

What does it mean to be a Global Citizen?



A 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

Students are expected to be able to do the following:

- 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)

Content

Students are expected to know the following:

- 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

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- 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

Content

Students are expected to know the following:

Story/text

- forms, functions, and genres of text
- text features
- literary elements
- literary devices
- techniques of persuasion

Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions

- features of oral language
- paragraphing
- language varieties
- sentence structure and grammar
- conventions
- presentation techniques

Learning Standards

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

◆ global poverty and inequality issues, including class structure and gender



◆ international cooperation and responses to global issues

- Sample topics:
 - environmental issues
 - human trafficking
 - child labour
 - epidemic/pandemic response
 - fisheries management
 - resource use and misuse
 - drug trafficking
 - food distribution and famine

- Sample topics:
 - treatment of minority populations in Canada and in other cultures and societies you have studied (e.g., segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems)

- caste system
- unequal distribution of wealth
- corruption
- lack of judicial process
- infant mortality
- women's rights
- social justice
- treatment of indigenous people

- Key questions:
 - How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (e.g., systemic discrimination, overt racism)?

- ▶ Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

Exploring Evidence



- Sample activities:
 - Compare a range of points of view on a problem or issue
 - Compare and contrast media coverage of a controversial issue (e.g., climate change, resource management)
 - With peer and teacher support, determine criteria for evaluating information sources for credibility and reliability (e.g., context, authentic voice, source, objectivity, evidence, authorship)
 - Apply criteria to evaluate selected sources for credibility and reliability
 - Distinguish between primary sources and secondary sources

- ▶ Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Perspective-Taking

- Sample activities:
 - Compare and assess two or more perspectives on a local or global problem or issue
 - Consider reasons for differing perspectives (e.g., personal experiences, beliefs and values)
 - Key questions:
 - How can the exercise of power and authority affect an individual's rights?
 - Should individuals be willing give up some personal freedoms for the sake of collective well-being?

- ▶ 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)

Ethical Judgment

- What are the rights and responsibilities of a global citizen?

Comprehension Strategies

Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding
- ▶ Use a variety of comprehension strategies

may include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues.

before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text



Thinking Skills

- ▶ Apply a variety of thinking skills

may include exploring new ideas; determining the relative importance of ideas and information; considering alternative viewpoints; developing explanations; making and explaining connections; summarizing, analyzing, and synthesizing

to gain meaning from texts



CRITICAL THINKING CORE COMPETENCY

Critical thinking involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. 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 judgments.

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.

Question and Investigate

*I can ask open-ended questions
and gather information.*

**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 identify 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 can kind to others, can work or play cooperatively, 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.**

Valuing diversity

I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community.



COMMUNICATION CORE COMPETENCY

The Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.

1. Connect and engage with others (to share and develop ideas)

Sample "I" Statements

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.

2. Acquire, interpret, and present information (includes inquiries)

Sample "I" Statements

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.

3. Collaborate to plan, carry out, and review constructions and activities

Sample "I" Statements

- I ask and respond to simple, direct questions.
- I am an active listener; I support and encourage the person speaking.
- I recognize that there are different points-of-view and I can disagree respectfully.

4. Explain/recount and reflect on experiences and accomplishments

Sample "I" Statements

- I give, receive, and act on feedback.
- I can recount simple experiences and activities and tell something I learned.
- I can represent my learning, and tell how it connects to my experiences and efforts.

Connect and engage with others (to share and develop ideas)

I recognize that there are different points of view and I can disagree respectfully.

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

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.

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.



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.

Core Competencies: Collaboration, communication, creativity, critical thinking, problem solving and social responsibility.

Video Clips to Explore

What does it mean to be a Global Citizen?

(1:44)

https://www.youtube.com/watch?v=_yio6kQr1YQ

BE A GLOBAL CITIZEN

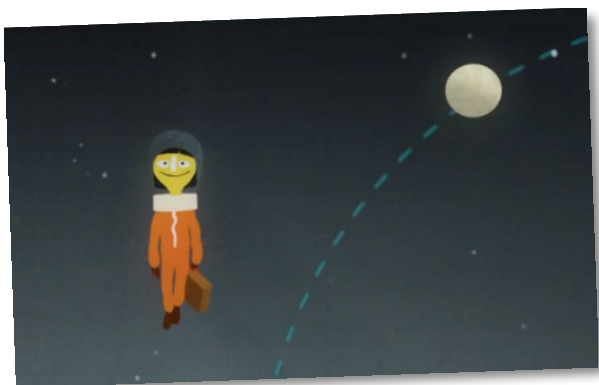


What Are the World's Biggest Problems? (3:34)

<https://www.youtube.com/watch?v=YY9nxG2ZQ7w>

The World's Largest Lesson (6:19)

<https://vimeo.com/138852758>



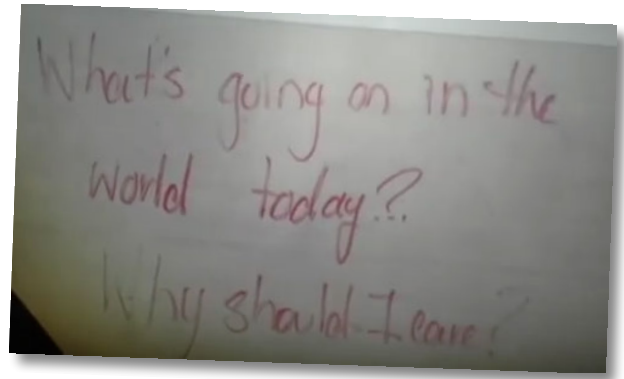
The World's Largest Lesson 2016 (5:16)

<https://vimeo.com/178464378>

Video Clips to Explore

If I could Change the World (6:11)

<https://www.youtube.com/watch?v=wuRURJ9E3iQ>



For the Heroes: A Pep Talk From Kid President (4:16)

<https://www.youtube.com/watch?v=tgF1Enrgo2g>

Blind People Describe Racism (4:30)

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

We asked blind people if they're racist.



Why do Young People Need to Learn About Reconciliation? (1:20)

https://www.youtube.com/watch?time_continue=3&v=CJFnNgRx0vU

Video Clips to Explore

What is Sustainable Development? (3:40)

<https://vimeo.com/144354623>



Nature Is Speaking – Penélope Cruz is Water (1:28)

<https://www.youtube.com/watch?v=fwV9OYeGN88>

Change the World in 5 Minutes - Everyday at School (4:32)

<https://www.youtube.com/watch?v=oROsbaxWH0M>



Global Citizen video playlists - so many thought-provoking video clips to explore.

https://www.youtube.com/channel/UCg3_C7BwcV0kBIJbBFHTPJQ

After viewing the short clip:

What did you notice?



What do you think?



What do you wonder?





Grade 6 Global Issues and Governance

Topics

People and Places Students explore the concept of place (their own and others), and the intersection of land, culture, history, and individual lives. How can boundaries both establish place and become a source of conflict?

Who Says So? Students explore the roles of media and communication technologies, good and bad. Does media serve our interests and build common understanding?

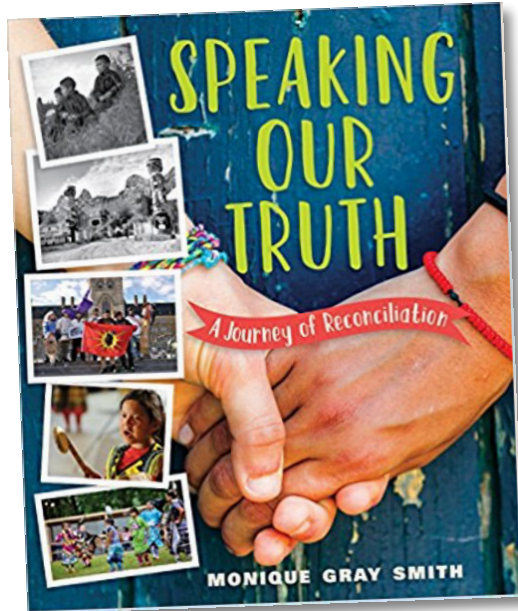
Let's End Poverty Students explore the causes and consequences of poverty. How can we work together to achieve a more equal world for everyone?

On the Move Students explore the movement of people, especially to cities. What are the causes and consequences of human relocation and migration?

Going Global Students explore how globalization has brought us closer together, for better and worse. What happens when our self-interests conflict with our need to cooperate for survival? Must we further the interests of others in order to further our own?

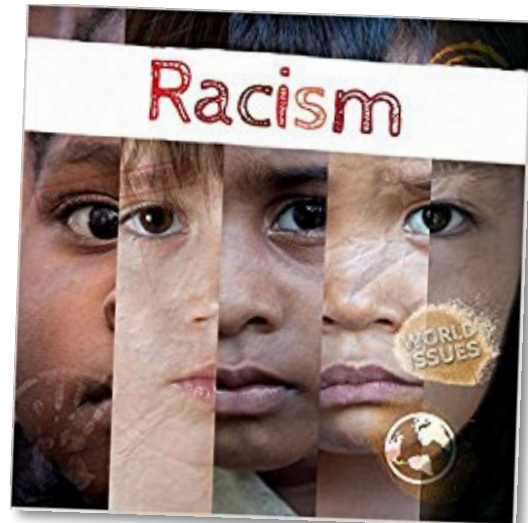
Building Peace Students explore why humans enter into conflict. What is the role of governmental organizations, NGOs, and groups representing First Peoples in building peace?

Books to Explore



Canada's relationship with its Indigenous people has suffered as a result of both the residential school system and the lack of understanding of the historical and current impact of those schools. Healing and repairing that relationship requires education, awareness and increased understanding of the legacy and the impacts still being felt by Survivors and their families.

What is racism? What are discrimination, prejudice, and racial stereotypes? Why are people racist, and how does racism happen? What does it feel like to experience racism? What impact do the media and the police have on racism? How can we help? Includes a case study of Australian Aboriginal people, and a timeline of racism throughout history, from the rise of the Nazi Party to the 1992 Los Angeles Rodney King verdict.

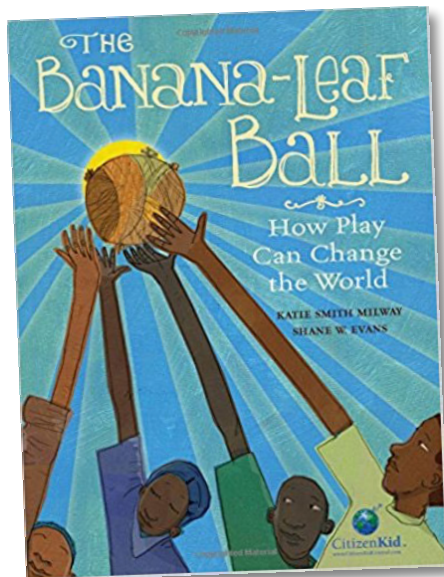
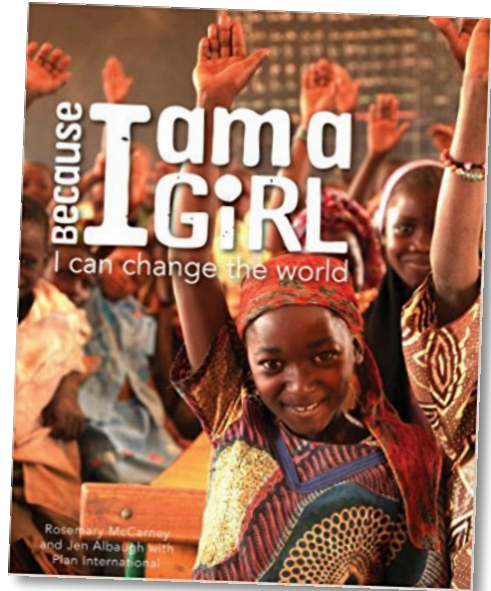


Boys around the world are treated differently than girls just because of their gender. They are given an education and choices that girls are not, and their needs and success are often put above the needs of the girls and women in their families and communities. But boys are also given special burdens. They are expected to "be a man", to work, to fight, to be brave. Once again amazing photographs from Plan International are paired with simple text to convey a message: that boys want to see the same choices and freedoms that they have been granted being given equally to the girls and women in their lives.



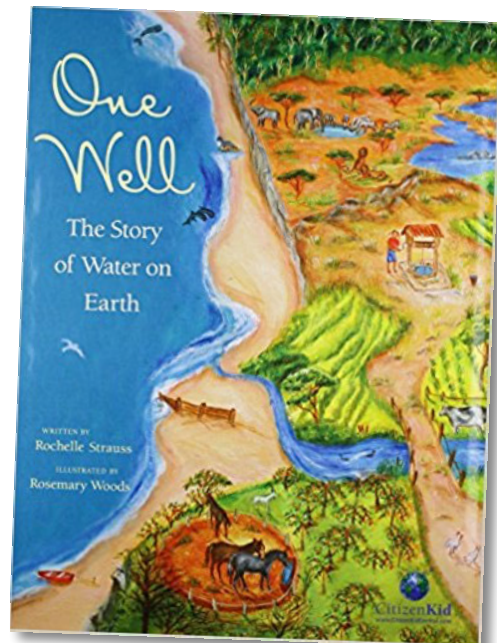
Books to Explore

Working with Plan International Canada, Rosemary McCarney helped craft the Because I am a Girl global initiative to end gender inequality, promote girls' rights, and lift millions of girls out of poverty, and helped lead the charge for the United Nations to declare October 11th the International Day of the Girl - a day each year to recognize and advocate for girls' rights globally. This book illustrates the Because I am a Girl call to change by telling the stories of individual girls throughout the world.

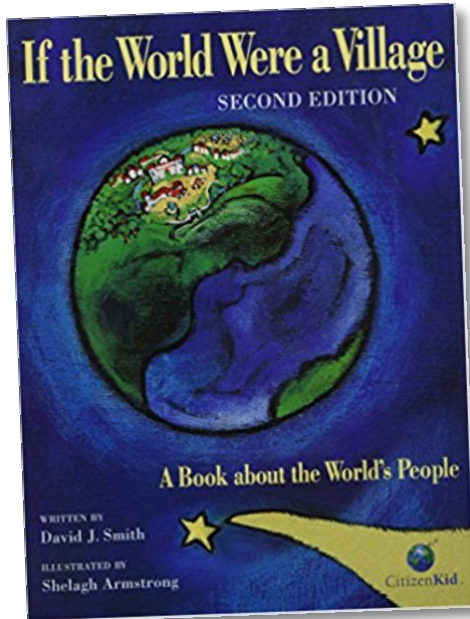


Based on a true story, Katie Smith Milway's inspiring tale shows how a desperate situation can be improved by finding common ground through play. It provides a perfect starting point for discussing the social justice issues surrounding the growing number of refugees worldwide.

All water is connected. Every raindrop, lake, underground river and glacier is part of a single global well. Water has the power to change everything -- a single splash can sprout a seed, quench a thirst, provide a habitat, generate energy and sustain life. How we treat the water in the well will affect every species on the planet, now and for years to come. One Well shows how every one of us has the power to conserve and protect our global well.

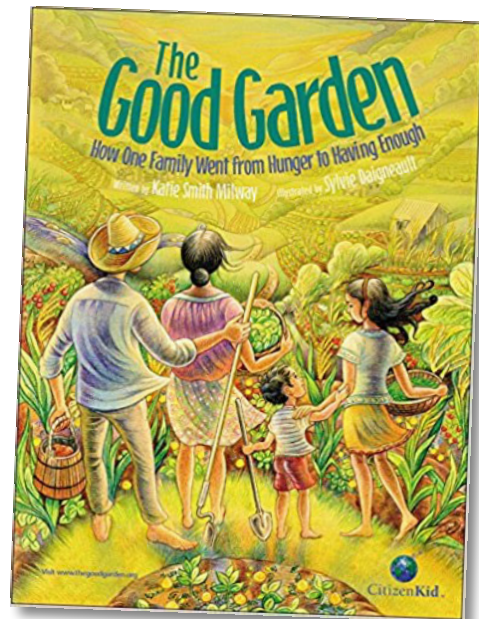


Books to Explore

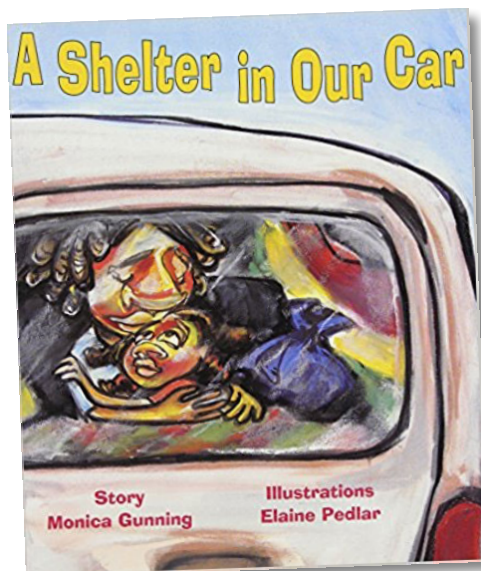


*First published to wide acclaim in 2002, this eye-opening book has since become a classic, promoting "world-mindedness" by imagining the world's population, all 6.8 billion of us, as a village of just 100 people. Now, *If the World Were a Village* has been newly revised with updated statistics, several new activities and completely new material on food security, energy and health. By exploring the lives of the 100 villagers, children will discover that life in other nations is often very different from their own.*

Based on the real story of farm transformation underway in Honduras and many other countries, this book offers children ways they can be part of the movement to grow "good gardens" and foster food security.



Since leaving their home in Jamaica for an uncertain future in the United States, Zettie's mother can't find a steady job so they are forced to live in their car, but her mother's unwavering love, support, and gutsy determination give Zettie the confidence that, together, she and her mother can meet all challenges.



How to Use 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.

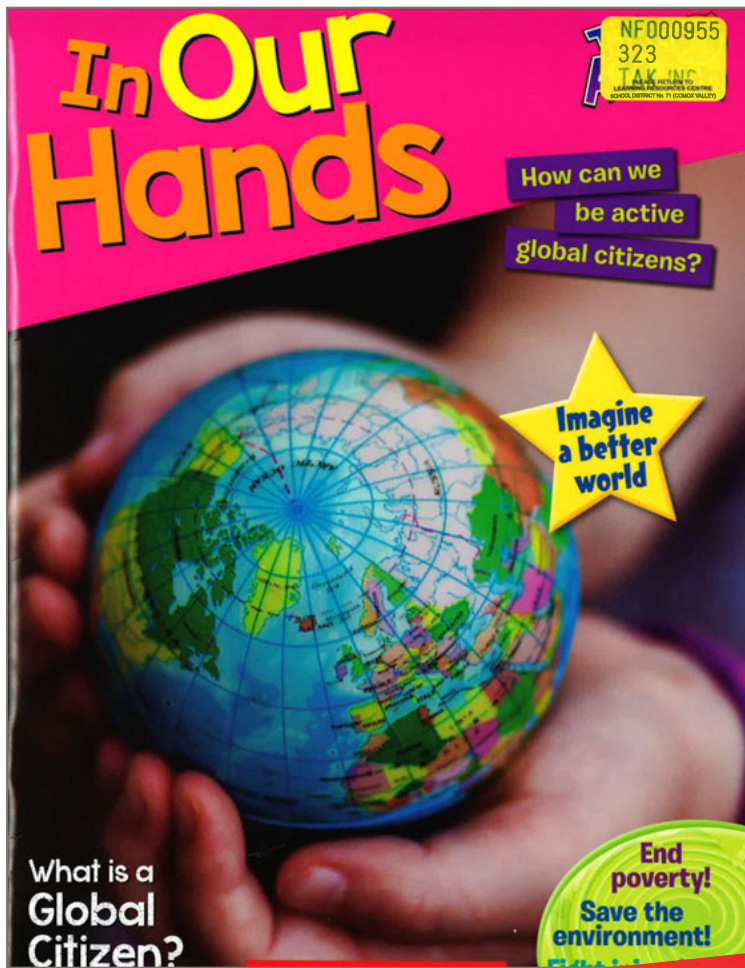
3. Post Reading Discussion

- 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!





“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.

~ A box sets of 16 magazines and the teacher guides are available through Destiny ~

Call #: NF 323 TAK INO





~ Box sets of 16 magazines and the teacher guides are available through Destiny ~

Call #: NF 371.3 ISS OVE (Overfishing)

Call #: NF 371.3 ISS CLI (Climate Change)

Call #: NF 371.3 ISS POW (Power of the Media)

Issues 21 fosters a service mindset by exploring local and global issues. The magazines are divided into three parts with articles that: 1. introduce the issue 2. offer information about people who have taken action (game changers) 3. provide steps for students to explore and be inspired to take action and make a difference.

Reading and Representing My Thinking

1. Find a way to **show that you know** what this story is about (you can make a web, a chart, or drawings with labels). Represent the **topic** and **main ideas**.

adapted with permission of Faye Brownlie, from EPRA and DART by the Island Literacy Network, August 2017.

2. How does what you just read **remind you of** something you already know?

This reminds me of

3. What else do you **wonder** about this topic?

I wonder

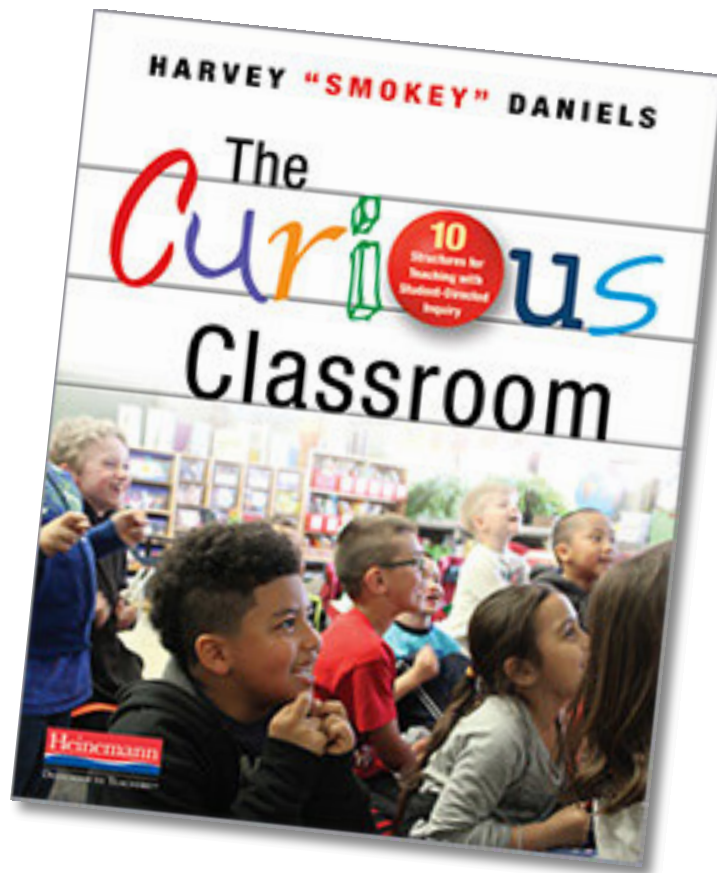
4. Readers often add their own thinking to text. Think of something **you believe to be true in this story, but was not directly revealed by the author and/or illustrator**. Share your thinking below. (evidence + my thinking = inference)

Perhaps

5. Write new or interesting **words** that you discovered in the story.

6. In what way has your **thinking changed** after reading this story?

I have learned



*Just getting started with inquiry? Looking for your own next step in student-driven inquiry? Or do you just want new teaching ideas to try? **Read The Curious Classroom.** "By the end of this book," writes Smokey Daniels, "I hope you will say two things: I never knew my kids were capable of working at this level; and this is the most fun I have ever had in my teaching life."*

You can find this book on Destiny and borrow it from the LRC Professional Library...

Ever wonder how to get students genuinely engaged in your curriculum? Or wish you could let them explore the amazing questions they ask? If so, Smokey provides research-based suggestions that help explore the curriculum by connecting what kids wonder about, to the wonders you must teach them.

<https://www.youtube.com/watch?v=xXfRj1mZmNI>

3

Capture and Honor Kids' Questions



42

why

If we are going to build our instruction out of kids' questions—whether these arise from a required curriculum or emerge from children's free-range curiosity—we need a system. To create a culture of questioning and investigation, we need to solicit and record topics kids wonder about, make time for them, pursue them, and keep track of kids' efforts along the way.

"What are some topics that you are curious about? Let's all make lists of some things we would like to learn more about—inside or outside of school. You can keep a list of your own questions, and we can also list them here on a chart for everyone to see."

what

We Might Say to Kids

how

Long It Might Take

Students post their questions and wonders every day, either in their own notebook or on a public chart. This can take from one to five minutes. Then, at another designated time of the week, some minutes are set aside for kids to pursue questions from the wall or from their personal notes.

SET UP AND MAINTAIN A WONDER WALL

When we wonder about something, we need to know more.

Kari Ridolfi, kindergarten teacher at Burley School

Kindergarten teacher Kari Ridolfi uses a wonder wall in her classroom to provide her students a way to ask questions, seek answers, and validate their curiosity (see Figure 3.4). The wonder wall is located in the students' writing center, where they have access to writing tools and a variety of sticky notes. Throughout the week, students add their wonders to the wall. Wonders may come from questions that pop up during independent reading or from lingering questions at the conclusion of a lesson. Thursdays and Fridays, the students visit the wonder wall as a whole group to seek answers to their questions.

While the teacher does do some preparation for the wonder research, the students take full ownership during the wonder workshop to read articles and images, interact with artifacts, and record their new learning to share with classmates.



Figure 3.4 Wonder wall in Kari Ridolfi's kindergarten at Burley School

Monday, Tuesday, and Wednesday children fill the wonder wall with things that they are curious about. Just recently, these were some of the kids' burning questions:

- If I swallow a seed, will it grow in my stomach?
- How did the first person on Earth get here?
- What is the most famous book ever written?
- How far can a spider monkey jump?
- How many links would it take to measure our classroom?
- How are dinosaur fossils created?
- Were dragons real or make-believe?
- Do tornadoes come to Chicago?
- Are super powers real?
- How does a praying mantis eat?

As students add wonders, Kari groups similar topics together. For example, if there are several questions about dinosaurs, she'll move them to a shared space on the wonder wall. This helps to keep the wonder wall organized and track similar student curiosities.

On Thursdays, students visit the wonder wall as a group. They read aloud wonders that are on the wall, recognize similarities, and decide which wonders they are most curious about as a class. After narrowing the choices down to five or six, Kari will write each chosen wonder at the top of a fresh piece of chart paper. Students then have an opportunity to sign up on the chart for which wonder they'd like to investigate, thus forming groups.

Notice how Kari devotes a piece of each day of the week to supporting the wonder wall: three days of generating questions and two days of finding answers to selected questions.



While this structure helps Kari place kids into small teams, it also sets up *individual inquiries* very well. Kids can work solo if they wish on any question from the week-long wonder wall extravaganza.

Websites to Explore



In September 2015, 193 world leaders agreed to 17 Global Goals for Sustainable Development. If these Goals are completed, it would mean an end to extreme poverty, inequality and climate change by 2030.

<http://www.globalgoals.org>

Developing A Global Perspective For Educators (DGPE) is a University of Ottawa, Faculty of Education organization that is made possible through the community service learning contributions of professors, graduate students, and Bachelor of Education students.

[http://
www.developingaglobalperspective.ca/
teachers-resources/lesson-plans/](http://www.developingaglobalperspective.ca/teachers-resources/lesson-plans/)



Kids Go Global is a place for Elementary, Junior and Senior High schools to explore Global Issues and then work alone or with NGOs to take action locally and internationally.

<http://www.kidsgoglobal.net/the-issues>



Global Education promotes understanding of sustainable futures and the importance of developing skills of critical and creative thinking and ethical understanding.

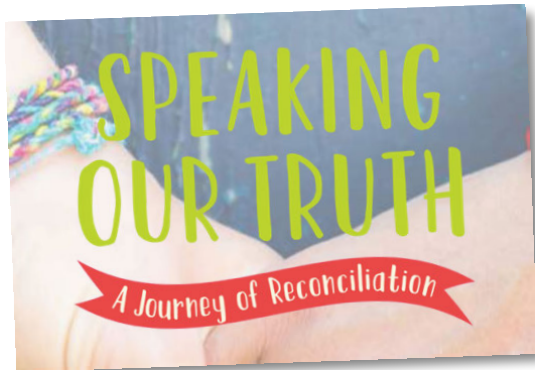
[http://
www.globaleducation.edu.au/
resources-gallery/resource-
gallery-teaching-activities.html](http://www.globaleducation.edu.au/resources-gallery/resource-gallery-teaching-activities.html)



Websites to Explore

A social action platform for a global generation that wants to solve the world's biggest challenges. #Canada

<https://www.globalcitizen.org/en/content/tags/canada/>

The logo for Global Citizen, featuring the words "GLOBAL" and "CITIZEN" in a bold, sans-serif font. The letter "O" in "GLOBAL" is red, while the rest of the letters are black.

<http://orcabook.com/speakingourtruth/index.html>

<https://www.plasticoceans.org>

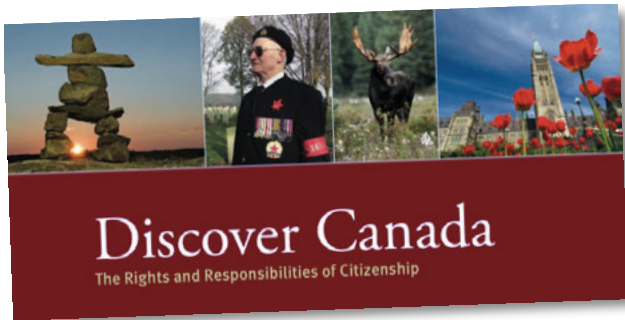
The logo for Plastic Oceans, featuring the word "PLASTIC" in blue, sans-serif letters above the word "OCEANS" in a larger, blue, sans-serif font. A blue water drop icon is positioned between the two words.The logo for Homeless Hub 10 Years, featuring a white icon of two upward-pointing chevrons on a dark red background. To the right of the icon, the text "homeless hub 10 years" is written in white, lowercase, sans-serif font.

<http://homelesshub.ca/education/teachers/lesson-plans>

**Teaching about Child Labour and Fair Trade:
An Educator's Resource Kit**

http://www.developingaglobalperspective.ca/wp-content/assets/unitplans/gr1/Child_Labour_Resource_Kit.pdf

Websites to Explore



Discover Canada: The Rights and Responsibilities of Citizenship

https://www.immigroup.com/citizenship/discover_canada.pdf



Canadian Citizenship: Your Rights and Responsibilities as a Citizen

<https://livelearn.ca/article/about-canada/canadian-citizenship-your-rights-and-responsibilities-as-a-citizen/>



*Earthville is a global community of local initiatives to create a more compassionate and **sustainably thriving** world through service-learning, green social entrepreneurship, holistic personal development, and creativity.*

<http://earthville.org>

What is Inquiry-based learning?

Inquiry-based learning is a dynamic and emergent process that builds on students' natural curiosity about the world in which they live. Inquiry places ideas at the centre of the learning experience. Teachers using an inquiry-based approach encourage students to ask and genuinely investigate their own questions about the world. Teachers further facilitate students' learning by providing a variety of tools, resources, and experiences that enable learners to investigate, analyze, reflect, and rigorously discuss potential solutions to their own questions about a topic the class is studying. (An excerpt from www.naturalcuriosity.ca)

Types of Inquiry-based learning

Structured inquiry

- the teacher determines the big idea, and what the students will come to understand by the end of the inquiry
- the teacher provides the guiding questions
- the students will help create the plan and guide the inquiry with their questions, interests, ideas, analysis, reflections and understandings



Guided inquiry

- the teacher determines the big idea or topic and the students and/or the teacher come up with the questions
- the students are responsible for designing and following their own procedures to test the question and then communicate their results and findings

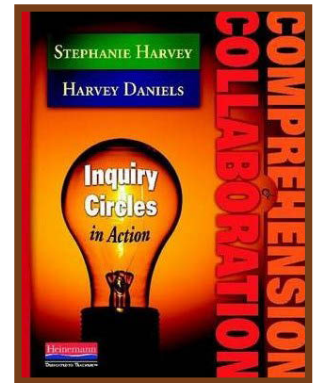
Open inquiry

- the students determine the purpose and formulate the questions
- the students design the procedures, gather the materials and communicate their findings
- the teacher facilitates, supports, asks questions and redirects the investigation

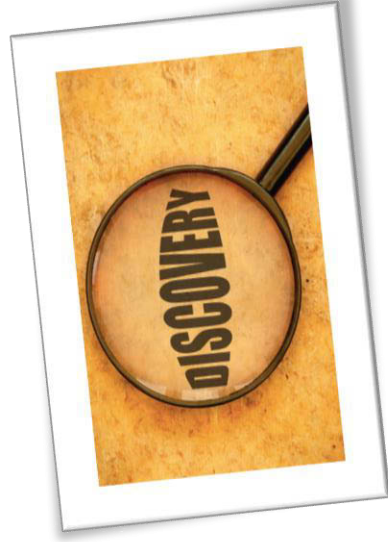
Adapted from Michelle Hikida, mhikida@sd38.bc.ca ~ Super Conference, October, 2017

‘What learners can do during inquiry time’

pg. 286



- ♦ **Read to themselves** ~ nothing correlates more highly with reading achievement than reading volume. Reading provides the most direct route to finding information and answering questions. So just plain, independent reading is one of the most important things kids can do during inquiry circle time.
- ♦ **Read to each other** ~ reading together with an inquiry circle partner or the entire inquiry circle can spur conversation and lead kids to discoveries they might not make when reading alone.
- ♦ **Conduct research online** ~ choosing sources which are accurate and authoritative. Is the source up to date? Consider EBSCO and other Destiny based links.
- ♦ **Respond in writing and/or drawing** ~ jotting and drawing thinking is especially useful when reading to find information and answer questions. Keeping track of thoughts and questions helps students clarify their understanding and synthesize information. Students are encouraged to write and/or draw about their research, whether in books, online, watching a video, or scrutinizing an artifact .
- ♦ **Respond by talking** ~ talking with groups or partners goes a long way toward learning and understanding. Explicitly set and co-construct criteria for ‘quiet conversation’.
- ♦ **Develop interview questions and conduct practice interviews**~ students come up with some interview questions and practice interviewing with an inquiry partner.
- ♦ **Contact specialists and experts** ~ Students work with partners to come up with a list of people they might want to contact to get more information.
- ♦ **Maintain a research notebook**~ We remind students to sort through their written and drawn responses and write up important findings in their notebooks so they don’t lose track of them. Often these discoveries lead to more questions.
- ♦ **Plan to actively use knowledge and take action** ~ Students can discuss how they plan to actively use the knowledge which they have acquired. They might decide to simply share it with the class or they may be moved to take a more public advocacy position. They can talk with each other and then make a collaborative plan.



STUDENT-DRIVEN INQUIRY



ENGAGE & QUESTION

Teachers 'tune in' to what the students know, gather prior knowledge, and lay the foundation for the inquiry. Students formulate wonder questions.

Students are guided by these questions:

- What do I know about the topic?
- What ideas am I interested in?
- What wonder questions do you need to ask?
- Why does this matter?





INVESTIGATE

Students develop a plan and gather information.

Students are guided by these questions:

- How will you go about answering your wonder question?
- How will you find suitable, relevant and reliable information?
- Did you check information using more than one source?

 <p>CONSTRUCT AND CREATE In this stage, students sort out what they have learned. Students are guided by these questions:</p> <ul style="list-style-type: none"> • How can you sort the information you have found? • Is your information, complete, accurate and fair? • How will you organize your findings in a logical way? 	 <p>COMMUNICATE In this stage, students communicate their findings. Students are guided by the following questions:</p> <ul style="list-style-type: none"> • How will you share your information to interest the audience? • Is your communication appropriate for your audience and purpose? • Are your ideas clearly communicated?
<p>Assessment for Learning</p>	<p>Formative Assessment: What formative assessment strategies will you use to assess student learning? How will assessment criteria be communicated to or co-constructed with, students?</p>
<p>Assessment as Learning</p>	<p>Reflection/Self-Assessment: What opportunities will there be for students to reflect on their thinking as part of their learning? (e.g., self/peer assessments, partner talk, goal setting, journaling, etc.)</p>

Adapted with permission from Linda O'Reilly, loreilly2@gmail.com

<p>Assessment of Learning</p>	<p>Summative Assessment: How will students demonstrate their understanding (performance task, project, portfolio, test, etc.)? Balanced Assessment: gather evidence of learning through observations, conversations, and process, not just products.</p>	
<p style="text-align: center;">DIFFERENTIATED INSTRUCTION</p> <p style="text-align: center;"><i>How will learning be made accessible for ALL students to succeed?</i></p>		
<p style="text-align: center;">TRANSFER/EXTENSION</p> <p style="text-align: center;"><i>How will student learning be extended into the real world?</i></p>		