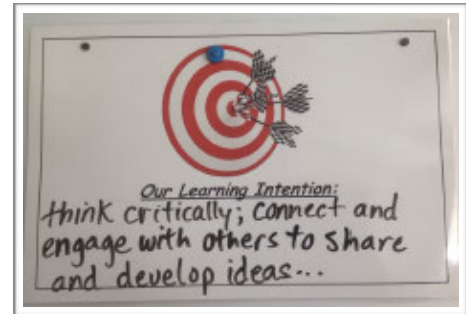


Adapted from Larmer, J. & Mergendoller, J. (2010).
8 essentials for project-based learning.
Educational Leadership, 68(1), 34.

Frontloading Common Understanding

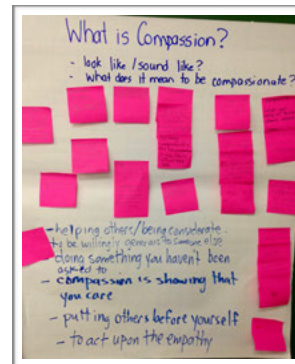
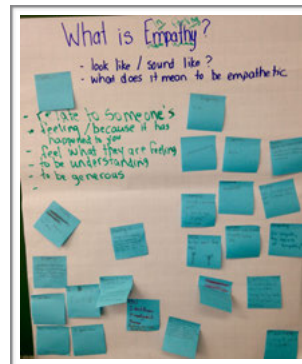
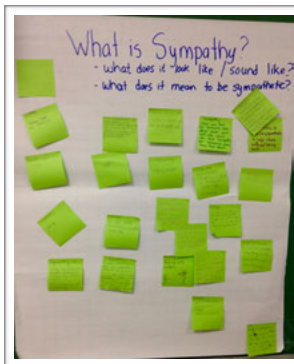
Driving Question: What does it mean to be compassionate?

Learning Targets: Thinking critically; making meaningful personal connections; inferring from photographs; connecting and engaging with others to share and develop ideas...



Co-Construct Ideas/Seek feedback from learners: 3 chart sized post-it notes- What is sympathy? What is Empathy? What is compassion? What does it mean to be compassionate? What does it look like?

Invite learners to think about and write their responses on small post-its... *Describing it as “an invitation to respond” helps to bring it away from being a demand and opens it to possibilities. Students can begin with “I think...”, “Maybe it’s...”, “It could be...”, “I wonder if it might mean...”*



(3 post-it notes for each learner to jot down their thinking – one for each key word – sympathy/empathy/compassion. Invite learners to then post their 3 responses on each of the chart-sized post-its.)

Next, split large group into 3 small groups (one for each lead question). Invite these small teams to read the contributed ideas/definitions, sort them for common language and themes and share dialogue..

Next, invite small groups to rotate to each of the three charts to explore the shared thinking...

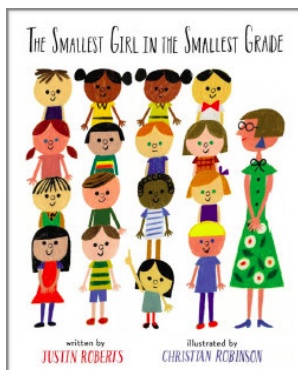


Establishing a need to know: Watch YouTube video: “You poked my heart.” Purpose for watching – Looking for evidence of compassion? What does compassion look like?

https://www.youtube.com/watch?feature=player_embedded&v=3sKdDyyanGk

Partner Turn-and-Listen: guiding questions- What did you notice? How did the clip make you feel? Who do you connect to in the short clip? What small acts of compassion did you notice in this short clip? (an example- The one twin sister intervenes, saying “I’ll stand ‘hind you...” and physically separates the two children from their disagreement.)

Share the Feel/Imagine/Do: Sympathy/Empathy/
Compassion visual and explore/talk about how sympathy,
empathy and compassion are connected/entwined...



Read the book *The Smallest Girl in the Smallest Grade* by Justin Roberts.

Establish a purpose for listening/viewing: Share the image of the front cover with learners, along with the title. Have learners predict what the story might be about.

Share Guiding Questions before reading: What does young Sally McCabe pay attention to in the story? What does she notice? What does Sally find the courage to do, and how does her one small action, create change? How does Sally's perspective shift?

Post-story partner Turn-and-Listen: using the guiding questions that were shared before reading, talk about the story.

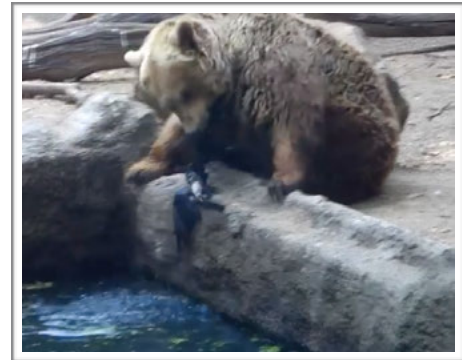


Performances of understanding: What would you find if you Googled the word compassion and clicked on images? Introduce the Photograph Boxing Strategy. Teachers explicitly model and invite students to think critically and respond to photograph mats, with a lens of compassion. What do you notice? What do you think? What do you wonder?

Closure: What does it mean to be compassionate? What does it look like? (Paying super-extra special attention... and taking action to make a positive difference.)

Share the video clip *Crow Rescue* Purpose for viewing: Delving deeper: What does compassion look like? Where can we find it in our daily lives?

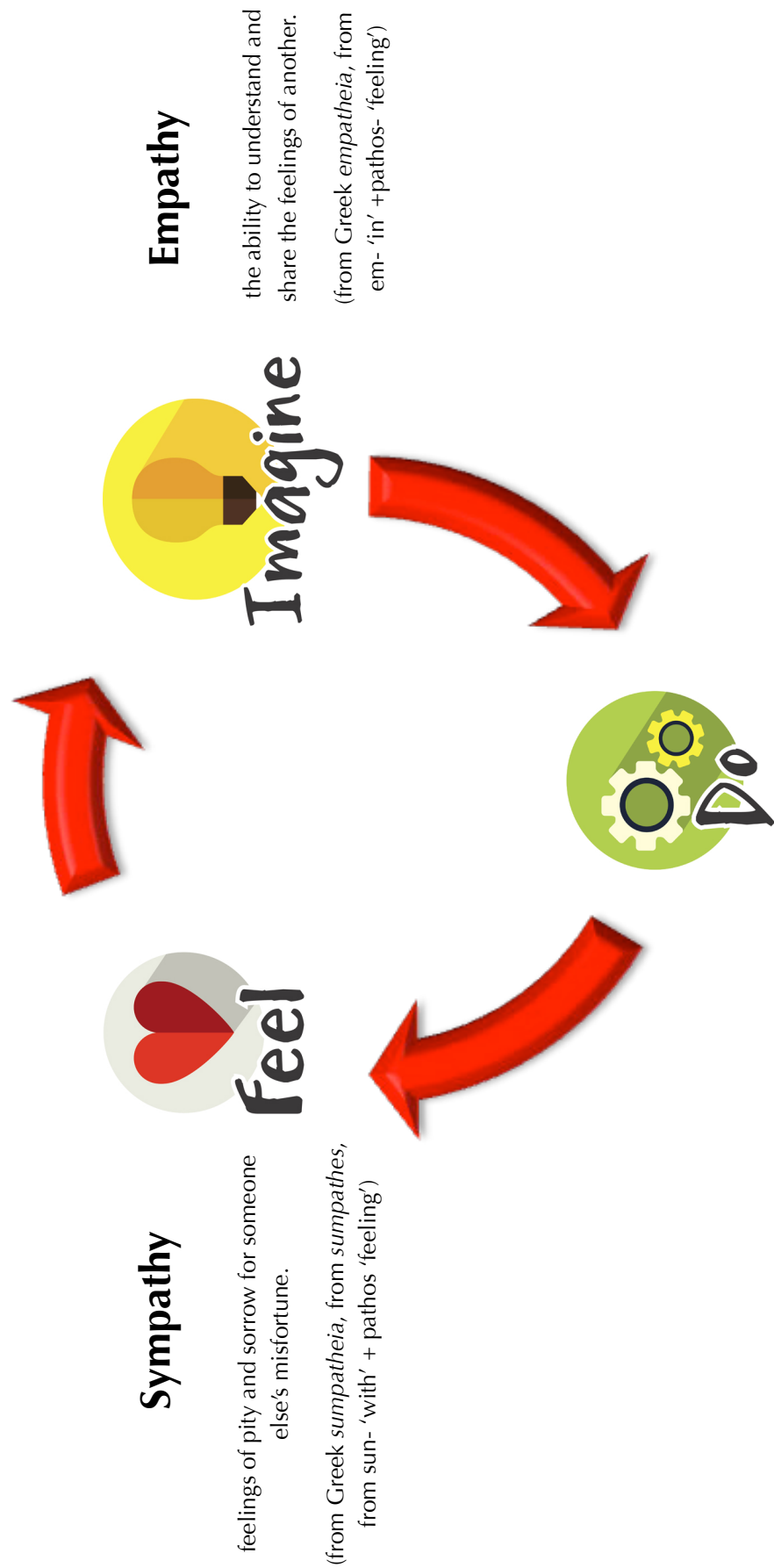
https://www.youtube.com/watch?v=gJ_3BN0m7S8



Revisiting the Driving Question: *What does it mean to be compassionate?*

Exit task: Paying extra special attention. Being like Sally McCabe. Noticing... and finding ways to be compassionate; ways to model compassion/ways to create the conditions for compassion; finding ways to make a positive difference.

What does it mean to be compassionate? Paying 'super extra special attention' and taking action to make a positive difference.



A Difference Maker to draw inspiration from



(Published on December 1, 2014). Serena Koostachin inspires viewers with a moving story and movement called "Shannen's Dream" - a movement her sister Shannen started to help bring attention to the rodent and mold infested schools in her First Nation community. The movement engages Aboriginal and non-Aboriginal people to better understand education inequities and to take action. (11:29)

<https://www.youtube.com/watch?v=e4BFRSIcUi0>

(Published October, 2010). Timmins-James Bay MP Charlie Angus is keeping Shannen Koostachin's dream alive with a motion in the House of Commons on First Nation schooling. (4:59)

<https://www.youtube.com/watch?v=FWYCxq4cx-g>



A Difference Maker to draw inspiration from



(Published on March 11, 2011) Thirteen-year-old Hannah Taylor is the founder of the Ladybug Foundation, a charity that has raised over \$2 million to reduce Canadian hunger and homelessness, supporting more than forty shelters, missions, soup kitchens and food banks across the nation. She started the Ladybug Foundation in Winnipeg when she was just eight years old. (12:01)

<https://www.youtube.com/watch?v=xHD372rfZhM>

<http://www.ladybugfoundation.ca>



(Published on Jan 13, 2014) January 31st is National Red Scarf Day, to preview the fundraising event the following is a conversation with founder of the Ladybug Foundation, Hannah Taylor, with what is planned for this year's event.

<https://www.youtube.com/watch?v=hDNZCjjOzc4>

A Difference Maker to draw inspiration from



(Published on July 5, 2012). Alaina Podmorow is a 15 year old who is presently a grade 9 student at Aberdeen Hall university preparatory school in Kelowna B.C.

Alaina is the founder of Little Women for Little Women in Afghanistan and is passionate in her commitment to enforce universal human rights.(6:14)

<https://www.youtube.com/watch?v=SroVzYL-bFY>

*“The worst thing you
can do is nothing.”*

(Published on May 4, 2015, 1:01).

<https://www.youtube.com/watch?v=VfWOiopCZWg>

<http://www.littlewomenforlittlewomen.com>

A Difference Maker to draw inspiration from



Xiuhtezcatl Martinez is a 16 year old climate change activist, hip-hop artist and youth director of *Earth Guardians*, a worldwide conservation organization.

<https://www.youtube.com/watch?v=o2V2yVkedtM> (13:36)

https://www.youtube.com/watch?v=GRV8_z5KOZo (12:10)

<https://vimeo.com/125505125> (6:32)

<http://www.earthguardians.org/xiuhtezcatl/>



*Using Books to Foster
Heart-Mind Well-being*



Books, and the stories within them, offer safe and engaging teachable moments for children to explore emotions, understand common life challenges and apply social and emotional skills.

Bibliotherapy is the technical term for using books to help children, youth and adults work through tough issues that they face in their everyday social worlds. Many books are written explicitly about feelings or problems. But many more are more subtle in their approach - offering characters and events that children and youth can relate to which broaden perspectives and offer opportunities to develop empathy and practice critical thinking.

Research shows that by identifying with characters and events in books, young people may feel less isolated, can be relieved of emotional pressure and gain insight into their own behaviours and self-concept. Stories also provide a problem-solving playground where students recognize that there is more than one way to approach problems. Using a book as a safe scenario, children are able to discuss problems more freely and can actually practice generating solutions or planning a course of action.

To be clear, a book on its own does not offer the same depth of learning compared to when adults provide guidance and help children to think, understand and engage with the story and with each other in prosocial ways.

One framework for adults to structure bibliotherapy suggests four steps:

1. Pre-reading

- Choose well written, age-appropriate books whose stories use familiar language.
- Activate the child's background knowledge. This can be done by holding up the book and asking for predictions about the story or offering a general statement about the book and asking if they have ever experienced the topic.

2. Reading

- Read aloud. Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

3. Post Reading Discussion

- Have children re-tell the plot, describe and evaluate the characters' feelings and/or comment on events that occurred.
- Ask probing questions to help children think about their own feelings and better identify with the characters and events in the story

4. Use Reinforcing Activities

- Apply problem solving strategies to expand on the book's resolution of a situation.
- Practice and apply social and emotional learning using activities such as journals, role plays, debates, art activities or interaction with parents.
- Consider reading the same book for several days (with younger children) as an additional strategy to support children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent!



Extending Emotional Literacy



Background & Purpose:

This lesson plan is an adaptation from the Yale University's RULER feeling words curriculum co-created by Dr. Marc Brackett. Preliminary research indicates that when lessons that focus on emotional awareness are integrated with academic curriculum, both academic and emotional competence improves. The lesson connects the exploration of emotions with personal experience, current or historical events, family/community associations and language arts.

Materials:

- introductory scenario

Flow (spread over two lessons):

- 1 Describe a scenario that elicits an emotional response. For example read a passage from a novel or a short newspaper article or show a video clip of a popular movie scene.
- 2 Ask students to brainstorm a list of feeling words that they associate with the situation.
- 3 Acknowledge that there is no right or wrong feelings because they are informed by individual perception.
- 4 Choose ONE feeling word to focus on and explore more deeply as a class. This may be influenced by how common it is felt by students or alternatively it might be an expression that is less common that can add to the student's emotional vocabulary.

- 5 Have students draw this emotion using abstract shapes. This will allow a visual interpretation of the word in a creative way fostering divergent thinking about the emotion. In pairs, have students describe their image to their partner.

- 6 Connect the emotion with social issues. Ask students to name global events that can be associated with the emotion. For example students may connect the 2004 New Year's Tsunami or 2014 E.Bola Outbreak with fear-related emotions or the end of apartheid with feelings related to joy.

- 7 In a take-home assignment, ask students to interview a family or community member about their experiences related to the chosen feeling word. Prompt questions could include:
 - Describe a time in your life that you felt _____.
 - How do you know when you feel this way?
 - How do you know when other people feel this way?
 - What else makes you feel _____?

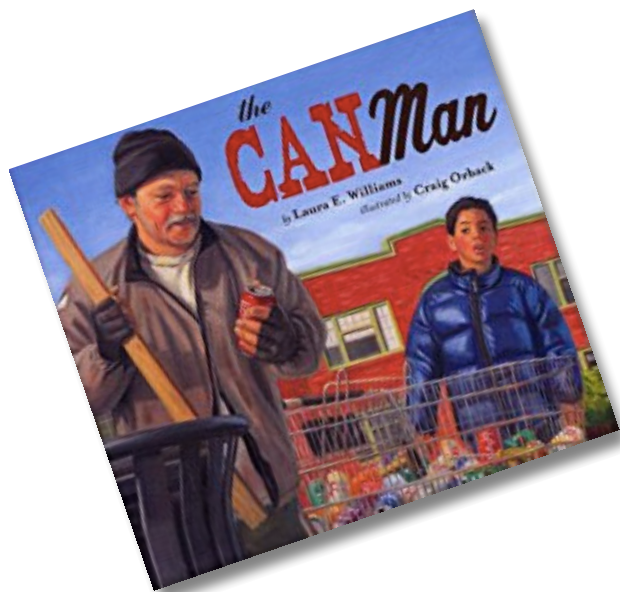
- 8 Facilitate a class discussion to share highlights from the interviews.

- 9 Complete the exploration of this feeling word with a creative writing assignment inspired by the deeper understanding of the emotion.

Adaptations:

- Break the class into small groups. Each group focuses on a different feeling that was generated from the initial scenario. Each group is required to create a presentation about their particular feeling words based on the group members exploration of current events, individual interviews and small group dialogue.



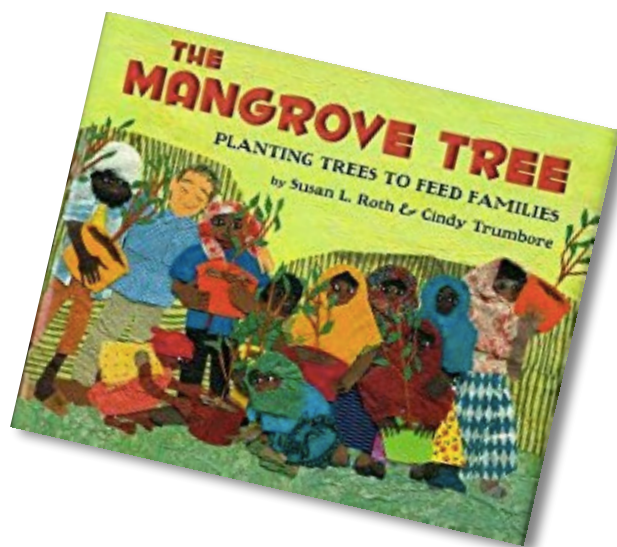


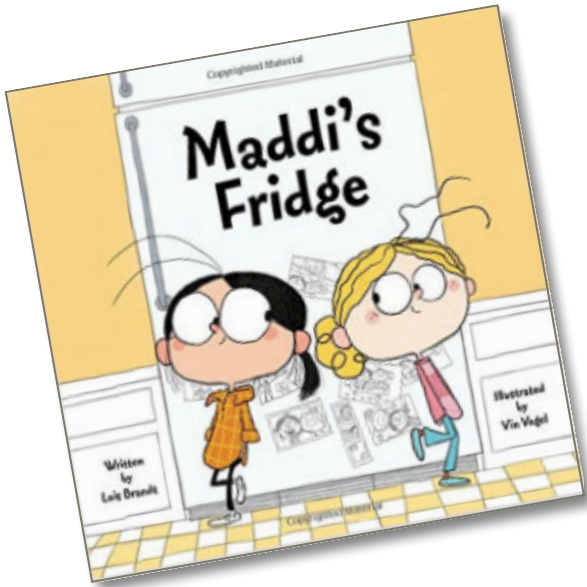
Tim's birthday is just a week away, and more than anything he wants a skateboard. But money is tight, and Tim knows his family cannot afford to buy him a board.

As Tim ponders how he might earn money for a skateboard, he hears The Can Man down the street collecting empty soft drink cans. The clang of the cans in the homeless man's cart gives Tim an idea. He will collect cans too, and cash them in for the redemption money. By the end of the week, Tim has almost reached his goal-until a couple of chance encounters with The Can Man change everything.

For a long time, the people of Hargigo, a village in the tiny African country of Eritrea, were living without enough food for themselves and their animals. The families were hungry, and their goats and sheep were hungry too. Then along came a scientist, Dr. Gordon Sato, who helped change their lives for the better. And it all started with some special trees.

With alternating verse and prose passages, The Mangrove Tree invites readers to discover how Dr. Sato's mangrove tree-planting project transformed an impoverished village into a self-sufficient community.





Best friends Sofia and Maddi live in the same neighbourhood, go to the same school, and play in the same park, but while Sofia's fridge at home is full of nutritious food, the fridge at Maddi's house is empty. Sofia learns that Maddi's family doesn't have enough money to fill their fridge and promises Maddi she'll keep this discovery a secret. But because Sofia wants to help her friend, she's faced with a difficult decision: to keep her promise or tell her parents about Maddi's empty fridge.

Filled with colourful artwork, this storybook addresses issues of poverty with honesty and sensitivity while instilling important lessons in friendship, empathy, trust, and helping others.

In this unique nonfiction picture book, the main character is a bicycle that starts its life like so many bicycles in North America, being owned and ridden by a young boy. The boy, Leo, treasures his bicycle so much he gives it a name --- Big Red. But eventually Leo outgrows Big Red, and this is where the bicycle's story takes a turn from the everyday, because Leo decides to donate it to an organization that ships bicycles to Africa. Big Red is sent to Burkina Faso, in West Africa, where it finds a home with Alisetta, who uses it to gain quicker access to her family's sorghum field and to the market.





Inspired by true events, One Hen tells the story of Kojo, a boy from Ghana who turns a small loan into a thriving farm and a livelihood for many.

After his father died, Kojo had to quit school to help his mother collect firewood to sell at the market. When his mother receives a loan from some village families, she gives a little money to her son. With this tiny loan, Kojo buys a hen.

A year later, Kojo has built up a flock of 25 hens. With his earnings Kojo is able to return to school. Soon Kojo's farm grows to become the largest in the region.

One Hen shows what happens when a little help makes a big difference.

Rosie is wearing her red cape, sitting up in her thinking tree wondering what she'll be when she grows up. People are always asking her that question, but she doesn't have an answer. She's not old enough to be a pilot, or a paramedic, or a dog groomer. But she does believe that she can still do lots of terrific things right now.

So when she goes for a walk with her dad and they pass a food bank, Rosie knows that she can do something pro-active while she's still a kid. She can tell this is a special place and when she is there she feels useful and special too. But when Rosie bumps into a friend who seems embarrassed to be there with his family, she must figure out a way to make him feel better.



A lesson with the story The Red Bicycle

Big Ideas:

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Complex global problems require international cooperation to make difficult choices for the future.

Curricular competencies:

Thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

Responding to text in personal, creative, and critical ways.

Driving Questions: What are global issues? How are people all over the world making a positive difference in their communities? What can we learn from them? How can I make a positive difference in my community?



Learning Targets: I can investigate stories for global issues. I can explore the global issue within a text and respond in personal, creative, and critical ways.

Establishing a Need to Know:

Share the video clip “*The need for bicycles in Africa*” (1:00)

<https://www.youtube.com/watch?v=n0M0dJx1UhI>



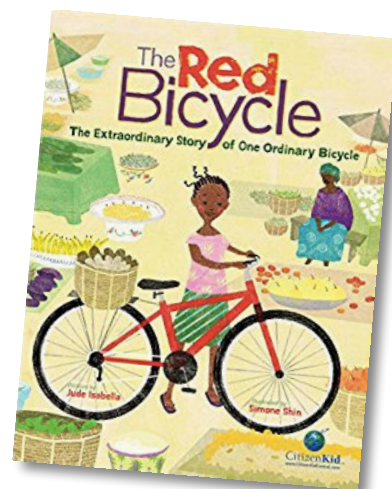
Post-video clip partner Turn and Listen: What did you notice? What is the issue you are alerted to in this clip? What do you wonder?

Shared Read:

Before reading: Establish a purpose for listening/viewing: investigating the story for deeper themes using the *Feel, Imagine, Do* framework (share an anchor chart that will be used for co-constructing ideas after reading the story).

Activate background knowledge. This can be done by asking for predictions about the story based on the title and cover picture, and/or by offering a general statement about the book and asking if students have ever experienced the topic.

During Reading: Talk about the story as it unfolds. Invite students to make connections, to look carefully at the pictures, to visualize, ask questions, and make inferences.



Post-story partner Turn and Listen:

Using the *Feel, Imagine, Do* framework to prompt thinking and conversation, invite students to turn and listen with a partner.

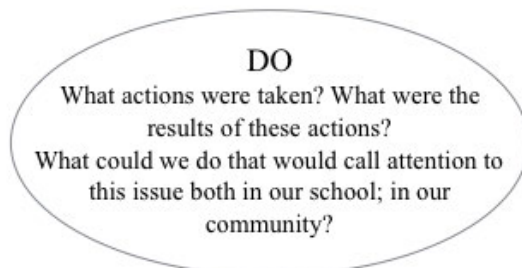
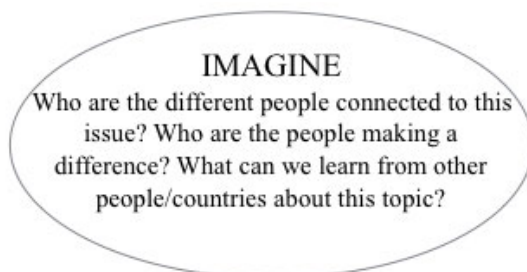
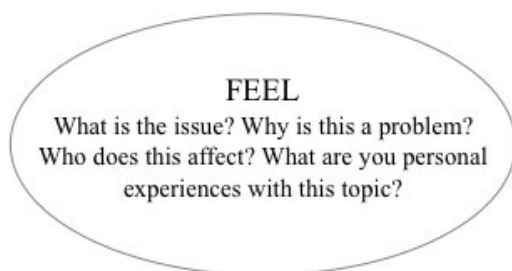
Co-constructing ideas: Invite a whole group conversation and brainstorm using the following framework-

Feel - What is the issue? Why is this a problem? Who does this affect? What are your personal experiences with this topic?

Imagine - Who are the different people connected to this issue? Who are the people making a difference? What can we learn from other countries about this topic? (the struggles, the people, the ideas, the events that have helped with the issue).

Do - What happened? What actions were taken? What were the results of this person's actions? What could we do that would call attention to this issue both in our school; in our community? (thinking globally, acting locally).

**make time for the books within this kit to be shared among students in an informal way. For example, books from this kit and from those gathered at your school library could be shared in a casual buddy reading/info circles format using the following framework:*



A lesson with the story "The Can Man"

Big Ideas:

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Complex global problems require international cooperation to make difficult choices for the future.

Curricular competencies:

Thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

Responding to text in personal, creative, and critical ways.

Driving Questions: What are global issues? How are people all over the world making a positive difference in their communities? What can we learn from them? How can I make a positive difference in my community?



Learning Targets: I can investigate stories for global issues. I can explore the global issue within a text and respond in personal, creative, and critical ways.

Establishing a Need to Know:

Share the video clip “Rethink Homelessness” (1:29)

https://www.youtube.com/watch?v=jLbP-SpXAp&index=2&list=PLoOrkI_luNphwRApS5ceBIP5U8kpiIKqF

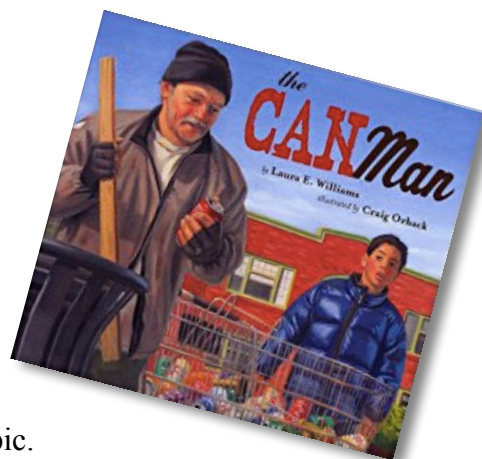


Post-video clip partner Turn and Listen: What did you notice? What is the issue you are alerted to in this clip? What do you wonder?

Shared Read:

Before reading: Establish a purpose for listening/viewing: investigating the story for deeper themes using the *Feel, Imagine, Do* framework (share an anchor chart that will be used for co-constructing ideas after reading the story).

Activate background knowledge. This can be done by asking for predictions about the story based on the title and cover picture, and/or by offering a general statement about the book and asking if students have ever experienced the topic.



During Reading: Talk about the story as it unfolds. Invite students to make connections, to look carefully at the pictures, to visualize, ask questions, and make inferences.

Post-story partner Turn and Listen:

Using the *Feel, Imagine, Do* framework to prompt thinking and conversation, invite students to turn and listen with a partner.

Co-constructing ideas: Invite a whole group conversation and brainstorm using the following framework-

Feel - What is the issue? Why is this a problem? Who does this affect? What are your personal experiences with this topic?

Imagine - Who are the different people connected to this issue? Who are the people making a difference? What can we learn from others about this topic? (the struggles, the people, the ideas, the events that have helped with the issue).

Do - What happened? What actions were taken? What were the results of this person's actions? What could we do that would call attention to this issue both in our school; in our community? (thinking globally, acting locally).

**make time for the books within this kit to be shared among students in an informal way. For example, books from this kit and from those gathered at your school library could be shared in a casual buddy reading/info circles format using the following framework:*

FEEL

What is the issue? Why is this a problem?
Who does this affect? What are your personal experiences with this topic?

IMAGINE

Who are the different people connected to this issue? Who are the people making a difference? What can we learn from other people/countries about this topic?

DO

What actions were taken? What were the results of these actions?
What could we do that would call attention to this issue both in our school; in our community?



Learning Targets: *I can investigate stories for global issues. I can explore the global issue within a text and respond in personal, creative, and critical ways.*

FEEL

What is the issue? Why is this a problem?
Who does this affect? What are your personal experiences with this topic?

IMAGINE

Who are the different people connected to this issue? Who are the people making a difference? What can we learn from other people/countries about this topic?

DO

What actions were taken? What were the results of these actions?
What could we do that would call attention to this issue both in our school; in our community?

A Curriculum for Caring - p. 123-130

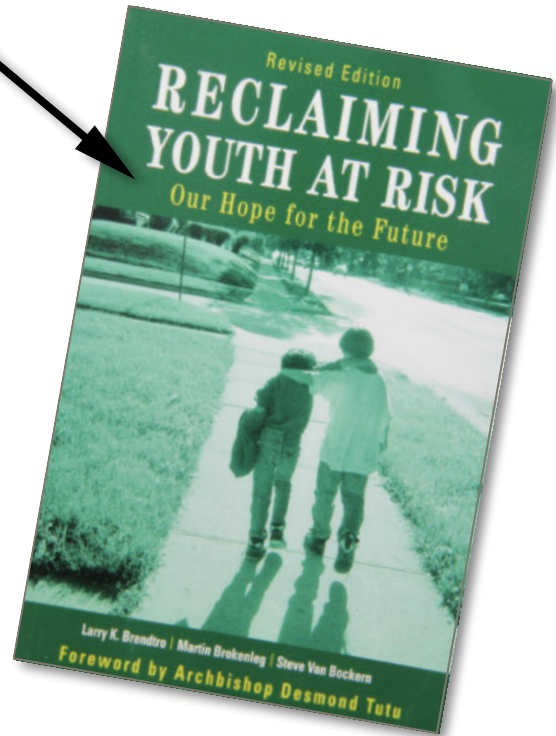
“It is not enough for adults to care for children; young people must be empowered to care and contribute to the betterment of their families, friends, schools and communities.” (p. 123)

“Kurt Hahn was one of the earliest to advocate activities to teach compassion. He believed that modern youth desperately needed to contribute to a cause beyond themselves, to find some grande passion..” (p. 123)

“Research documents many positive results of volunteer service. These include increased responsibility, self-esteem, moral development and commitment to democratic values.” (p. 124)

“The most successful projects are exciting and spontaneous rather than regimented or highly adult-oriented.” (p. 126)

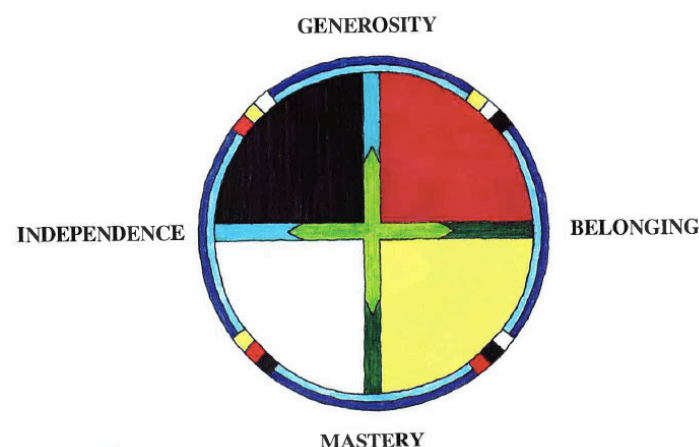
“After being involved in several projects, however, children discover that they have the competence and power to affect the lives of others.” (p. 127)



“As they find they can make a difference in the lives of others, they validate their own self-worth.” (p. 125)

“Activities that involve direct people to people contact usually have greater learning value than more indirect service.” (p. 126)

The Circle of Courage as a framework for exploring Global Issues



To read a short summary of the Circle of Courage, click on the following link:
http://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf

Big Ideas:

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curricular competencies:

- Thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.
- Responding to text in personal, creative, and critical ways.
- Develop a plan of action to address a selected problem or issue

Driving Questions: What is the Circle of Courage? What can we learn from it?



Learning Targets: I can consider traditional indigenous values described in the *Circle of Courage*. I can investigate stories for evidence of traditional values and consider how these values empower individuals to make a difference.

Co-constructing Ideas: 4 key questions on 4 large charts- What does it mean to belong? What does it mean to have mastery? What does it mean to be independent? What does it mean to be generous?

Students work independently and then with a partner to define each idea on a post-it note and then hang their post-it notes on each chart.

Next, split the group into 4 small groups (one for each lead question). Invite these small teams to read the contributed ideas/definitions, and sort them for common ideas/themes/examples.

Then, invite small groups to rotate to each of the four charts to explore the shared thinking.

Finally, introduce and describe the Circle of Courage in student friendly language.

Establishing a Need to Know: Investigating the video clip “*What is it you desire most?*” (3:05)
<https://www.youtube.com/watch?v=We3lYkgWEh0>

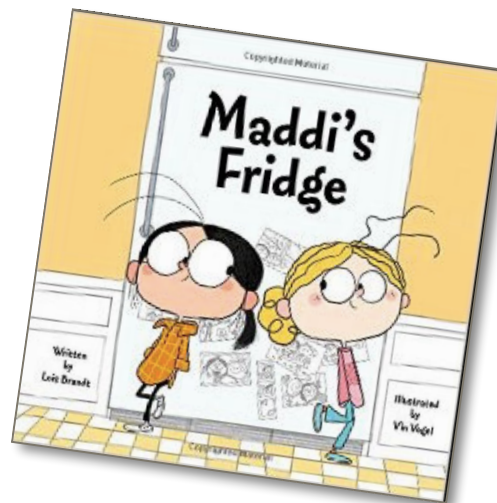
Post-video clip partner Turn and Listen: What did you notice? What do you wonder? What traditional values did you see evidence of in this story? Did the stranger demonstrate courage? How so? What impact did his actions have for himself and others?

Shared Read: *Maddi’s Fridge* written by Lois Brandt, illustrated by Vin Vogel.

Before reading: Establish a purpose for listening/viewing: investigating the story for evidence of traditional values: belonging, mastery, independence and generosity.

Activate background knowledge. This can be done by asking for predictions about the story based on the title and cover picture, and/or by offering a general statement about the book and asking if students have ever experienced the topic.

During Reading: Talk about the story as it unfolds. Invite students to make connections, to look carefully at the pictures, to visualize, ask questions, and make inferences.



Performance of Understanding:

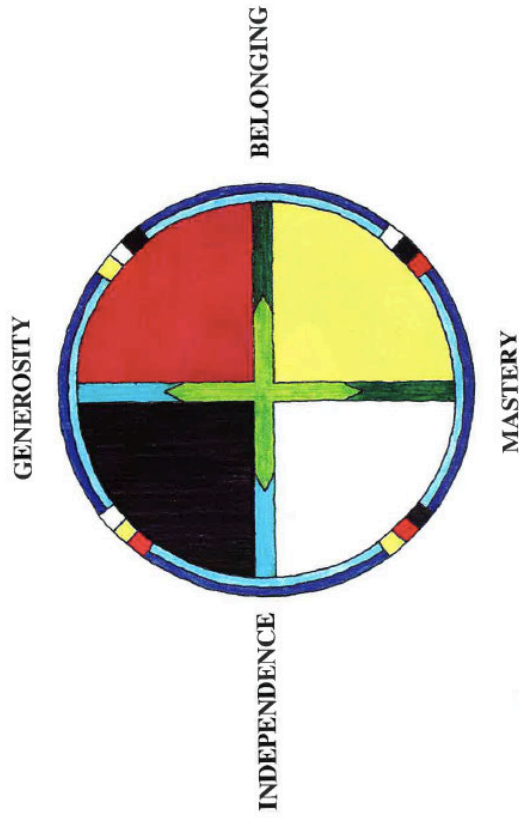
Returning to the *Circle of Courage* framework to prompt thinking and conversation, invite students to collaborate and brainstorm using the *Circle of Courage* Think Mat. What traditional indigenous values did you find evidence of in this story? What can we learn from Sofia and Maddi? Did Sofia demonstrate courage, and if so, how? Students are invited to document their shared thinking on the Think Mat.

Whole group reflection: Invite students to share their findings back to the whole group. Is there anything we can add to our 4 anchor charts defining belonging, mastery, independence and generosity?

Exit slip: Describe something you learned from either Sofia or Maddi that helps you have a deeper understanding of the traditional indigenous values outlined in the *Circle of Courage*.



I can investigate stories for evidence of traditional values and consider how these values empower individuals to make a difference.



The 'Create Something' Project

Lesson 1 - What will you create to make the world awesome?

Shared Learning Target: I can create something to make the world awesome, using stop motion animation, with a simple intent, to make people smile. And, I will have created something!

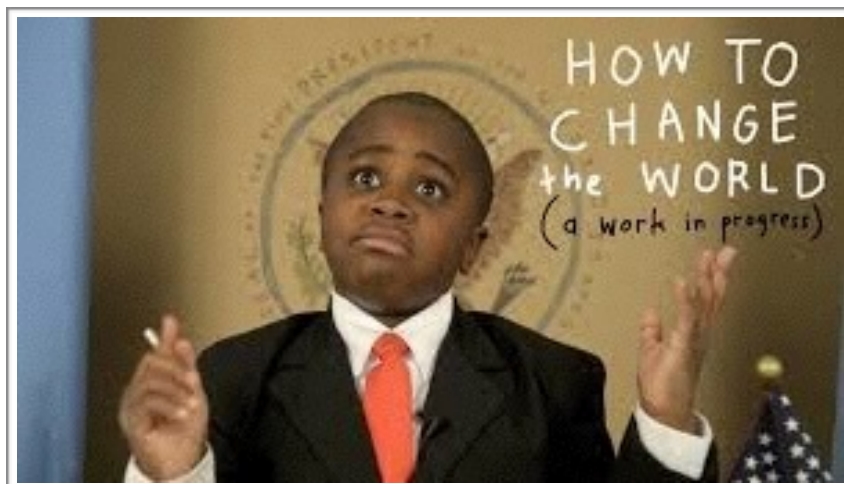
We began by sharing a quote from Kurt Vonnegut, an American writer, who reminds us that practicing an art, that creating, makes your soul grow.



Our driving question: “What will you create to make the world awesome?” which comes from a video found on YouTube called “A Pep Talk from Kid President to You”

<http://www.youtube.com/watch?v=l-gQLqv9f4o>

- Kid President is otherwise known as Robby Novak, age 9. The idea of ‘Kid President’ began as a collaboration between Novak and his older brother-in-law, Bradley Montague. The pair teamed to plant hilarious seeds of wisdom and posted their videos online for family and friends to enjoy. But the videos soon caught the attention of [SoulPancake](#), the [YouTube channel](#) and website co-created by Rainn Wilson of *The Office*. The site has picked up 19 Kid President videos so far, and counting. The most popular to date, “A Pep Talk from Kid President to You,” having been viewed more than 6 million times in just its first week online. It features music from *Sleeping at Last* and *Skewby*.



“...what will you create to make the world awesome? Nothing if you keep sitting there. That’s why I’m talking to you today. This is your time! This is my time! It’s our time, if we can make everyday better for each other, if we’re all on the same team let’s start acting like it. We got work to do. We can cry about it or dance about it! We were made to be awesome! Let’s get out there! I don’t know everything, I’m just a kid. But I know this, it’s everybody’s duty to give the world a reason to dance. So get to it. You’ve just been pep talked. Create something that will make the world awesome.”

We then shared some examples of projects created using Stop Motion Animation, inviting students to think about using this technology to create something to share.

<http://www.youtube.com/watch?v=GSzCLf8tjP4> Magic Water

<http://www.youtube.com/watch?v=EOvEhWfneUM> Lego Mini Golf

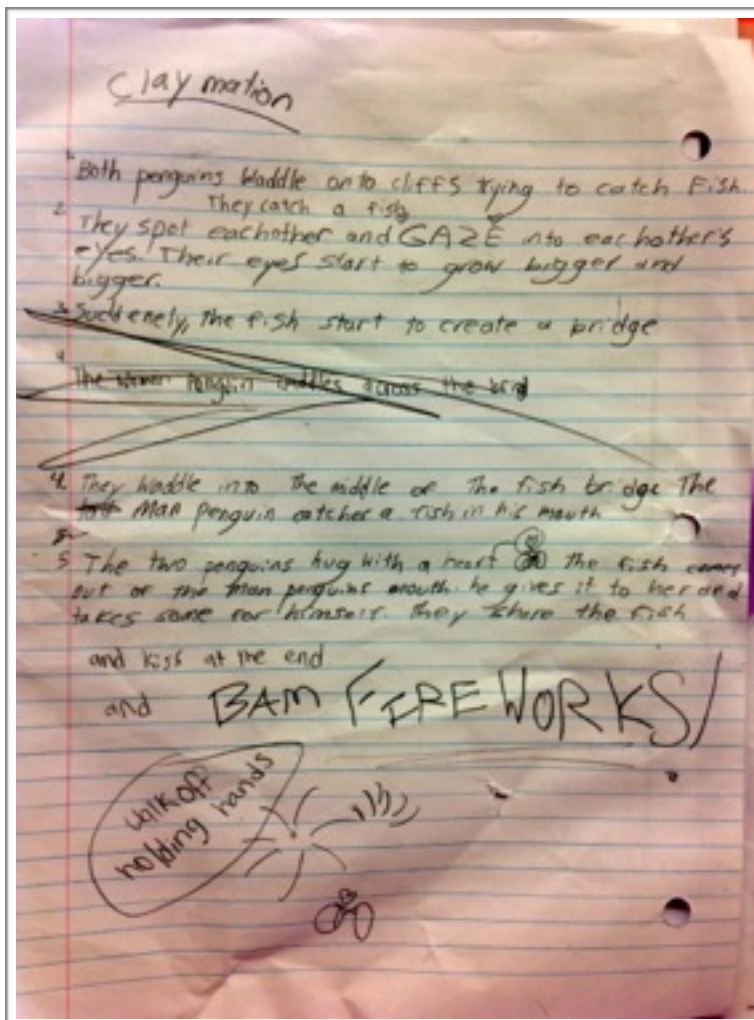
<http://www.youtube.com/watch?v=8uOcBIJQco> Whiteboard Workout

Lesson 2 - Planning the 'Create Something' project

Shared Learning Target: I can work collaboratively to plan how to create something to share, with the simple intent, to make people smile.

Students were invited to connect with a classmate and begin brainstorming ideas for the project. As part of the planning process, they were encouraged to jot their ideas down on paper. Students needed to determine what technology they would use to document and share their work (for example, *Stop Motion Studio*). Students also needed to think about and determine what medium they would use and what their message would be.

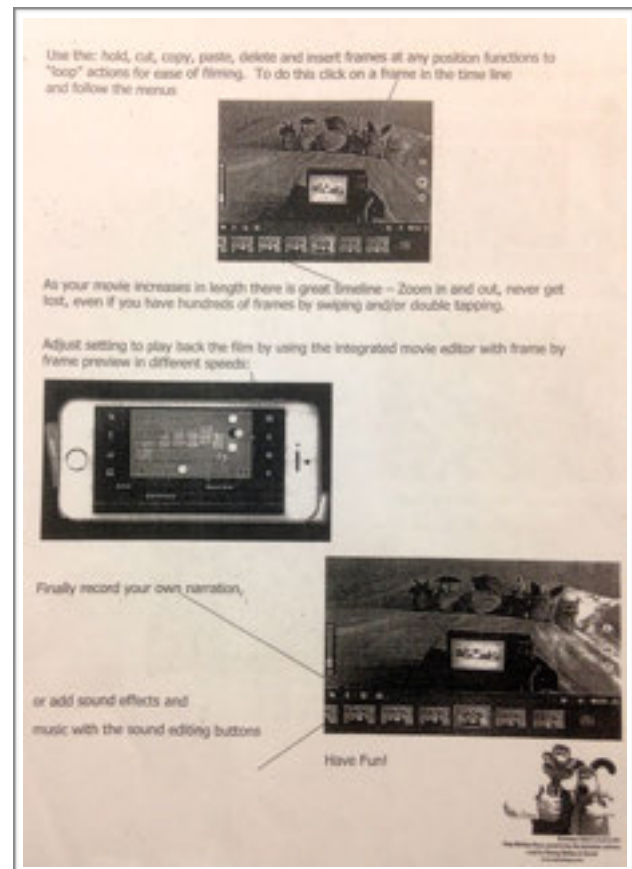
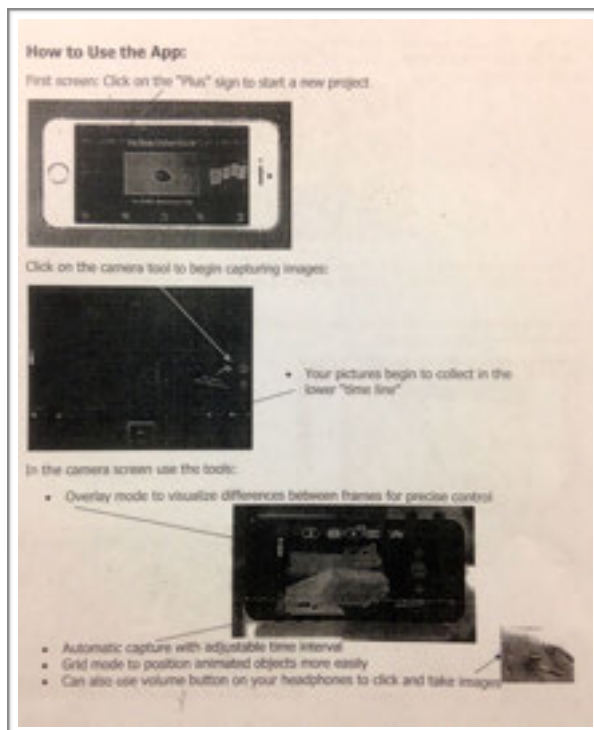
Here is an example of what the planning looked like for one pair of students.



Lesson 3 - Filming the 'Create Something' project

Shared Learning Target: I can work collaboratively to film and create something to share with the simple intent, to make people smile.

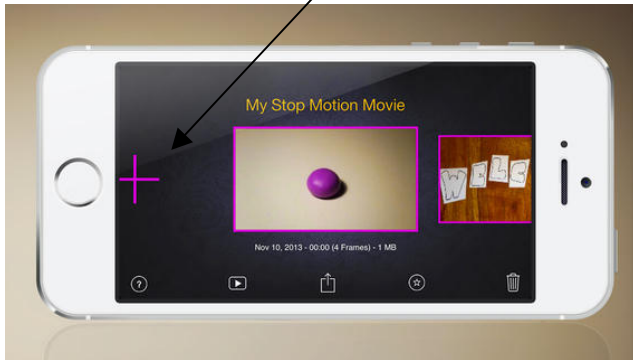
Students were provided a demo and brief tutorial for using an app called *Stop Motion Studio*



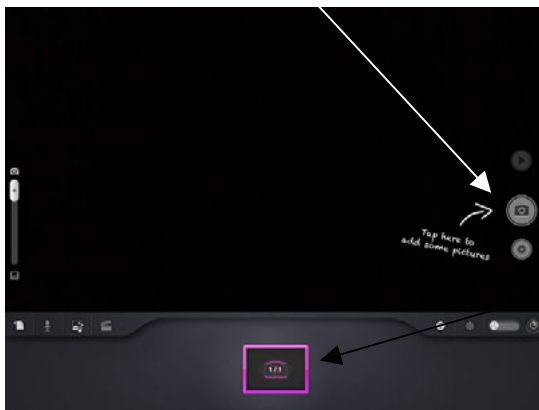
Students were invited to use their own devices (iPads, iPods) to film their projects. Necessary materials could be brought from home or were provided at school. Students were given time and space at school to film and produce their projects.

How to Use the App:

First screen: Click on the "Plus" sign to start a new project



Click on the camera tool to begin capturing images:



- Your pictures begin to collect in the lower "time line"

In the camera screen use the tools:

- Overlay mode to visualize differences between frames for precise control



- Automatic capture with adjustable time interval
- Grid mode to position animated objects more easily
- Can also use volume button on your headphones to click and take images

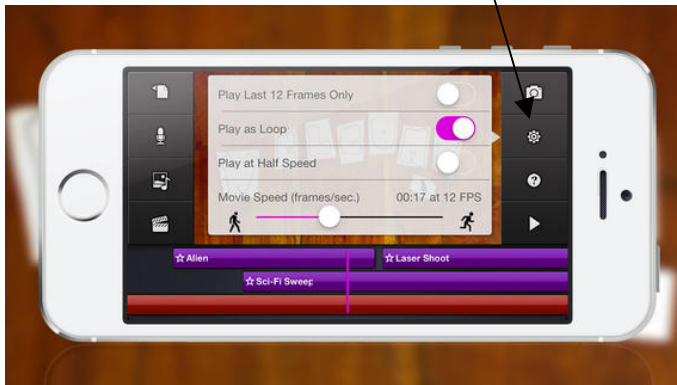


Use the: hold, cut, copy, paste, delete and insert frames at any position functions to “loop” actions for ease of filming. To do this click on a frame in the time line and follow the menu



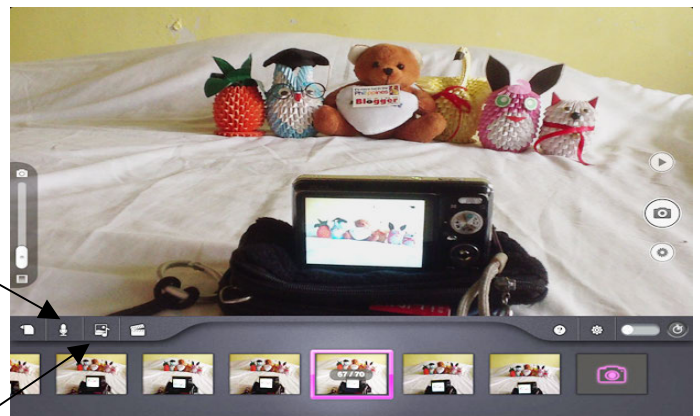
As your movie increases in length there is great timeline – Zoom in and out, never get lost, even if you have hundreds of frames by swiping and/or double tapping.

Adjust setting to play back the film by using the integrated movie editor with frame by frame preview in different speeds:

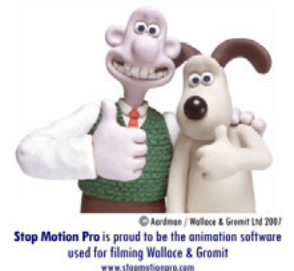


Finally record your own narration,

or add sound effects and music with the sound editing buttons

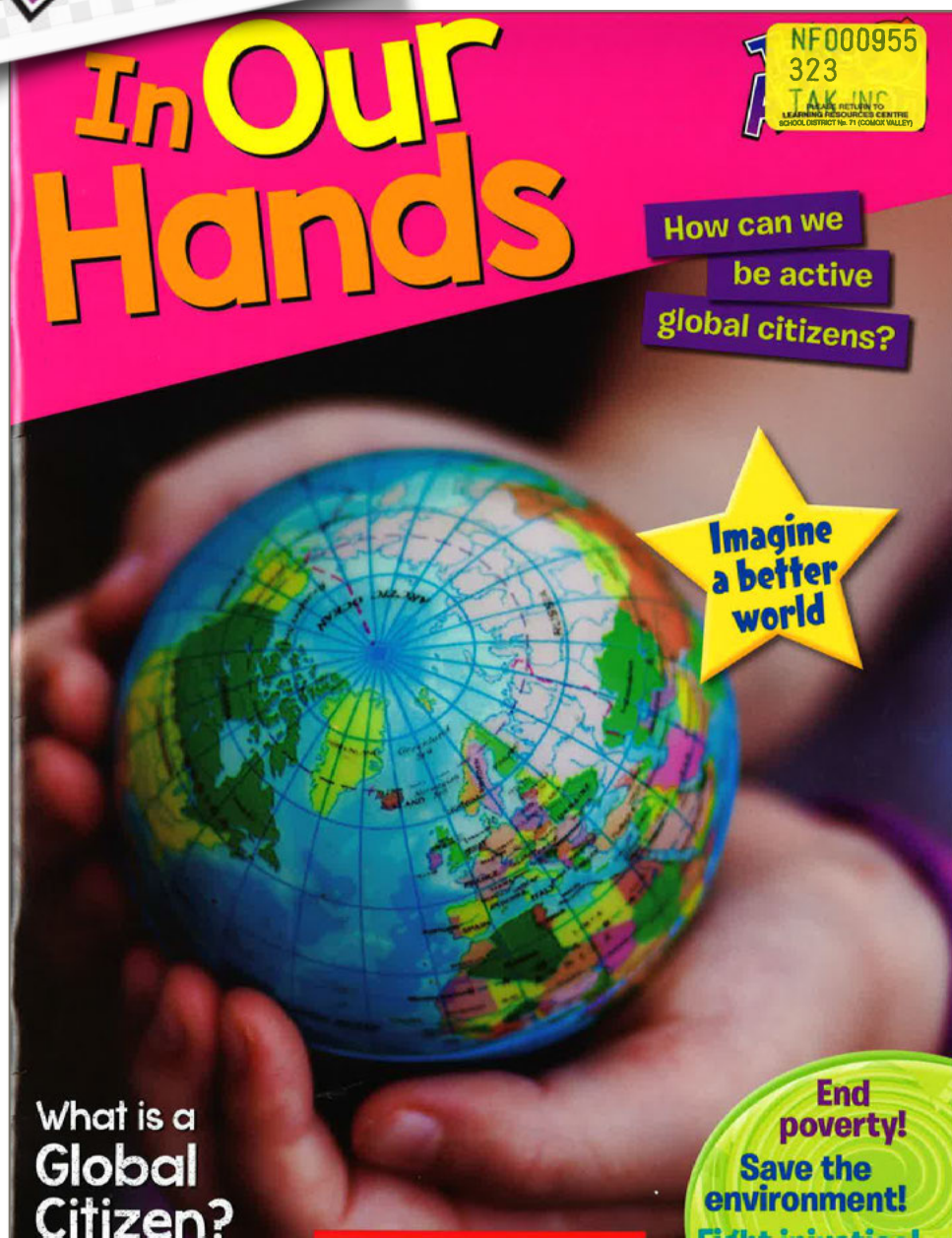


Have Fun!



A Supplemental Resource to look to...

"In Our Hands invites readers to be a global citizen and engage with issues facing humanity and the environment. The magazine begins with ways to become aware and active as an agent who can raise awareness, articulate a vision and help get things done."
 - Jeffrey Wilhelm, Series Editor.



Available through SD 71 Destiny Library Search
 Call #: NF 323 TAK INO



Check out this fantastic supplemental resource created by Scholastic Education (found in this kit) for a myriad of deep-thinking questions to prompt thinking.



Who?

- Who are the different people connected to this issue? Who might you talk to before deciding on an action?
- Whose perspectives did you consider before taking action? Whose perspectives did you leave out?
- Who might agree with your choice of action and who might disagree? Why?

What?

- What do you hope to accomplish by taking action in this way?
- What additional problems or injustices might your actions cause? What additional questions came up after taking this form of action?
- What criteria will you use to choose the best path of action to take?

How?

- How might your own stereotypes and biases influence how you determine what the problem is and how you take action to solve it?
- How might your actions be unfair to certain people or groups of people? How might your actions cause some people to be seen as the villains while others are seen as the heroes?
- How can your actions have greater impact? How can your actions address the root cause of the issue instead of simply providing a surface-level solution?

Where? (Location, Contexts)

- In what contexts/spaces might your action support the change you are hoping for?
- In what contexts/spaces might your action not support the change you are looking for?



FEEL – What is the issue/the idea you explored?

What question/questions did you begin with?

Why were you drawn to this issue/idea?

Why is this a problem? Why are you concerned about this; curious about this?

Who does it affect?

IMAGINE – What did you find out about the issue/idea? Where did your research lead you?

What worked? What was difficult? What would you do different next time?

Who are the people, what are the ideas/events that are contributing to the problem?

Who has helped or are trying to change the problem?

What did you imagine yourself doing about this issue?

What new questions came from this work?

DO – What actions did you take to address this issue/
explore this idea?

NEXT STEPS - Is this issue over for you? Do you have any
next steps in mind? What do you plan to do next?

What can I (we) do personally, locally and globally to help
make a difference?

Are you on to something new?



Name(s): _____

Date: _____

STRIVING FOR SUCCESS

...applying innovatively



...independently



...with guided support

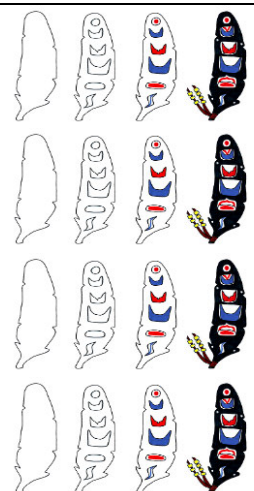


...with direct support



TASK TO COMPLETE:

CRITERIA:



SELF ASSESSMENT:

TEACHER ASSESSMENT COMMENTS:



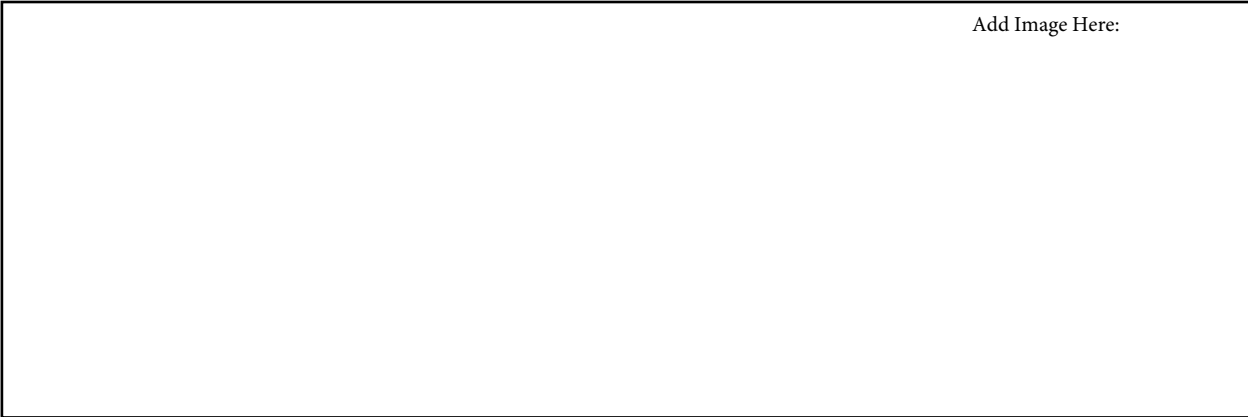
SOCIAL RESPONSIBILITY

Student Self-Assessment

The four facets of social responsibility described, are interrelated and interwoven with each other and with other competencies.

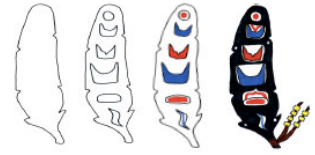
- ...applying innovatively 
- ...working independently 
- ...with guided support 
- ...with direct support 

1. Contributing to community and caring for the environment



Add Image Here:

2. Solving problems in peaceful ways



Add Image Here:

3. Valuing diversity



Add Image Here:

4. Building Relationships

