taking action

Ready-to-use student activities

A teaching resource to support education in global issues, sustainable development, social justice and active citizenship

Designed for use in grades 10, 11 and 12

- Social Science and Social Studies
- History, Geography and Civics
- Politics, Law and World Issues
- Sociology and Psychology

Taking Action is the second resource in the Cultivating Peace educational series.
What we do or choose not to do is shaped by our beliefs about how the world works. Each of us carries a set of assumptions, or world view, that acts like a filter for our ideas and actions. Key assumptions in the predominant world view — that human violence is inevitable, natural resources are endless and consumerism is a right — shape what we learn, how we think and our willingness to act. The goal of this resource is to provide learning opportunities that challenge these assumptions in ourselves and in our students, so that together we will be empowered to take action for a culture of peace.

Peace is more than the absence of war. It is justice, equity and freedom from oppression, discrimination and all forms of violence. It is compassion and empathy for those we see in our communities and for those whose faces we will never see and whose voices are silenced. It is economic and environmental security. It is cultural dignity and appreciation for all of the unique manifestations of the human spirit. Because of this, the Taking Action resource includes a wide range of issues relating to this definition of peace, including sustainable development, economic disparity, fair trade, human rights and government spending priorities.

Awareness alone is not enough. Students need to have optimism and confidence that their actions can make a difference, and they need to be assured that there is no one “right” way to take action. We will not all be leaders of great social movements, but we all can make a significant difference in the lives of those around us and in the lives of those to whom we are connected by the threads of global citizenship. The materials in this resource provide a wide range of role models for taking tangible action in innovative, surprising or quiet ways. Educating for change is not about preaching to students that they must act; rather, it is about helping them understand that inaction is also a choice and perhaps the truest form of direct action.

As teachers, it is your mandate to meet objectives for course content and skill acquisition. This resource is about the intersection of curriculum expectations with our joint responsibility to encourage active global citizenship in our youth. It provides students with concrete opportunities to build skills — in communication, inquiry, application and understanding — and it also constructs the foundation for engaged, socially minded human beings who have the ability and the willingness to take action and make a difference in themselves and in the lives of others.

We can all do our share to redeem our world in spite of all absurdities and all frustrations and all disappointments.

Abraham Heschel

Imagine what thinking and actions would be possible if each of us shared that world view.
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This program was created and distributed by Classroom Connections, a non-profit organization dedicated to supporting publicly funded education by providing free learning resources to schools across the country. To find out more about us, please visit our website at www.classroomconnections.ca.

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This resource was funded by Citizenship and Immigration Canada (www.cic.gc.ca). Support materials accompanying the resource were provided by Soka Gakkai International Association of Canada (sgicanada.org) and TakingITGlobal (www.takingitglobal.org).

This is the second resource in the Cultivating Peace series. A full description of the first resource, *Cultivating Peace in the 21st Century*, is included on page 66 of this document. To order free copies, contact us at info@classroomconnections.ca or 1-888-882-8865.

All Cultivating Peace resources, as well as additional support material, can be downloaded at www.cultivatingpeace.ca.

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*Individual opinions presented in the following material do not necessarily represent the views of the sponsors of this program.*

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Who We Are
Classroom Connections is a non-profit organization dedicated to instigating positive societal change by producing progressive educational resources for Canada’s youth. Our award-winning resources are ready-to-use, curriculum-aligned and innovative in content and pedagogy. Since 1997, we have provided more than 15 free support resources to 80% of schools nationwide. To view our full range of materials, please visit our website at www.classroomconnections.ca.

Classroom Connections works with major education organizations in Canada (such as the Canadian Education Association and the Canadian Home and School Federation) and with a network of teachers from across the country. Through these partnerships, we determine gaps in available resources and develop program ideas to meet these gaps. We then work to match these program needs with potential funders and assemble a steering committee of field experts to advise on program development. New resources are pilot tested in schools and reviewed by educational specialists and Curriculum Services Canada (www.curriculum.org). School districts that have registered with us are alerted to the new resource, and it is delivered to the district for distribution within their schools.

Registration is free and the resources are provided to the schools at no cost. We believe strongly that equal access is an important factor in a democratic education system. Funding for our projects is raised through a combination of foundation, business and government donations and sponsorships. We abide by strict partnership guidelines to ensure our funding is responsible and ethical.

To find out more about our resources or to get information on registering your district, please visit our website (www.classroomconnections.ca) or contact us at info@classroomconnections.ca or 1-888-882-8865.

The Cultivating Peace Initiative
The goal of the Cultivating Peace initiative is to create classroom-ready resources for schools across Canada that will assist teachers and community leaders to educate for change. The programs created through this initiative will encourage youth to respect diversity, think globally, value human rights, recognize injustice and respond to conflict with methods other than violence.

Module One: Cultivating Peace in the 21st Century
The first resource in the series, Cultivating Peace in the 21st Century, was delivered to schools in the fall of 2002. It was designed to actively engage secondary school students (grades 10–12) in constructing a deep understanding of the concept of peace, causes of violence, components of true security and the value of human rights. The full program includes a teacher’s guide and a video created by the National Film Board. Please see page 66 for a complete description of this resource. To order free copies, contact us at info@classroomconnections.ca.

Module Two: Cultivating Peace — Taking Action
This resource encourages students to examine their own beliefs regarding the need for change in our world and their personal responsibility in taking action. The preconditions necessary for a culture of peace are explored through the examination of global issues in sustainable development, economic disparity, fair trade, human rights and consumerism. Students are given opportunities to explore the range of actions possible, the ways in which change occurs, the barriers to participation and the factors that support youth involvement. The resource includes a teacher’s guide, a video, a poster series and a student guide to taking action. It is designed for use in grades 10–12.

New Directions
Classroom Connections will continue to develop resources in the Cultivating Peace series. If you have ideas for resources that you would like to see developed or you are interested in writing, reviewing or pilot testing new materials in this initiative, please contact us at info@classroomconnections.ca.
Curriculum Connections
Activities within this resource are designed to complement themes and concepts explored in Grade 10, 11 and 12 provincial course curricula across Canada. The materials can be used to meet curriculum objectives in courses such as the following.

Canadian History
Modern / 20th Century History and Civilizations
Canadian Geography
Canadian and World Politics
Canadian and World History / The West and the World
Canadian Studies / Northern Studies
Environmental Studies / Sciences
Canadian Politics and Citizenship
Sociology / Social Psychology / Anthropology
Religious Ethics / Moral Education / Philosophy
Global / Canadian Economics

Global / World History
Civics / Citizenship
World Issues / Global Studies
World / Global Geography
Canadian / International Law
Human Geography / The Americas
Environmental Resource Management
Social Studies / Social Sciences
Science and Technology
Consumer Studies / Home Economics
Media Studies

For complete curriculum connections for each provincial ministry of education, please go to our website (www.cultivatingpeace.ca) and view the curriculum matrix.

Themes, Activities, Implementation Time and Grade Level
The term “theme” has been used within this resource to describe a collection of activities that develop student understanding around a particular set of concepts. It does not imply that this set of activities could be completed within one class. The number of minutes in each class period varies with individual school timetables. In addition, experience in co-operative learning, language level and group dynamics can all affect the amount of time needed to complete these activities. The teacher is the best judge of these factors.

The resource was created to form a complete unit of study that guides students through the process of examining their role in creating a culture of peace. However, the resource has been designed so that teachers can select single activities, a group of activities that form one “theme” or a set of themes for integration within a course, depending on the time that is available.

The target level of the material varies from Grade 10 to Grade 12. Many activities can be modified to accommodate multiple grades by changing assessment criteria, altering the method of presentation or providing additional time to complete the assignments.

Pedagogical Approach
The activities in this resource are founded in the global education approach, which seeks to integrate the concepts of world-mindedness and student-centered education. World-mindedness involves the idea that education has a key role to play in the development of citizens who demonstrate respect for people of other cultures, faiths and world views, and who understand global issues. Student-centeredness holds that youth learn best when they are encouraged to learn and explore for themselves and when they are addressed as individuals with a unique set of beliefs, experiences and strengths.

In many classrooms, most instruction is based on either the “learning about” or the “learning for” approach. Learning about is a knowledge-oriented approach, mainly concerned with the assimilation and interpretation of facts, concepts, data and evidence. The learning for approach values acquisition or development of skills, which in turn enables students to apply the knowledge they have acquired. What the activities and materials contained in this resource seek to do is to add the learning in (or through) approach, whereby the actual process of learning is as significant as the intended content of learning.
This approach recognizes that learning is reinforced through the very nature of the classroom environment. The quality of interpersonal relationships and the methods of teaching and learning need to be consistent with the core values that the learning material intends to develop. Peace is as much a process as a goal, so it is necessary to allow students to practice peace through experiences that promote peaceful behaviours such as co-operation, compromise and negotiation.

Activity-based learning maximizes the opportunity to harmonize the medium with the message. It increases students' involvement and validates the process of learning. In this model, teachers are not the only sources and transmitters of knowledge. Rather, teachers are expected to play a critical role in debriefing, by essentially building knowledge around the learners' own reflections on their involvement in the activity. In addition, activity-based learning incorporates multiple learning styles — often within the same activity, as students move from individual work to pair and group discussions. This method enhances each student's potential within a short time frame.

Overall, the principles upon which the following activities are founded help students to both construct and reinforce a democratic, humane and equitable culture. Co-operation, empathy, fairness, respect and peacefulness are practiced through this inclusive and participatory learning process.

Group Work Wisdom for Activities in this Resource

Consistent with the pedagogical approach outlined above, many of the activities in this resource are designed to encourage student interaction and collaboration through group work. It is by working with others that great change occurs, and the sharing of skills, voices and support strengthens each of our efforts. The following tips may be helpful in implementing effective group work within your classroom.

1. Try to keep group size at two to four students to increase the opportunity for all students to talk and participate.

2. Make sure you hold all students accountable by using one or more of the following strategies.
   - Tell students you will randomly call on them, so everyone in the group must be prepared to share group results.
   - Use the “Lettered Heads” technique. Letter students off (A, B, C, D) and tell them you will be selecting a letter from each group to share group results.
   - At the end of a group activity, select one student from each group (based on a random characteristic such as shortest hair, red shirt, etc.) to go to another group and share what their group has done.

3. Take the time to teach one social, communication or critical thinking skill for each group activity, based on the skills required to complete the task. Have students assess how their group functioned in terms of these skills. There are over 100 skills in these areas, but here are some ideas.
   - Social skills: taking turns, sharing materials, using names, participating equally, waiting patiently
   - Communication skills: active listening, paraphrasing, accepting and extending the ideas of others, checking for understanding, disagreeing agreeably
   - Critical thinking skills: suspending judgement, examining both sides of an issue, considering all factors

Although we strongly recommend the use of group work as fundamental to achieving the objectives of the material, many of these activities and the stimulus materials provided can be altered for use by pairs or individual students.
Assessment
Student work from activities completed can be used in formative assessment as the students progress through the module. The use of a portfolio to collect such materials is recommended. Suggestions for implementing the portfolio (which should be introduced before the start of the module), as well as a rubric for assessment, are included on pages 45 and 48, respectively. Throughout the resource, the focus is on providing students with a variety of methods for demonstrating their learning to address multiple intelligences and allow students opportunities to effectively express their strengths.

Ideas for additional assessment possibilities have been included at the end of themes 1 through 4, and the activities in themes 5 and 6 have been designed so that they can be used as culminating assessment activities. Many rubrics and checklists have been included with these materials.

The focus of assessment within the global education perspective is on providing real problems where a “right answer” is not always the goal. Where possible, students are encouraged to undertake projects with an authentic audience, reaching outside the classroom. Theme 6 provides multiple options for real-life action projects. Global education also encourages the careful use of group work in building classroom community and assisting in complex learning. We encourage teachers to use assessment techniques such as observation sheets and peer and self-assessment. These methods recognize the value that global education puts on the learners and their ability to take responsibility for their own learning.

We Need Your Help
We depend on the feedback, comments, ideas and suggestions of educators to help us create and improve our resources.

- Fax us your completed evaluation form (on the inside back cover of this resource) or go to our website and give your feedback online (www.cultivatingpeace.ca).
- Send us your ideas for future resources.
- Contact us if you are interested in writing, reviewing or pilot testing new resources.
- Send us photos, stories or videos of how you used this resource or undertook a peace initiative in your class, school or community — we would love to showcase your students’ efforts on our website. (Look for the “PeaceMakers in Action” page on our website.) Contact us by email (info@classroomconnections.ca), phone (1-888-882-8865) or fax (416-466-3104).

A Note About Websites
Throughout the resource, we have attempted to provide references to as many campaigns, organizations and sources of information as possible. Often, the easiest way to access this information is via the Internet. While every effort has been made to ensure that the websites provided were accurate and credible at the time of publication, changes in address and content frequently occur. In addition, websites are always vulnerable to hackers and links to inappropriate sites can occur. For these reasons, we recommend that teachers preview sites whenever possible and follow the protocols outlined by their schools for student Internet use.
This teacher’s guide was distributed to schools as part of a larger educational resource package that includes a video, poster series, brochure and student guide. Classroom Connections is proud to have collaborated with the following organizations that have contributed materials to complement the themes and concepts explored in the *Cultivating Peace — Taking Action* resource.

**Soka Gakkai International (SGI)** is a lay Buddhist association of some 12 million members in 187 countries and territories worldwide. The ultimate aim of Buddhism and of SGI is the establishment of a peaceful world. SGI is an active non-governmental organization with consultative status at the United Nations. The promotion of peace, culture and education is central to all its activities. SGI Association of Canada is a constituent organization and is registered as a Canadian non-profit charitable organization. For more information, please visit [www.sgi.org](http://www.sgi.org) or [www.sgicanada.org](http://www.sgicanada.org).

**SGI Association of Canada**, with the assistance of SGI, has generously contributed the following resource components.

- The video **A Quiet Revolution** explores the power of individual action in shaping solutions for our global future. Three local initiatives are explored: water harvesting in India, PCB pollution in Slovakia and deforestation in Kenya. Each segment examines the causation and consequences of the underlying issue and provides first-hand accounts from individuals taking action and working for change. The video was produced by the Earth Council in collaboration with the United Nations Environment Program and the United Nations Development Program under the sponsorship of Soka Gakkai International. The video and the initiatives outlined are integrated into Theme 4 of this teacher’s guide.

- The **Seeds of Change** poster series contains eight vibrant posters to educate and inspire students on issues in sustainable development, active citizenship and a culture of peace. It represents a subset of a poster exhibition created by SGI and the Earth Charter Initiative that was first shown at the World Summit on Sustainable Development in Johannesburg in 2002. The poster series can be used throughout the module and is tied specifically with activities in Theme 5.

- The **Earth Charter** brochure outlines the history, principles and goals of the Earth Charter. The Earth Charter is a declaration of fundamental principles for building a just, sustainable and peaceful global society in the 21st century. The 32nd General Conference of UNESCO (October 2003) supported a resolution “recognizing the Earth Charter as an important ethical framework for sustainable development.” It presents interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments and transnational institutions is to be guided and assessed. The Earth Charter can be used as a reference throughout the module and is tied specifically with activities in Theme 5.

**TakingITGlobal** ([www.takingitglobal.org](http://www.takingitglobal.org)) is an international youth organization, led by youth and empowered by technology. TIG brings young people together within international networks to collaborate on projects addressing global challenges.

TIG generously contributed the following material to this resource package.

- The **Student Guide to Action** is a hands-on tool for youth that guides them through the process of taking action. It is designed to be photocopied as a whole for individual student use. The guide provides a step-by-step approach that follows the layout of themes 5 and 6 within this resource. As such, it can be used as a culminating assessment activity or it can be used to support the activities outlined in the final two themes.
The Cultivating Peace website (www.cultivatingpeace.ca) has been designed to complement the activities presented in this resource and all materials developed under the Cultivating Peace initiative.

Throughout the resource, you will see a \(\downarrow\) indicating that additional material related to the activity is available online. To access this information, go to www.cultivatingpeace.ca/takingaction or go to the home page of our website at www.cultivatingpeace.ca and click on the following.

The Cultivating Peace website includes many additional materials to extend this educational resource.

An EDUCATOR area containing:
- downloadable versions of our Cultivating Peace resources
- additional lessons and assessment material to complement existing resources
- a curriculum matrix for connections to provincial curriculum documents
- information on how you can get involved as a writer or pilot tester

A SEARCHABLE DATABASE of peace-related educational resources. You can:
- search by grade level, topic or type of resource
- submit resources that you think are valuable

A STUDENT section containing:
- challenges, quizzes and contests
- online activities
- links to youth and peace organizations
- a student idea exchange

A PEACEMAKERS IN ACTION section to:
- showcase peace initiatives submitted by teachers and students
- highlight successful use of the resources in schools across Canada

A WHAT’S NEW section with:
- updates on new programs and initiatives
- upcoming peace-related events and conferences

The site also has information on:
- the Cultivating Peace Education Fund
- our Steering Committee and Writing Teams
- Classroom Connections

Visit www.cultivatingpeace.ca and help us to cultivate peace online.
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<th>Materials Provided</th>
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<td>1</td>
<td>Taking Stock</td>
<td>Students assess predominant cultural messages regarding peace and violence as well as their own beliefs about the nature of social change and personal responsibility. The preconditions needed for a culture of peace are examined, and various perspectives on the need for action, ways to effect change and the motivation for taking action are explored.</td>
<td>Handouts/Overheads</td>
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<td>Taking Stock survey</td>
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<td>Words Into Action</td>
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<tr>
<td>2</td>
<td>The Power of Knowledge</td>
<td>Using fair trade coffee as a case study, students examine the importance of awareness and knowledge in effecting social change. Sources of information are explored, and criteria are developed for evaluating the credibility of online materials.</td>
<td>Handouts/Overheads</td>
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<td>Evaluating Websites</td>
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<td>3</td>
<td>Why Bother?</td>
<td>Through a global trivia challenge, students are exposed to a variety of facts relating to global issues. Students explore their own perspectives on what needs change and who is responsible for taking action. Barriers to involvement as well as factors that support youth participation are addressed.</td>
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<td>Global Trivia</td>
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<td>Barriers to Action</td>
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<td>The 12-Step Plan for Recovering Apathetics</td>
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<td>Supporting Action</td>
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<td>4</td>
<td>What’s Possible?</td>
<td>Through the analysis of an article and a video presentation, students explore the connections between a culture of peace and issues in sustainable development and create concept maps to demonstrate understanding of the interconnections. Students analyze real-life examples of individuals, groups and institutions making change locally and globally and connect their actions to the preconditions needed to attain a culture of peace.</td>
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<td>Sustainability and Security article</td>
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<td>A Quiet Revolution</td>
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<td>Making a Difference cards</td>
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<td>A Quiet Revolution</td>
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<td>5</td>
<td>Getting Ready</td>
<td>By selecting items for a portfolio and revisiting the Taking Stock survey from Theme 1, students reflect on their learning process and the skills and knowledge acquired. Using the Earth Charter as a template, students choose an issue of interest and identify actions possible to instigate change. Through a Web search of innovative campaigns for youth and research on youth taking action, students are exposed to a range of options and role models for taking action. Activities in this theme are designed to prepare students to take on an action project from Theme 6; however, the activities can also stand alone as culminating assessment pieces for the module.</td>
<td>Handouts/Overheads</td>
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<td>Seeds of Change poster series</td>
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<td>6</td>
<td>Taking Action</td>
<td>This theme provides a selection of action projects that can be used as authentic culminating assessment activities. Project options include personal and group initiatives, and the suggestions are designed to reflect varied possibilities for taking action and multiple methods for demonstrating learning objectives.</td>
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<td>Project Overview</td>
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Objectives/Expectations

Students will be able to:

- analyze the underlying cultural messages and the prevalence of peace or violence in our society
- construct a definition for a “culture of peace” that includes more than just the absence of war
- evaluate key components of a culture of peace and assess the need for local, national and global change
- examine personal beliefs regarding the ability of individuals to effect change in meaningful ways and the methods that can be used to do so
- identify multiple perspectives on taking action, the need for change and personal responsibility

Note to Teacher: For a thorough exploration of the definition of peace and causes of conflict, please refer to lessons 1 and 2 in the first module, Cultivating Peace in the 21st Century. See page 66 for a complete outline of Module One.

Theme Overview

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<td>Cultural Messages</td>
<td>Picture Peace? lists (included in text of activity) for the teacher to read aloud</td>
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<td>Students respond to a list of common cultural items to explore the prevalence of violence or peace as the subtext to our culture.</td>
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<td>2</td>
<td>Conditions for Peace</td>
<td>newsprint, markers and glue for each group of four</td>
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<td></td>
<td>Through the analysis of a quote, students examine the conditions needed to attain a culture of peace and evaluate current media coverage to determine the extent to which these preconditions are in place in the world around them.</td>
<td>recent newspapers, news magazines or news websites</td>
</tr>
<tr>
<td>3</td>
<td>Personal Perspectives</td>
<td>a copy of the Taking Stock survey for each student</td>
</tr>
<tr>
<td></td>
<td>By completing and discussing a survey, students examine their own beliefs regarding the nature of social transformation, the need for action and their personal ability to bring about change.</td>
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<tr>
<td>4</td>
<td>Perspectives of Others</td>
<td>Words Into Action overhead or copies for each student</td>
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<tr>
<td></td>
<td>Students work together to rate and analyze quotes on the need for action, the ways to effect change and the motivation for becoming involved.</td>
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</table>

Activity 1: Cultural Messages

1. Students draw a vertical line down the centre of a piece of paper, title the left-hand column “List 1” and the right-hand column “List 2” and write the numbers 1–10 down each column. As the teacher reads each list out loud, students fill in as much as they can in response to each statement. If it says to “picture” something, students place a check mark on the list if they are able to visualize the item. The teacher reads the list at a relatively quick pace to encourage immediate responses.

This activity was contributed by Michael Hovey, Director of Social Justice and Peace Education for the Archdiocese of Detroit, Michigan.
### Picture Peace?

<table>
<thead>
<tr>
<th>List 1</th>
<th>List 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name a movie about war or violence.</td>
<td>1. Name a movie about peace.</td>
</tr>
<tr>
<td>2. Picture a war uniform.</td>
<td>2. Picture a peace uniform.</td>
</tr>
<tr>
<td>3. Name a high-school course where you study war.</td>
<td>3. Name a high-school course that studies peace.</td>
</tr>
<tr>
<td>4. Picture a war painting.</td>
<td>4. Picture a peace painting.</td>
</tr>
<tr>
<td>5. Name a television show about war or violence.</td>
<td>5. Name a television show about peace.</td>
</tr>
<tr>
<td>6. Name a war hero.</td>
<td>6. Name a peace hero.</td>
</tr>
<tr>
<td>7. Name a video game based on war.</td>
<td>7. Name a video game based on peace.</td>
</tr>
<tr>
<td>8. Picture or name a war toy.</td>
<td>8. Picture or name a peace toy.</td>
</tr>
<tr>
<td>9. Picture or name a war memorial or monument.</td>
<td>9. Picture or name a peace memorial or monument.</td>
</tr>
<tr>
<td>10. Name a poem about war.</td>
<td>10. Name a poem about peace.</td>
</tr>
</tbody>
</table>

2. The teacher initiates discussion of responses and uses the following questions to debrief.

**Possible Discussion Questions**
- Were there any differences in the amount of information you were able to fill in on each list?
- How do you think these messages about violence influence our everyday actions?
- What do your responses reflect about our culture?
- Does the absence of war or violence mean that we have peace? Why or why not?
- Do you think that students should study peace and the underlying causes of violence in school? Why or why not?
- What do you think about the idea of establishing a federal Department of Peace? What might its responsibilities include?
- What do you think is needed for our country or our world to mobilize a culture of peace?
- Do you think that violence and aggression are a natural part of human behaviour and therefore will always be part of our culture?

**Note to Teacher:** The Seville Statement on Violence, drafted by leading scientists from around the world, examined evidence from evolution, genetics, animal behaviour, brain research and social psychology and determined that humans are in no way “wired” for aggressive behaviour, violence or war. View the full statement at [www.unesco.org/shs/human_rights/hrfv.htm](http://www.unesco.org/shs/human_rights/hrfv.htm).

### Activity 2: Conditions for Peace

1. Students are presented with the following quote, which is then displayed in the classroom for continuous reference.

   *A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflicts non-violently; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth.*

   *Hague Agenda for Peace and Justice for the 21st Century*

2. Working in pairs, students identify the preconditions for a culture of peace as laid out in the statement from the Hague. The teacher confirms these preconditions for the class on an overhead or board and then initiates a general class discussion.

   **Understand global problems**
   **Have the skills to resolve conflicts non-violently**
   **Live by international standards of human rights**
   **Live by international standards of gender equality**
   **Live by international standards of racial equality**
   **Appreciate cultural diversity**
   **Respect the earth**

**Possible Discussion Questions**
- Do you agree that these preconditions are necessary before peace can be achieved?
- Do you think there is anything missing?
- Which precondition do you think is the most important for the creation of a culture of peace? Why?
- The last line of the full Hague quote reads, “Such learning can only be achieved with systematic education for peace.” Do you agree with this statement? Why or why not?
3. As a class, students discuss how “understanding global problems” relates to, or assists in, the creation of a culture of peace.

4. Students form groups of four. The teacher assigns one of the remaining preconditions to each group and distributes newsprint, glue, scissors, markers and a variety of recent newspapers, news magazines or news websites. Students scan this material for stories related to their assigned precondition, finding examples from local, national and global levels, if possible. Students write their precondition on the newsprint and glue relevant stories onto the page.

**Note to Teacher:** Some alternative news websites have been included in the Additional Websites list on pages 64 and 65.

5. Remaining in their groups, students prepare a response to the following question.
   - How do you think your precondition is related to, or assists in, the creation of a culture of peace?

6. The teacher uses the following questions to lead the class into the group presentations of their posters and responses.

   **Possible Discussion Questions**
   - How easy or difficult was it to find stories relating to your precondition?
   - Are there relationships between the preconditions? If so, what are they?
   - What do the stories suggest about the need for change?
   - Did you find stories about positive change relating to your precondition?

   **Note to Teacher:** Students can continue to collect stories relating to the preconditions for peace over the course of the module, adding to these posters.

### Activity 3: Personal Perspectives

1. The teacher hands out the *Taking Stock* survey and asks students to complete it individually. Once completed, students pair up with a partner to share answers and discuss their selections. Students are encouraged to clearly articulate their rating and rationale for each statement, but they do not need to reach consensus or defend their responses — there are no right or wrong answers.

2. After students discuss their responses in pairs, the teacher initiates class discussion using the questions below. This is an opportunity for students to identify, explore and share their current beliefs and opinions and be introduced to concepts that will be revisited throughout the resource.

   **Note to Teacher:** Placing students in same-sex pairs to discuss their responses is an interesting way to explore possible gender differences in beliefs about social change.

   **Possible Discussion Questions**
   - Can you think of any widely held social beliefs, systems or ideas that have changed over time (e.g., drinking alcohol while pregnant/driving, segregation of blacks, women voting and working, acceptance of common-law or gay relationships)?
   - Are there relationships between local and global actions? What do they look like?
   - Who do you think has the most power to change things in our world: individuals, organizations or governments? (Help students understand that organizations and governments are made up of and/or elected by individuals.)

### Activity 4: Perspectives of Others

1. The teacher divides the class into six groups. The *Words Into Action* handout can be displayed on a projector or a copy can be handed out to each student. Groups will then determine:
   - the most challenging statement
   - the most motivational statement
   - the most thought-provoking statement
   - the least inspiring statement

2. After the results are tabulated, students discuss the reasons for their choices.

3. The teacher assigns each group one of the following topics. Students select quotes that address their topic and summarize the messages presented through the quotes.
   - what causes people to take action
   - the power of the individual
   - what kind of action people can take
   - why people choose not to act
   - the power of a group
   - who is responsible for making change happen
4. As a class, groups present and discuss their selections and summaries. Class discussion follows using the questions below.

Possible Discussion Questions

● Do you think that the motivation to work for peace and justice has to come from a place of anger or personally experienced injustice? Why or why not?
● Does living in one of the richest countries in the world make us more responsible to act?
● Reflecting on quote #16 (Jon Robbins), do you agree that taking action is both a joy and a privilege? (Make the point that not everyone has the political right to protest.)
● Do any of the quotes contradict each other? If so, which one do you most identify with?

Assessment/Extension Opportunities

Diagnostic

● Use the Taking Stock survey to gain insight about the viewpoints, biases and misconceptions that students bring to the classroom or as a baseline to assess attitudinal change if incorporating several lessons from the resource.
● Revisit the Taking Stock survey at the end of the Taking Action module and have students compare their perspectives.

Portfolio

● Teachers who will be using a variety of activities from the Taking Action resource may want to use the portfolio as a means to gather student work for assessment. If so, be sure to review the Portfolio Rubric handout (page 48) with students prior to starting the unit. During the module, consideration should be given to the range of assessment options used for each activity to allow students to reflect on their learning experiences in a variety of ways.

Journal Reflection

● Choose your favourite quote from the Words Into Action handout and answer the following question.
  • If you were to adopt this quote as a motto, how would it change your life?
● If world leaders asked for your opinion on how to create a culture of peace, what would you tell them?
● Choose one of the quotes and write about a situation or example (personal, school, community, national or global) that demonstrates or relates to the quotation.

Research

● Research the connection between violent toys, television, music or video games and violent behaviour, and write a position paper or create points to defend a perspective for a class debate.
● Research the Seville Statement on Violence (see page 13) and its implications for the creation of a culture of peace.
● Research the authors of the peace quotes (Activity 4) and summarize their contributions to creating a culture of peace.
● Research a widely held social belief, system or idea that has changed over time (e.g., drinking alcohol while pregnant/driving, segregation of blacks, women voting and working, acceptance of common-law or gay relationships). How did the change come about?

Outside the Classroom

● Ask students to take the survey home to their parents/caregivers, then tally those results and compare them with class results to explore generational differences or similarities.

Creative Response

● Write a poem/short story or create a piece of art/collage that reflects your vision of a culture of peace. Inspiration can be found by visiting the online galleries at the following websites.

  TakingITGlobal: Global Gallery — A platform for artistic expressions from around the world.
  See “Contests” or “Collections” for list of themes of exhibitions. Topics include Peace and Conflict, Towards a Culture of Peace, Global Youth and much more. www.takingitglobal.org/express/gallery/exhibits.html

  NO War Zone Studio — Art, photography, creative writing and music posted by youth from around the world. www.nowarzone.org/thestudio.asp

  Free the Children — This youth action site posts poetry and art by youth. www.freethechildren.com/youthinaction/voices_poems.htm
  www.freethechildren.com/youthinaction/voices_artwork_letters.htm
Rate the following statements to reflect your personal beliefs. | Rating Scale
---|---|---|---|---|---
1. Some ideas, beliefs and systems are so widespread in our society that it is virtually impossible to change them. | Agree | Somewhat Agree | Neutral | Disagree | Strongly Disagree |
2. As an individual, I have the power to make change in the world through my day-to-day actions. | 1 | 2 | 3 | 4 | 5 |
3. Protests, petitions, letters and email campaigns are ineffective ways to change anything. | 1 | 2 | 3 | 4 | 5 |
4. Change in society, especially major change, has to start with our government. | 1 | 2 | 3 | 4 | 5 |
5. Global issues don’t affect me. | 1 | 2 | 3 | 4 | 5 |
6. Some issues are just too big to change. There is no point worrying about them. | 1 | 2 | 3 | 4 | 5 |
7. I find thinking about global issues depressing. | 1 | 2 | 3 | 4 | 5 |
8. A lot of change in our world has come about because of the actions of individuals. | 1 | 2 | 3 | 4 | 5 |
9. I don’t have to worry about what I do, there are organizations and other people out there working to change things. | 1 | 2 | 3 | 4 | 5 |
10. My consumer choices can impact the living conditions of other people around the world. | 1 | 2 | 3 | 4 | 5 |
11. I can’t make changes in the world, but I can make changes locally. | 1 | 2 | 3 | 4 | 5 |
12. I’m not interested in politics. | 1 | 2 | 3 | 4 | 5 |
13. I feel overwhelmed by the amount of bad news I hear in the media. | 1 | 2 | 3 | 4 | 5 |
14. I would like to know more about world issues. | 1 | 2 | 3 | 4 | 5 |
15. Human beings are wired to be aggressive and violent, so there really isn’t anything we can do. | 1 | 2 | 3 | 4 | 5 |
1. Setting an example is not the main means of influencing others; it is the only means.  
   *Albert Einstein*

2. When spiders unite, they can tie down a lion.  
   *Ethiopian proverb*

3. The chief obstacle to the progress of the human race is the human race.  
   *Don Marquis*

4. Activism is my rent for living on this planet.  
   *Alice Walker*

5. Usually when people are sad, they don't do anything. They just cry over their condition. But when they get angry, they bring about a change.  
   *Malcolm X*

6. He who passively accepts evil is as much involved in it as he who helps perpetrate it.  
   *Martin Luther King, Jr.*

7. Participation in politics is a lifestyle choice; a decision that carries barely more weight with young people than the clothes they wear and the music they listen to.  
   *Jennie Bristow*

8. The cynic says, "One man can't do anything." I say, "Only one man can do anything."  
   *John W. Gardner*

9. Without struggle, there can be no progress.  
   *Frederick Douglass*

10. As you come to know the seriousness of our situation – the war, the racism, and the poverty in the world – you come to realize it is not going to be changed just by words or demonstrations. It's a question of risking your life. It's a question of living your life in drastically different ways.  
    *Dorothy Day*

11. If I can't dance I don't want to be in your revolution.  
    *Emma Goldman*

12. It is not necessary to change. Survival is not mandatory.  
    *W. Edwards Deming*

13. Comfort the afflicted, and afflict the comfortable.  
    *Finley Peter Dunne*

14. If one day UNESCO resolved to involve children in building peace ... it would find them of immense help in infusing new life into this society.  
    *Maria Montessori*

15. Drops that gather one by one, finally become a sea.  
    *Persian proverb*

16. Walking a path of honoring ourselves and the living planet is our responsibility as citizens of the planet, but it is something more as well. It is also a joy and a privilege.  
    *Jon Robbins*

17. It is not just leaders who make history. It is all of us. By our decisions each day we help shape the world, for better or for worse.  
    *David Krieger*

18. Change will only occur when each of us takes up the daily struggle ourselves to be more forgiving, compassionate, loving and above all joyful in the knowledge that, by some miracle of grace, we can change as those around us change too.  
    *Mairead Maguire*

    *Anonymous*

20. Critical reflection is a form of action.  
    *Paulo Freire*

21. Look at a stone cutter hammering away at his rock, perhaps a hundred times without as much as a crack showing in it. Yet at the hundred and first blow it will split in two, and I know it was not the last blow that did it, but all that had gone before.  
    *Jacob Riis*

22. Change your thoughts and you change your world.  
    *Norman Vincent Peale*
Objectives/Expectations

Students will be able to:

- understand the importance of global awareness in moving toward a culture of peace
- examine the extent to which their own attitudes toward change are influenced by new information
- understand that they are involved in global issues by virtue of the choices they make each day
- identify the wide range of actions possible for taking action on an issue
- explore methods to access and evaluate information on other issues of interest

Theme Overview

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Materials Needed</th>
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<tbody>
<tr>
<td>1</td>
<td>Assessing Awareness</td>
<td>● Degrees of Action overhead</td>
</tr>
<tr>
<td></td>
<td>Using coffee production as a case study, students rate their current level</td>
<td>● cartoon on overhead (provided in text of Activity 1)</td>
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<td></td>
<td>of awareness and involvement.</td>
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<tr>
<td>2</td>
<td>Getting the Facts</td>
<td>● Fair Trade Jigsaw case studies (one case per student)</td>
</tr>
<tr>
<td></td>
<td>Students analyze four different perspectives on conventional versus fair</td>
<td>● newsprint and markers for each group of four</td>
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<tr>
<td></td>
<td>trade coffee and understand the difference between the two industries —</td>
<td></td>
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<tr>
<td></td>
<td>both operationally and in principle.</td>
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<tr>
<td>3</td>
<td>Connecting Knowledge and Action</td>
<td>● students’ knowledge continuum (from Activity 1)</td>
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<td></td>
<td>Students reassess their knowledge level on the topic and determine whether</td>
<td>● Degrees of Action overhead</td>
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<tr>
<td></td>
<td>awareness affects the degree of action they would be willing to take.</td>
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<tr>
<td></td>
<td>Students explore the range of actions possible in the fair trade issue.</td>
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<tr>
<td>4</td>
<td>Accessing Information</td>
<td>● newsprint and markers for each group of four</td>
</tr>
<tr>
<td></td>
<td>Students brainstorm about how to access information and differentiate</td>
<td>● Evaluating Websites checklist</td>
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<td></td>
<td>credible sources for online material.</td>
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Activity 1: Assessing Awareness

1. The teacher opens the activity by asking students the following questions.
   a) How many cups of coffee do you think Canadians consume in a year? **15 billion cups.** Of all the beverages consumed in Canada, it is second only to tap water.
   b) How much money do Canadians spend annually on buying coffee to drink at home? **$600 million a year** (plus $42.2 billion annually at coffee shops). Coffee is the second most traded commodity after petroleum.
   c) What percentage of adult Canadians drink coffee every day? **67%**. The average coffee drinker consumes **three cups per day**.
   d) Have you ever had a cup of coffee? (Conduct a class survey.) **57% of people between the ages of 18 and 24 drink coffee on a weekly basis, increasing to 88% of those who are 65 or older.**
2. Students draw a continuous line on a sheet of paper, writing 0 over the left end and 10 over the right end (as per Figure 2.1). Students place an X on the continuum in a location that best represents their knowledge of the fair trade coffee issue, 10 being the most informed.

3. Using the Degrees of Action overhead as a guide, students rate their current level of involvement in the issue of fair trade coffee.

4. The teacher presents the cartoon (Figure 2.2) on an overhead and asks students what they think the image suggests. Students who identified themselves as aware (in step 2) explain to the class what they know about fair trade coffee.

Activity 2: Getting the Facts

Available Online: If you are unable to take the class time to conduct the jigsaw activity below, the Fair Trade Coffee Fact Sheet could be assigned as homework (available for download at www.cultivatingpeace.ca).

1. The teacher divides the class into four equal-sized groups. Each group receives copies (one per student) of one case study (A, B, C or D) from the Fair Trade Jigsaw handout. Within each group, students read through their case study, discuss the corresponding question in pairs and compare their answers with the rest of the group. The teacher explains to students that they are now experts in understanding their particular role in the fair trade jigsaw puzzle.

2. Students in each expert group “number off” (from 1 to ...) and regroup with their peers of the same number in different areas of the room. The new groupings are now made up of four students, each bringing understanding of a different case study. The teacher provides each group with newsprint and markers.

Note to Teacher: If the number of students is not divisible by four, you may wish to provide incomplete groupings with the missing case studies or to double a particular role in a complete grouping.

3. Students introduce themselves (in their assigned roles), explain their situations and complete the following as a group.
   • Create a table listing the differences between fair trade and conventional coffee according to the following criteria: economic security, environment, labour conditions, health, education and family/community relations.

4. Groups share their findings with the class. The teacher creates a class table listing the differences between fair trade and conventional coffee according to the criteria provided. Debriefing follows using the questions below.

Possible Discussion Questions

• What is the impact of moving to fair trade coffee production for the key parties involved?
• Read the following quote from The Coffee Book (by Dicum and Luttinger).

   The coffee in your cup is an immediate, tangible connection with the rural poor in some of the most destitute parts of the planet. It is a physical link across space and cultures from one end of the human experience to the other.

   Identify all of the people that touch the coffee bean from the field to your coffee cup in both conventional and fair trade coffee production. (Draw a diagram as a class.)
• How does the issue of coffee farming relate to the preconditions for peace outlined by the Hague (see Theme 1, Activity 2)?
• Do fair trade products need to cost more for consumers? If so, are you prepared to pay more?
Considering the paths of conventional and fair trade coffee, how much of the cost of a $3 cup of coffee do you think goes to the farmer in each case? (Conventional cup: 33 cents [11%]; fair trade cup: 84 cents [28%]) Where do you think the rest of the profits go?

What do you think would make fair trade coffee more accessible? (It is important to point out that with greater consumer demand it would no longer be treated as a specialty item.)

What is the possible impact of increased consumer knowledge on the issue? Do you see any potential problems in large-scale consumer demand for fair trade coffee?

What degree of action is Joanne involved at with regard to the fair trade coffee issue?

Available Online: An alternative solution for the issue of conventional coffee farming is outlined in the article “A Little Aid Goes a Long Way in Uganda,” posted online with questions at www.cultivatingpeace.ca. This could be used as an out-of-class assignment.

Information used to create materials in this activity was collected from:

- www.maketradefair.com
- www.sustainableharvest.com
- www.equiterre.qc.ca/english/coffee
- www.sustainableharvest.com
- www.transfair.ca
- www.globalexchange.org/economy/coffee

Common Grounds: Giving Coffee a New Flavour (video by Vision TV, 1998)

Activity 3: Connecting Knowledge and Action

1. After forming small groups, students use the Degrees of Action overhead as a guide and brainstorm actions that could be taken to support fair trade coffee. As a class, students can create a Degrees of Action banner with actions inserted for each level of involvement.

Available Online: A completed sample of a Degrees of Action banner using actions relating to fair trade coffee is available for reference at www.cultivatingpeace.ca.

2. Students individually revisit both the awareness continuum and their Degrees of Action rating from Activity 1, and rate their current position on the knowledge continuum as well as the level of action they would be comfortable taking in the future concerning the fair trade coffee issue.

Possible Discussion Questions

- Do you think there is a connection between personal awareness and personal action? If so, how are they related?
- What role does the expansion of knowledge play in global change (e.g., reduction of CFCs, cessation of human rights abuses in certain areas, development of alternative fuel, the growth of organic food products)?
- What type of actions do you think make the most difference? Is becoming a leader or immersion the ideal? (It is important to get at the concepts that ALL actions make a difference and that all types of actions are interdependent, working together to create change.)
- How do you think people go about making changes in their lives? Is involvement a case of “all or nothing?”
- Is being “unaware” a form of action? (Try to get at the difference between not being exposed to information and choosing to avoid an issue.)
- Is it necessary for each of us to strive to be a leader? Do we all have the potential to be leaders in some way (e.g., setting an example, expressing our views to peers)?

Activity 4: Accessing Information

1. Students form groups of four for a round-table discussion. Each group receives two sheets of newsprint, and each student in the group gets a different colour marker (for individual accountability). The teacher gives groups a maximum of 10 minutes to brainstorm about the following and record their thoughts on a sheet of newsprint.

- List as many sources of information as you can that would help you find out more about local and global issues.
2. The class discusses group results, posting them in the classroom for future reference.
3. Staying in their groups, students use a “Plus, Minus, Interesting” strategy to respond to the following question on the other piece of newsprint.
   • How do you think the Internet has affected awareness of global problems?
   Students divide the page into three columns entitled “Plus,” “Minus” and “Interesting,” recording the positive and negative influences in the first two columns and other observations in the last column. Class discussion follows.
   
   **Note to Teacher:** It is important that students understand that, although the Internet has enhanced awareness of global problems, it has also been a forum for hate propaganda and racism. Overloaded with information, Internet users often find it difficult to differentiate fact from opinion. In addition, the “digital divide” raises further concerns regarding global inequities.

4. Students form pairs and develop a list of criteria that would help them evaluate the credibility of online information. The teacher records a criterion from each pair until all responses are included in a class list.
5. The teacher distributes an *Evaluating Websites* handout to each student, and the criteria from the collective class list are compared with the criteria presented in the handout.

**Assessment/Extension Opportunities**

**Journal Reflection**
- Reflect on the following quote by Martin Luther King, Jr.

> When we arise in the morning, we go into the bathroom where we reach for a sponge which is provided for us by a Pacific islander. We reach for soap that is created for us by a European. Then at the table we drink coffee which is provided for us by a South American, or tea by a Chinese, or cocoa by a West African. Before we leave for our jobs we are already beholden to more than half of the world.

**Analysis**
- What are some of the benefits and drawbacks to living in a global village?

**Research**
- Take inventory of the location of production for five items/products you use every day (*a combination of clothing, food, electronics, etc.*) For one of the items, research the labour conditions in the country of production. How much did you pay to buy it? What is the average wage in the source country? What are the labour/social/economic conditions in that country?
- Research other fair trade products such as chocolate, bananas, crafts, tea or flowers.

**Available Online:** The Global Trivia Reference List (relating to Theme 3, Activity 1) contains some excellent data sources that could be used in student research, including the Human Development Report by the United Nations Development Programme. The list can be downloaded from [www.cultivatingpeace.ca](http://www.cultivatingpeace.ca).

- In order to best understand the fair trade alternative, you should be able to compare it with the dominant model of free trade. What is free trade? What are the key benefits and criticisms surrounding it? Which agreements has Canada signed? Who are the leading trade partners in the agreements that Canada has signed?

**Note to Teacher:** For an in-depth exploration of issues relating to free trade, please refer to Cultivating Peace in the 21st Century, Lesson 6, as well as the companion NFB video segment, the View From the Summit.

See page 66 for a complete outline of Module One.

**Outside the Classroom**
- As a class, undertake a project to assess the sources of coffee available in your school or community. Develop a process to record the country of origin for the coffee available at local retail outlets, whether the coffee is fair trade or organic, employee awareness of fair trade coffee and the price of the coffee served.
- Create an information package to leave with retailers who have no knowledge of the problems associated with conventional farming. Excellent resources are available for download from the sites listed at the end of Activity 2.
On the Radar Screen
You have heard about an issue, but you have made no effort to find out what it is all about (e.g., you are familiar with the term “sweatshop”).

Gathering Information
You are making some effort to find out more information on the issues involved (e.g., by reading the paper, watching a documentary, listening to people talk about their opinions, reading an alternative magazine, visiting a website).

Making Changes in Your Personal Daily Activities
You are making some effort to make a difference or contribute to the solution in a way that you can incorporate into your daily personal choices (e.g., by using a car less often, making informed purchasing decisions, not participating in racist jokes, donating to charities).

Going Public and Influencing Others
You will move beyond personal behaviour to try to bring about change in others (e.g., by writing letters, signing petitions, speaking up when someone tells a racist joke, asking retailers to sell items produced under fair working conditions).

Working With Others
You are willing to make a larger commitment to an issue or issues by joining with others to act for change (e.g., by becoming an active member of Amnesty International, working for an organization to raise funds for a cause, creating a website for an organization).

Becoming a Leader
You are willing to take on a commitment to help educate and organize others for action (e.g., by running a workshop on human rights abuses, organizing fundraising events, leading a social movement).

Immersion
You have a strong level of commitment to social justice that guides virtually all your actions. All your life decisions are consciously made so that they support the issues of concern (e.g., your career choices are based on the ethics of a particular company or their record of human rights protection, your holidays are used to travel to “hot spots” around the world to provide aid, all your housing materials are environmentally friendly and you use alternative power sources to generate electricity).
Case Study A: Juan
My name is Juan. I have lived my entire life in a small rural village in Nicaragua where coffee is pretty much the only crop grown. Like my parents and their parents, I am a coffee grower. Eighty percent of my country’s export revenue comes from coffee. It has always been very difficult to make a living, but since the price of coffee hit a record low, what has happened to my family and my village is almost unbearable.

I work on a plantation owned by a rich landowner from the city — we call him “El Jefe” [the boss]. He takes the coffee beans to the city, where they are passed on from exporter to broker to importer … so many middlemen — so little money for us. It is exhausting and tedious work, and we make less than $3 per day. When harvesting coffee, each bean must be hand-picked. About 3500 beans are needed to produce one pound of roasted coffee, which sells for just 50 cents a pound in today’s marketplace. We manage to pick about a hundred pounds on an average day, but still I can’t feed my family. My wages have dropped in half since 1989, and now my wife, my mother and my three children are all working to help pick and sort the beans. My children have not attended school in over a year. We can’t afford to lose the labour and I couldn’t pay for books anyway. Without an education, my children have no chance of making a better life for themselves. They will be lucky just to survive. My daughter got very sick last year. She almost died. There are no medical facilities in our village, and I didn’t have the money to pay for medication even if we could have gotten it.

It is not just the poverty. In order to reduce production costs, El Jefe uses factory-farming methods that involve clear-cutting the land and using heavy pesticides — dangerous chemicals. I am very worried for the health of my family and my friends. I tried moving to the city to earn money to send back to my family. I ended up begging for food in the streets with hundreds of other coffee farmers just like me. All the time I knew that my wife and children were working twice as hard at home without me. I don’t know how much longer my family and my community can survive.

Question
• What are some of the direct and indirect effects of conventional coffee farming? Make sure to address the environmental, social and political implications.

Case Study B: Rosa
My name is Rosa. I live in Costa Rica and I come from a family of coffee growers. Over the past decade, my plantation has evolved into one of the few democratically run co-operatives in the region. When I think back to the poverty and fear we used to face, I am amazed at how far we have come. It started when a certified fair trade supplier from the United Kingdom approached us in the early 1990s. Before then we had always sold all of our beans to greedy coyotes, who would barely pay us and would resell our produce to exporters in the city for a higher price. We were amazed when the foreigners spent time in our village getting to know us and proposed a long-term partnership. They said we would be paid a fair price for our beans (or a “living wage” as they called it) if we agreed to certain conditions. Now we get US$1.26 per pound compared with the 60 cents a pound we were making in traditional farming. We get paid extra to grow organic beans.

We had to learn so many new things, but our supplier supported us with initial training to get us started. If we wanted the premium given for organic beans, we had to learn new farming methods like composting, crop rotation and how to phase out chemicals. We learned to grow a range of different things, like fruit trees, to protect the soil and help us become less reliant on coffee. We also learned other aspects of the coffee trade beyond the initial production. We started to weigh and cost the coffee ourselves, transport it to the city (where many of us had never even been!) and ship it directly to our importer overseas who roasts it and distributes it to retailers. We set our village up as a democratically run co-operative. Members of each family unit now attend monthly meetings to make important community decisions. With the steady income we’ve been enjoying, we have been able to pool money and build a school and a medical facility. Many people now live in real houses instead of mud huts. Becoming part of a fair trade co-operative has changed everything for my family and my village.

Question
• What are the direct and indirect benefits of fair trade? Make sure to address the environmental, social and political implications.
Case Study C: Joanne

My name is Joanne and I live in Vancouver. I started up my own business as a fair trade coffee importer, roaster and distributor. I used to work for a non-governmental organization involved in international development, where I became concerned with the whole fair trade issue. I learned about the labour conditions behind coffee production and came to believe that my desire to buy a cheap cup of coffee should not mean that other human beings and communities are forced to live with abject poverty and environmental devastation. Unlike a lot of other issues, it seemed there was a viable solution to the problem through fair trade coffee. I was sure that, in time, the concept would catch on with consumers. I decided to start up my own fair trade importing business, beginning with coffee and hopefully expanding into other products like chocolate, sugar and bananas.

I travelled to coffee-producing communities across South America and Africa, where I met with the locals and learned a great deal. There was a real enthusiasm among the villagers for the partnership criteria I proposed. I would only work with democratically run co-operatives; workers would be paid a living wage and provided with credit when needed; working conditions would be safe and equitable; workers would have the security of long-term contracts; and workers would adopt environmentally friendly farming methods. These criteria were based on the fair trade principles outlined by Canadian licenser Transfair, who audits my operations and whose stamp of approval is found on all the bags of coffee that I sell to local retailers.

I really love the work that I do and feel that I am much more in the business of “difference making” than profit making. Together with the retailers to whom I distribute, I am part of a growing movement for responsible consumerism that is gaining momentum in Canada. In the last few years alone, the quantity of roasted fair trade coffee sales has multiplied from 47,411 pounds in 1998 to 937,000 pounds in 2001. Canadian consumers are now making informed, ethical purchases and getting a great cup of coffee that does not contain the sweat of exploited workers.

Question

- Record the key principles underlying fair trade and brainstorm about the rationale for each one.

Case Study D: Richard

My name is Richard and I am a senior executive at one of the largest coffee companies in North America. It has become a household name thanks to our great tasting roasts sold at reasonable prices. All of our beans are hand-picked by villagers in Colombia, Mexico, Guatemala, Kenya, Sumatra … the list goes on. I have never been to any of these countries myself, but I am told that our workers are very satisfied. I know their livelihoods have been a little insecure over the past couple of years, but fluctuating market prices impact everyone. At least we're creating jobs, and most of these countries earn 80% of their export revenues from the coffee industry alone. Lately our company has been targeted with a lot of negative publicity from anti-globalization activists who are critical of free trade. They accuse us of not paying our growers in the south enough money, but they don’t seem to realize that we’re paying them the best we can. Consumers in North America drink a lot of coffee and they demand affordable prices. We can only charge what the market will bear. Besides, it costs a lot of money to market, distribute, package and transport the coffee here in Canada. We employ a lot of people. That doesn’t even include all of the middlemen in other countries that get a piece of the action … It’s not as if that money goes into our pockets.

We have begun some internal discussions in our company about starting a certified fair trade line of coffee covering 2% of the beans we import. It would be a lot of extra work and expense for us to start sending company representatives out to the field in person to monitor working conditions and to open our doors to third party monitors from licensing bodies. And think of all those middlemen we’d be suddenly bypassing — are their jobs not important? I think we’ll do it for one line of organic beans (another trend in high demand) to test out the waters and remain at the forefront of new developments in the industry. The fair trade movement really does seem to be exploding, especially in Europe, where over 130 brands of fair trade coffee are sold in over 35,000 supermarkets.

Questions

- From a business perspective, what are the pros and cons associated with moving into the fair trade market? What are the key factors and considerations that guide you?
All websites are not created equal. Building awareness of issues includes evaluating the accuracy and content of the information presented. The Internet is a great tool, but the freedom and ease of posting information means that information may be unsubstantiated. Print sources are not immune. These criteria will help you determine their value as well.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td><strong>Be suspicious</strong></td>
<td>• Think thrice before using any Web page without a date, without a named author or that might by any chance be a product of plagiarism.</td>
</tr>
</tbody>
</table>
| **Determine the purpose** | • Is the purpose of the site stated?  
• Is the information intended to inform or teach or is it, like many websites, intended to sell, persuade or entertain?  
• Does the site’s focus match your research needs?  
• Is the information too technical or, on the other hand, too basic? |
| **Ask questions** | • Apply the 5W method (who, what, where, when and why) to check the strengths and suitability of the website. |
| **Determine who developed the site** | • What person or organization is responsible for the site?  
• Are there any credentials listed?  
• Is the person or the sponsoring organization an authority on the topic?  
• Is there contact information for the author or the organization?  
• Do other websites trust this site enough to link to it? *(Check by entering the Web address of the site into a search engine as follows: link:www.thenameofthesite.)* |
| **Check accuracy** | • Where does the information come from?  
• Are there references or footnotes?  
• Can you verify the sources from an independent source? |
| **Check “freshness”** | • When was the information posted?  
• When was it last revised? |
| **Look for bias** | • If the site offers opinions, are they supported with evidence?  
• Does the site make sweeping statements or rhetorical comments?  
• Is the site promoting a certain organization? Is it reputable?  
• Is the site an advertisement disguised as information? |
| **Evaluate links** | • Are links offered?  
• Are they organized and relevant?  
• Are they current?  
• Do they appear to be reputable? |
| **Other** | • |
Objectives/Expectations

Students will be able to:

- build understanding around a variety of global issues
- examine their own perspectives on what issues require action and who is responsible for creating and implementing solutions
- practise peace processes through group co-operation, consensus building and negotiation
- explore barriers to taking action and conditions that encourage participation
- compare their personal challenges and concerns regarding taking action with those of youth across Canada

Theme Overview

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Materials Needed</th>
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<tbody>
<tr>
<td>1</td>
<td>Global Trivia</td>
<td>❑ Global Trivia handout</td>
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<td></td>
<td>Student awareness of world issues is challenged through a global trivia game with facts addressing the preconditions necessary for a culture of peace.</td>
<td>❑ markers and recycled paper for each team</td>
</tr>
<tr>
<td>2</td>
<td>Priority Issues and Responsible Parties</td>
<td>❑ newsprint and markers for each group of four</td>
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<td></td>
<td>Students explore their own perspectives on what needs to be changed in the world and who is responsible for making those changes.</td>
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<td>3</td>
<td>Barriers to Action</td>
<td>❑ Barriers to Action overhead</td>
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<tr>
<td></td>
<td>Students explore factors that inhibit youth from becoming involved and compare their responses with those of other Canadian youth.</td>
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<tr>
<td>4</td>
<td>Conditions Supporting Involvement</td>
<td>❑ The 12-Step Plan for Recovering Apathetics overhead</td>
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<td></td>
<td>After analyzing a youth involvement campaign, students brainstorm about conditions that encourage youth participation and work in groups to create and present infomercials or advertising campaigns on overcoming barriers to taking action.</td>
<td>❑ Supporting Action overhead</td>
</tr>
</tbody>
</table>

Activity 1: Global Trivia

Note to Teacher: Based on course content, teachers can choose from the selection of questions provided and use as many/few items as time permits. Students are not expected to know many of the answers; the point is to process the facts presented (both negative and positive) and raise awareness of global issues and the potential for change. Students are encouraged to react and ask questions.

1. Students form three to five equal-sized teams and sit together. Each team receives markers and paper from the recycling bin.
2. Using the Global Trivia handout, the teacher asks a question and gives each team 30 seconds to consult and write a group answer on a sheet of paper. When the time is up, teams hold up their answers, and the correct (or closest to correct) answer is awarded 100 points. Discussion of each question follows and is supplemented by the additional material provided. At the end of the game, all points are tallied and the winning team is congratulated.
3. The teacher distributes the *Global Trivia* handouts, asking students to work in pairs to determine:
   - the most surprising fact they learned
   - the fact that motivates them the most
   - the fact they find most positive
   - the fact that causes them the most concern

4. Class discussion follows using the guiding questions below.

   **Possible Discussion Questions**
   - How are these facts related to the creation of a culture of peace?
   - If more people were aware of these kind of statistics, would it help to instigate change?
   - How does it feel to hear this type of information?
   - Are there any issues surrounding the presentation of facts and statistics? What are they (e.g., context, year, source, comparison facts, definitions used)?

   **Available Online:** All references for the statistics provided are available at www.cultivatingpeace.ca. As an extension activity, the reference list can be handed out and reviewed with the class, highlighting some key sources of concrete, reliable data for research projects.

### Activity 2: Priority Issues and Responsible Parties

1. Students form groups of four and brainstorm responses to the following question on a sheet of newsprint:
   - What are the top five issues that need action in the world today?

2. Each group presents its work to the class, explaining the decisions made and responding to questions raised. The teacher records all issues presented on the board.

3. After the class discussion of group presentations, students vote to create a class list of the top five issues ranked according to the total votes received for each issue.

   **Note to Teacher:** To conduct a priority vote, give each student a strip of paper marked as per Figure 3.1. Ask students to fill in their top five issues (in order of priority) and submit their votes. Record the point values under the appropriate issue and tally the points to choose the top five for the class.

   **Figure 3.1**

<table>
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<tbody>
<tr>
<td>25 points</td>
<td>20 points</td>
<td>15 points</td>
<td>10 points</td>
<td>5 points</td>
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</table>

4. Returning to their groups, students are assigned one of the five issues, which they write in a circle in the centre of a sheet of newsprint. Groups brainstorm to identify all parties they think have responsibility in addressing the assigned issue, writing their responses in the space surrounding the main circle. *(Include the sixth priority item if student numbers require it.)*

5. Students then assign a level of responsibility to each party listed — drawing a rectangle around *highly responsible* parties, a triangle around *somewhat responsible* parties and an underline below *slightly responsible* parties. Each group shares its responses with the class until the teacher has compiled a full list of all parties mentioned on a flip chart.

   **Possible Discussion Questions**
   - Was it difficult to reach consensus on the top five issues? Why or why not?
   - How did the process of reaching consensus within your groups compare with the process of voting as a class? What benefits can you see for each strategy of making decisions?
   - Were the parties named as responsible the same or similar for all issues? Why or why not?
   - What is the role of the individual in addressing these issues?
   - In what ways are the actions of individuals related to the actions of other organizations, groups, governments, corporations or authorities listed as having responsibility in addressing the issues (e.g., through voting, lobbying, boycotting, donating, volunteering, etc.)?
   - Would the list change if you were asked for the top issues facing Canada? Your community?
Activity 3: Barriers to Action

1. The teacher asks students to consider the following question.
   • If we recognize that problems exist and we understand that we have some responsibility for the solution, why is it sometimes difficult to get involved?
2. Students join with a partner, discuss and answer the following questions.
   • What barriers do youth face in becoming involved in making changes to improve the world?
   • Why might youth choose not to take action on the priority issues identified by the class (in Activity 2)?
3. After students have had time to discuss their responses, the teacher asks them to share their ideas and records them on a sheet of newsprint (or an overhead) titled “Barriers to Taking Action.” The idea is not to debate the points raised, but to let students express their opinions on what they feel blocks their participation.
4. The recorded class responses are compared with the Barriers to Action overhead.

Possible Discussion Questions

• How do the lists compare? Are you surprised at any of the barriers listed by other youth?
• How do you explain the contradiction in listing both “too much information” and “lack of knowledge” as barriers to action?
• Do you agree that youth are stereotyped as irresponsible and uninterested? Why or why not? (By the year 2025, half of our world’s population will be under 25 years of age.)
• How do you think a culture that supports individualism and consumerism might be a barrier to taking action? Do you feel pressured by this cultural norm?
• Do you feel that youth are powerless in our culture? Do you feel that you have a voice in your family, school, community or country, or at a global level? If not, what would have to change for youth voices to be heard? (In a 2000/2001 Health Canada online survey of 1,469 youth, 51% of teens thought that they were rarely or never listened to.)
• Research indicates that youth who believe that war is an intrinsic part of human nature are less likely to take action to work for peace. How do your beliefs affect your willingness to act?

Note to Teacher: This research (by David Adams and Sarah Bosc) is available at www.culture-of-peace.info/myth/title-page.html. Clicking on the “Adams Home Page” icon will allow you to link with the Seville Statement on Violence, a document by leading scientists whose research has found no evidence that human beings are predisposed for violence or war.

Activity 4: Conditions Supporting Involvement

1. The teacher introduces the Anti-Apathy organization/campaign as one outlet for removing barriers to youth involvement. The teacher shows The 12-Step Plan for Recovering Apathetics and asks students to identify the barriers addressed (from Activity 3).
2. Students pair up to consider the following question.
   • What do you think would help youth to become involved? (If the students get stuck, it may be useful to use the barriers as prompts.)
3. Student responses are discussed and recorded on newsprint or the board, then compared with the factors listed on the Supporting Action overhead.

Possible Discussion Questions

• Has the Internet changed how youth can become involved? If so, how?
• What can adults do to support youth in becoming involved in social issues? What can schools do? What can governments do? (In a recent study by TakingITGlobal, 64% of youth felt that they lacked support from adults and 51% “strongly agreed” or “somewhat agreed” that youth have little impact on decision making.)
• Do you need to be personally affected by an issue to become involved? Why or why not?
• What job skills can you gain from working with an organization for change? What other types of involvement could help you develop job-related skills?
Assessment/Extension Opportunities

Journal Reflection

- Many student activists talk about getting involved because they became friends with people who were active in a variety of issues. Reflect on the importance of peer groups and social contacts in whether or not youth decide to participate in social issues.
- What is your response to the following statement by Adam Chaleff-Freudenthaler, a student peacemaker?

  *It is my belief that student/youth apathy doesn’t exist. It is the resources and willingness to educate that is lacking.*

Available Online: To download the full interview with Adam, go to www.cultivatingpeace.ca.

- Do you think our culture values individuals who are committed to working for change? How does this support or undermine youth taking action?
- Reflect on the following quote by Senegalese ecologist Baba Dioum.

  *In the end we will conserve only what we love. We love only what we understand. We will understand only what we are taught.*

  Do you agree with this message? What are its implications?

Research

- Research a non-governmental organization and find out how it got started, how many volunteers it uses, whether the actions and issues addressed are local, national or global in scope, etc.
- Choose one fact from the Global Trivia handout. Find five websites related to the fact presented. Evaluate the sites using the criteria in the Evaluating Websites handout (on page 25). Identify and research the issue (or issues) involved and determine five actions you personally could take to address the underlying causes.

Class Project

- Students can create their own global trivia game by collecting facts from websites they have evaluated. Each student or group of students can contribute questions with answers and source references. The trivia game can be run in the cafeteria at lunch or as part of an auditorium presentation.

  Note to Teacher: Additional facts are available on the State of the Earth posters, part of the Seeds of Change poster series included with this resource.

Outside the Classroom

- Assess what actions organizations could take to encourage youth participation and ensure that the voices of youth are heard. Write letters requesting specific support for youth engagement, addressing one of the following: schools, municipalities, provincial governments, federal governments, media (letter to the editor), global institutions (e.g., the United Nations) or other organizations (e.g., churches, non-governmental organizations).
- Individually, or as a group, create a submission for the Butterfly 208 contest (written, visual art or multimedia) that demonstrates an understanding of a global issue as well as possible actions that you could take that would have positive impact. For a complete checklist of criteria, visit www.bp208.ca/contest_checklist.php.

  Note to Teacher: In 1963, meteorologist Edward Lorenz developed a theory known as the “Butterfly Effect” when he postulated that the air disturbance caused by one flap of a butterfly’s wings (in Brazil) has enough force to trigger a storm somewhere else in the world (Nunavut, for instance). This theory has been integrated into a national contest by the Canadian International Development Agency called “Butterfly 208: One flap. Global impact.” Students are encouraged to create a written or visual response to a global issue, and entries can be submitted by individuals or groups. Teachers and schools can also win prizes for supporting the submission of the most entries.
### Questions

1. What percent of the world’s population is living in poverty (surviving on less than $1 per day)?
   - **Almost 20% (1.2 billion people).** 800 million people worldwide are suffering from hunger, and 35,615 children die from starvation every day.

2. What was the estimated world population at the end of 2003?
   - **6.3 billion.** It grew from 6.2 billion people at the beginning of 2002. At that time 61% were Asian, 13% African, 12% European, 8% Latin American, 5% North American and 1% from Oceania.

3. How many wars were fought in the 20th century?
   - **250.** At least 110 million people were killed, and 90% of those were civilians. In 2001, 37 armed conflicts took place in 30 countries — 75% of those had started over a decade before.

4. What percent of the cost of a pair of athletic shoes sold in North America is paid in wages to the Indonesian factory workers who make the shoes?
   - **0.4%.** 50% goes to retail stores, 33% to the shoe company, 5% to transport and taxes, and 11.6% to the factory and materials. The average hourly salary for Nicaraguan apparel workers is 23 cents (though the minimum wage for the country is 80 cents per hour).

5. Fill in the blank: The average North American consumes ___ times more natural resources than the average African or Asian consumer.
   - **Almost seven.** A child born in North America or England consumes, wastes and pollutes more in a lifetime than 50 children in a developing country. We would need four earths to supply the resources if everyone lived a North American lifestyle.

6. For every five Canadian women, how many are living below the poverty line?
   - **One.** 54% of these women are single mothers, 43% are Aboriginal women, 37% are women of colour and 48% are recent immigrants. The poverty line is defined (in relative terms) by Statistics Canada as families living in “straitened circumstances,” spending from 60% to 70% of their income on food, shelter and clothing.

7. What is the cause of death for more than 2.2 million people each year (the majority of whom are children living in developing countries)?
   - **Diseases related to lack of clean water (such as diarrhea).** Almost 20% of the world’s population lacks access to safe drinking water. Nearly 40% lack minimal sanitation services to sterilize contaminated water. 6,000 children die each day of diseases that could be prevented by improved water and sanitation. In 2000, seven people died in Walkerton, Ontario, from water infected with E. coli.

8. For every six of the world’s adults, how many are illiterate?
   - **One.** The vast majority of the world’s illiterate are women (549 million in 2002). Of the 113 million children not enrolled in primary school around the world, 60% are girls. The literacy rate for low-income countries in 2003 was 63%. For most developed countries, the rate is at least 99% (100% in Norway).

9. How many children around the world are currently participating in armed conflict?
   - **300,000 children (some as young as 8 years old).** 400,000 children die each year from wars and related causes. In the last decade alone, 2 million children have been killed, over 1 million orphaned, 6 million seriously injured or permanently disabled, 12 million left homeless and 10 million psychologically traumatized.

10. What contested ingredients make up 75% of all prepackaged food?
    - **Genetically modified substances.** The fastest growing sector of the world’s agricultural economy, however, is organic farming.

11. How many people worldwide demonstrated against the war in Iraq in February 2003?
    - **Approximately 6–10 million in 60 countries.** These were the largest demonstration since the Vietnam War. Among the larger rallies were about 1.3 million people in Barcelona, 1 million in London, 150,000 in Montreal and 80,000 in Toronto.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers and Notes</th>
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<tbody>
<tr>
<td>12. What is the estimated number of active landmines in the world today?</td>
<td>Over 80 million are scattered across 68 countries. Someone is killed or maimed by a landmine every 22 minutes, totalling more than 20,000 people each year. Good news: Over 141 states have signed onto an international campaign to ban landmines, destroying 31 million stockpiled weapons since 1999.</td>
</tr>
<tr>
<td>13. How many years would it take for the ozone hole to recover if we continued to reduce our CFC production at the same rate?</td>
<td>50 (not very long!). Production of CFCs has decreased by 81% over the past decade. Recent research, however, indicates that the rate of reduction has slowed. The world’s military forces are responsible for more than two thirds of the CFCs released globally.</td>
</tr>
<tr>
<td>14. Name a major cause of global warming that has reached its highest level in 420,000 years.</td>
<td>Carbon dioxide. Because of global warming, glacial and ice sheets worldwide are melting, the world’s coral reefs are dying and the sea levels rose 10–20 cm in the 1990s. 5% of the world’s population lives on small island nations that face physical extinction from rising sea levels. Every person who replaces a weekly 20-mile car ride with telecommuting, biking, etc. can help reduce annual carbon dioxide emissions by nearly a thousand pounds.</td>
</tr>
<tr>
<td>15. In 2003, what was Canada’s ranking worldwide in water use per capita?</td>
<td>Second. Only the US consumes more water per capita. And at the turn of the millennium, Canada ranked fourth in energy consumption, seventh in carbon dioxide emissions and fifth in solid hazardous waste generation.</td>
</tr>
<tr>
<td>16. What percent of the world’s fisheries are fully fished or overfished?</td>
<td>70%. But for every 1,000 of us who stop eating shrimp, we can save more than 12,000 pounds of sea life per year (and for every 1,000 who replace one beef meal per week, we can save 70,000 pounds of grain and topsoil).</td>
</tr>
<tr>
<td>17. How many people died of AIDS in 2003?</td>
<td>3 million (the highest recorded since the first clinical evidence in 1981). Every day 14,000 people get infected. 40 million people are living with HIV worldwide; 28.5 million of those are in Africa, where there are at least 12 million AIDS orphans, and in some areas more than 40% of pregnant women are infected. Only 1% of those with HIV/AIDS in Africa have been treated with antiretroviral drugs. In addition to pledging up to $100 million over the next five years to the war against AIDS, Canada has been a leader in attempting to make cheaper generic drugs available in AIDS-stricken areas.</td>
</tr>
<tr>
<td>18. What do the world’s poorest countries spend more money on than on health and education?</td>
<td>Debt repayments to the richest countries. Brazil, Russia, Mexico, China and Indonesia each owed over $150 million in 1998. Poor countries first got into debt back in the 60s and 70s when they took out loans from banks, individual countries and groups of countries through the International Monetary Fund (IMF) and the World Bank. Good news: Between 1998 and 2001, Canadians joined millions of global citizens in a campaign for debt cancellation.</td>
</tr>
<tr>
<td>19. What is the average life expectancy in Sierra Leone?</td>
<td>34.5 years (compared with 79.2 in Canada). Sierra Leone is recovering from a catastrophic civil war connected to the country’s diamonds. Multinational corporations operating in the region have been targeted worldwide for the exacerbation of this conflict, and diamonds from Sierra Leone have become the subject of international boycotts.</td>
</tr>
<tr>
<td>20. What amount of money worldwide is spent yearly on the military?</td>
<td>$850 billion. Governments around the world have spent $10 trillion on armaments since 1990. $400 billion is spent annually on cigarettes, $40 billion on golf. Sending every child in the world to school would cost $7 billion — the world spends this amount in military expenditures every three days.</td>
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</table>
### Questions

<table>
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<tr>
<th>Questions</th>
<th>Answers and Notes</th>
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<tr>
<td>21. Fill in the blank: Out of every 100 children worldwide, ___ are child labourers.</td>
<td>16. There are 246 million child labourers worldwide (under age 18); 186 million are under 15 with some as young as 5. Good news: In less than three years, 132 countries have ratified a convention by the International Labour Organization to eradicate child labour.</td>
</tr>
<tr>
<td>22. What percent of the global population uses the Internet?</td>
<td>6.7% in 2000. 57% of Canadians and 55.6% of Americans use the Internet, but only 0.4% of sub-Saharan Africans and South Asians are online. In 2002, 7% of the population had a computer. Only 40% of the world’s population has electricity.</td>
</tr>
<tr>
<td>23. How many of the world’s 100 largest economies are transnational corporations?</td>
<td>50. The 10 largest transnational corporations have a higher income than 100 of the world’s poorest countries. Many have larger corporate sales than some developed countries.</td>
</tr>
<tr>
<td>24. How many commercials does the average child see each day?</td>
<td>About 55 (an average of 20,000 per year). Global spending on advertising reached $446 billion in 2002 (more than half spent in US markets).</td>
</tr>
<tr>
<td>25. Name a country with no armed forces.</td>
<td>Costa Rica, Panama, Iceland, Hong Kong, Haiti, Samoa, Swaziland, Solomon Islands, St. Kitts and Nevis, Dominica, Grenada, Saint Lucia, St. Vincent and the Grenadines, Maldives, Bhutan, Comoros, Sao Tome and Principe, Vanuatu, and Mauritius (in 2001).</td>
</tr>
<tr>
<td>26. What percent of Canadian women have experienced at least one incidence of sexual or physical violence?</td>
<td>51%. Of all Canadian women who were sexually assaulted, 77% were assaulted by men they knew. From April 1999 to March 2000, there were approximately 100,000 admissions to 448 shelters for abused women across Canada. Eight in 10 Aboriginal women reported having experienced violence.</td>
</tr>
<tr>
<td>27. What deadly toxins poison up to 3 million people a year?</td>
<td>Pesticides. More than 200,000 of those people die. The vast majority of victims are agricultural workers in developing countries growing crops for export.</td>
</tr>
<tr>
<td>28. Which non-renewable pollutant will Ontario be phasing out by 2007?</td>
<td>Coal. New sources of energy such as wind (the fastest growing energy source) will be able to provide up to 20% of Canada’s electrical requirements with no air emissions.</td>
</tr>
<tr>
<td>29. How many of the world’s nearly 200 countries hold multi-party elections?</td>
<td>140 in 2002 (more than any other time in history). Since 1980, 81 countries have taken steps toward democratization, with 33 military regimes replaced by civilian governments. Yet only 82 countries (57% of the world’s population) are fully democratic.</td>
</tr>
<tr>
<td>30. What will 60% of playground bullies have by the age of 24?</td>
<td>Criminal convictions. Other long-term effects experienced by bullies include gang involvement and substance abuse.</td>
</tr>
<tr>
<td>31. How many countries have declared nuclear weapons capacity?</td>
<td>Seven (China, India, Pakistan, France, United Kingdom, Russia and the US). Israel is undeclared and Iran and North Korea are suspected. Over 34,000 nuclear weapons still exist. 44 countries possess nuclear reactors. Good news: South Africa, Brazil, Algeria, Ukraine, Belarus, Kazakhstan, Libya and Argentina have ended their nuclear weapons programs.</td>
</tr>
<tr>
<td>32. What percent of mammals are threatened with extinction?</td>
<td>24% (along with 12% of the world’s birds). The current rate of species extinction is 1,000 to 10,000 times higher than the natural background rate, as a result of human-related factors.</td>
</tr>
<tr>
<td>33. 78% of what group of kids are bullied at school?</td>
<td>Kids who are gay — or who are thought to be gay. Gay youth are far more likely than non-gay youth to drop out of school or commit suicide. 5% of teenagers said that they would stick up for their peers who were targets.</td>
</tr>
<tr>
<td>34. What group of Canadians has the highest unemployment rate in Canada?</td>
<td>Aboriginal people (followed by foreign-born visible minorities, then Canadian-born visible minorities). Among university graduates, Aboriginal people are four times as likely to be unemployed as Canadian-born people who do not belong to a visible minority.</td>
</tr>
</tbody>
</table>
Youth in Canada reported the following barriers to becoming involved and working for change.

- A lack of financial resources
- Feelings of powerlessness, inability to change things
- Not knowing how to become involved
- A lack of knowledge
- Low interest and motivation
- Stereotypes of youth as irresponsible, uninterested
- Time restraints and competing priorities
- A lack of leadership and visible results in some organizations
- Information age paralysis — too much information
- A culture that values consumerism and individualism — being socially conscious puts you out of the norm

Results were compiled from:

  The project was coordinated by the United Nations Association in Canada and involved 1,339 youth across Canada between the ages of 15 and 24. For complete survey results, please visit www.unac.org/youth_sd/youth_e/youth_survey.asp.

- *Social Vision: Young Adult Perspectives on Social and Civic Responsibility,* a 2001 D-Code Inc. survey commissioned by the Canadian Centre for Social Entrepreneurship. For complete survey results, please visit www.d-code.com/pdfs/SocialVisionFinalReport.PDF.
AA (Anti-Apathy) has developed a “scientifically tested” (well, kind of) voluntary program to personal recovery. Signing up to the 12 steps in the program will help each and every one of you who has suffered from the adverse effects of apathy.

1. Admit that there is a problem and that a **life addicted to apathy is a life half lived**.

2. Come to believe that the **power** to change things and restore society lies within each and every one of **us**.

3. Ponder the question, **“What can I do?”** (And while you’re at it, list some answers.)

4. Make a list of all of the practices in your everyday life that stress the planet and society.

5. **Act** on your discoveries.

6. Restore conscious contact with nature. **Hug a tree.** If it is too wide, mobilize your community to link arms and then, together, hug the aforementioned tree.

7. **Reject** the doctrine of individualism and see the world as an interdependent whole.

8. Learn a new joke.

9. Befriend a politician. (Let’s face it — most of them could do with at least one.)

10. Tell your new joke to a stranger on the street and your new politician friend.

11. Having experienced a spiritual awakening as the result of these steps, **carry this message of hope to other apathetics.**

12. **Ignore this guide and find your own path to enlightenment.**

Anti-Apathy began as a bimonthly event to cultivate awareness through spoken word, film and live music after dark. It has become a vibrant cultural campaign designed to connect the politically drained and disengaged citizens of the world with key issues of our times by making connections between the "bigger picture" and our day-to-day lives.

The AA vision is that a fairer, environmentally sound world needs people like you to do what you can and what you want to. It needs hope, not doom and humour, not guilt. It has been said that social change cannot be taken lightly; AA thinks that it must be. **Visit www.antiapathy.org.**
What encourages young Canadians to engage in voluntary activities?

1. A Sense of Belonging or Community
   - A community can be a youth club, an Internet chat room, a cultural group, an organized coalition or your peer group. Communities help introduce you to issues, teach practical skills and provide mentors. They provide a way to become more involved and encourage participation. Working with others helps develop a sense of purpose, belonging and inspiration.

2. Personal Experience or Relevance: It Hits Home
   - Something that affects your life directly is easier to become involved with. Personal experience with tuition hikes, having family members with AIDS/HIV, being a victim of violence or discrimination, or experiences gathered while travelling can be key motivating factors in taking action.

3. Thinking Locally: Every Little Bit Counts
   - Global issues can seem overwhelming, and we all need to feel that we make an impact in a meaningful and visible way. Often global issues have implications at a very local level (e.g., ending world hunger could start by donating to a food bank, eradicating poverty could start with tutoring literacy skills at a neighbouring shelter). Acting locally can provide more immediate feedback.

4. Rewards: Personal and Professional Growth
   - Becoming involved provides big rewards to the individual. Doing something for others or for our world makes you feel good. Also, becoming involved in organizations can help build transferable job skills, experience and references that will help you in school and at work.

Results are part of a 2001 D-Code Inc. survey entitled “Social Vision: Young Adult Perspectives on Social and Civic Responsibility,” commissioned by the Canadian Centre for Social Entrepreneurship. For complete survey results, please visit www.d-code.com/pdfs/SocialVisionFinalReport.PDF.
Objectives/Expectations

_Students will be able to:_

- understand the connection between a culture of peace and issues in sustainable development
- analyze grassroots initiatives for change, looking at motivation, process, impact and global connections
- construct connections between key terms and concepts related to peace and sustainable development
- reflect on examples of individual, group, organizational and governmental actions that have made a difference
- understand that creating a culture of peace occurs at local, national and global levels through the efforts of individuals, groups and institutions

Theme Overview

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Peace and Sustainable Development</td>
<td>[Sustainability and Security] handout</td>
</tr>
<tr>
<td></td>
<td>Students analyze an article to explore the connection between issues of human security and sustainable development.</td>
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<tr>
<td>2</td>
<td>Case Studies in Action</td>
<td>[A Quiet Revolution] video and VCR</td>
</tr>
<tr>
<td></td>
<td>Students watch a video of three global initiatives in sustainable development and explore the issues, consequences and solutions presented as well as their relevance to the creation of a culture of peace.</td>
<td>[A Quiet Revolution] handout</td>
</tr>
<tr>
<td>3</td>
<td>Making Connections</td>
<td>newsprint, markers, scissors and glue for each group of three</td>
</tr>
<tr>
<td></td>
<td>Students identify major terms and concepts related to peace and sustainable development and create a concept map to demonstrate the interconnections.</td>
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</tr>
<tr>
<td>4</td>
<td>Evidence of Change</td>
<td>[Making a Difference] cards, cut up and placed in envelopes for each pair of students</td>
</tr>
<tr>
<td></td>
<td>Students analyze concrete examples of individual, group, organizational and governmental actions that have impacted lives locally and around the world, and connect them to the preconditions for peace identified in Theme 1.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Interconnections</td>
<td>a sheet of newsprint and markers for each group of four</td>
</tr>
<tr>
<td></td>
<td>Students use Venn diagrams to visually map out the interconnectedness of individual to organizational actions and local to global initiatives.</td>
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Activity 1: Peace and Sustainable Development

1. Individually, students read the article _Sustainability and Security_ by Jonathon Porritt and Martin Wright. While they read, students code the article using the following strategy.
   - Put a check mark in the margin next to something you read that confirms what you knew or thought you knew.
• Put a minus sign in the margin next to information that contradicts or is different from information you knew or thought you knew.
• Put a plus sign in the margin beside information that is new to you.
• Put a question mark in the margin where there is something that you find confusing or you want to know more about.

2. Students join with a partner to share their results.
3. As a class, students discuss items from each category as a lead-in to the debriefing questions.

Possible Discussion Questions

- What do the authors think is the major threat to security?
- Based on this perspective, whose security is threatened and what do the authors hypothesize needs to be done to enhance security?
- What do they suggest should be the real motivating factor in taking action for change and sustainable development?
- Why do you think that it seems necessary for human beings to be pushed to the edge of destruction before taking action?

Note to Teacher: For a deeper explanation of the causes of conflict, violence and war, please see Lesson 2 from Cultivating Peace in the 21st Century. In particular, read the article “Terrorism as Cannibalism,” which presents a unique perspective on the relation between living conditions and the amount of violence displayed in the human species. For further exploration of the concept of security, please see Lesson 3 from Cultivating Peace in the 21st Century.

Activity 2: Case Studies in Action

1. Students form groups of three or four and work collectively to take notes while viewing the video A Quiet Revolution.
2. Each group is assigned one of the three scenarios (India, Slovakia or Kenya) so that at least two groups share each issue. As a group, students complete the handout A Quiet Revolution and then join with another group sharing their scenario to discuss and complete their answers.
3. Each of the larger groups presents its responses to the class, and discussion follows using the questions below.

Possible Discussion Questions

- How would you define security? Is your definition as an individual citizen different than the definition for a community or country?
- Do you believe that the world has enough resources to ensure the health and security of all of its inhabitants? Why or why not?
- Do any of these initiatives have any impact on us in North America? If so, how?
- Do North Americans have any influence on these issues around the world? If so, how?
- The video mentions the concepts of ecological poverty, economic poverty and water poverty. Can you define them? How are they related? How are they related to security?
- Why are the poor hardest hit by natural disasters and environmental degradation?
- What does the film suggest about world spending priorities?
- Were the people taking action in this film extraordinary leaders or average people?
- Were you surprised by the level of action taking place in these communities? Did this challenge any preconceived stereotypes you may have had?

Note to Teacher: The Seeds of Change poster series distributed with this resource contains two posters entitled “Real People Taking Action” that highlight two of the initiatives outlined in the video.
Activity 3: Making Connections

Note to Teacher: Concept mapping is a technique for representing knowledge as a network of related concepts. These concepts are represented in ovals or rectangles, and arrows between them illustrate the direction and strength of each relation. Text is added to describe the relation, allowing it to read like a sentence.

Available Online: A sample concept map for this activity, information on using concept maps, as well as a student handout with rubric (if using for assessment), is available for download at www.cultivatingpeace.ca.

1. Students form groups of three. Based on the information gathered from the video, the article and throughout the Taking Action module, students brainstorm a list of key concepts and terms relating to the development of a culture of peace.

Note to Teacher: To ensure students are on track, you may wish to brainstorm the list as a class or provide a list of concepts for students to explore. This list could include:

- Security
- Poverty
- Environment
- Sustainable development
- Social justice
- Education
- Clean water
- Conflict
- Resources
- Health care
- Starvation
- Human rights

2. Students brainstorm about visuals they could add to their concept map and begin to collect or draw images that will be included.

3. Using at least 10 relevant terms and 8 visuals, groups create a draft sketch of the concept map, making clear connections that explain the relation between the terms.

4. Groups submit their mock-up to the teacher for feedback before creating their large-scale version (1 x 1.5 metres). In their final version, students use arrows and text to indicate the flow of ideas as well as colour and line thickness to represent the type and strength of the relations.

5. Students do a “gallery tour” of each other’s work, having one group member remain with each concept map to answer questions and explain the content.

Activity 4: Evidence of Change

1. In pairs, students receive cut-up sets of Making a Difference cards to read. On the back of each scenario card, students are asked to write which precondition for peace (if any) is being addressed in that particular action. Teachers should ensure that the preconditions for peace (Theme 1, Activity 2) are posted or displayed on an overhead.

2. Students then identify the scenario(s) that they find to be the:
   - most creative
   - least interesting
   - hardest to do
   - most inspiring
   - easiest to do
   - ones that youth could get involved in

3. Partners join with another pair to discuss their responses, and class discussion follows.

Possible Discussion Questions

- How are these scenarios related to the creation of a culture of peace?
- Which scenarios do you feel were “successful?” What made those strategies successful?
- Can an action be considered a success if direct change does not occur immediately? (Discuss the benefits of generating public/media attention.)
- Which actions were triggered by personal experience versus concern for others?
- Which of the actions would have required little or no money to initiate or take part in?
- For issues you did not feel youth could become involved with, are there ways that you could get involved indirectly (e.g., donate to an organization, sign a petition to lobby the government, change your buying habits, refuse to use racist language, walk to school)?

Note to Teacher: For an in-depth look at the ethics and efficacy of different types of social and political action, please see Lesson 6 of the Cultivating Peace in the 21st Century resource, including the video A View from the Summit, which presents multiple perspectives on direct action and other forms of protest. See page 66 for a complete outline of Module One.
Activity 5: Interconnections

1. In groups of four, students draw two Venn diagrams on a piece of newsprint, as per Figure 4.1.

   Note to Teacher: If you have not done work with Venn diagrams in class, you may want to take some time to explain the concept of graphically representing ideas in this way.

   ![Figure 4.1](image)

   - Individual
   - Small Group
   - Local
   - National
   - Institution/Organization
   - Global

2. The teacher asks groups to determine whether the action in each Making a Difference scenario card represents the action of an individual, a small group or an institution, or some combination of the three. Students plot the title of each scenario on the first Venn diagram wherever they feel it is most appropriate.

3. Next, students consider whether the scope of each scenario represents local, national or global action or some combination of the three. Then they plot the scenario titles on the second Venn diagram as appropriate.

4. Once groups have plotted all of the scenarios on both Venn diagrams, students tour the classroom to visit other groups and compare answers. After a few minutes, they return to their groups and make any necessary revisions.

5. Debriefing occurs with a class discussion on each scenario and the rationale for the choices made.

   Possible Discussion Questions
   - Did you have difficulty deciding whether actions were local, national or global? Why?
   - In situations where you decided that an action was local, were there global implications?
   - How can the actions of individuals be linked to the actions and success of collective efforts? (It is important to raise the point that the actions of one can mobilize the actions of many.)
   - Were the majority of these actions taken by “average” people?
   - How do organizations like Amnesty International or Greenpeace get started? How do they carry out their activities? (It is important to stress their dependence on individuals.)

Assessment/Extension Opportunities

Journal Reflection

- Respond to the following quote by Wangari Maathai of the Green Belt Movement.
  
  Every one of us can make a contribution. And quite often we are looking for the big things and forget that, wherever we are, we can make a contribution ... Sometimes I tell myself, I may only be planting a tree here, but just imagine what’s happening if there are billions of people out there doing something. Just imagine the power of what we can do.

Research

- Research the details of one of the actions listed on the Making a Difference cards. Write a report on how the action or organization originated, highlighting the main issues, people involved, barriers they may have encountered, any information updates, etc.

   Note to Teacher: The War Toys and Vanilla Beans cards will be very difficult for students to research directly.

Available Online: Links and references for additional information on these scenarios (including videos) are posted at www.cultivatingpeace.ca.

Making Connections

- Choose a quote from the Words Into Action handout (Theme 1, Activity 4) that best represents the actions taken in five of the Making a Difference cards. Explain your choices.
We cannot divorce our own physical security from that of the world’s poor. If we want a long-term future that’s safe, we shouldn’t just be worrying about the threat from rogue states, but about the yawning gulf between the over-indulged world and the dispossessed. If we want to feel more secure ourselves, we should start by improving the security of the poorest.

And doing that usually means doing right by the environment: tackling the climate change which, unchecked, is helping cause the droughts and storms which destroy poor people’s chances of making a living on the margins; investing in clean water supplies and decent sanitation, in non-polluting, small-scale renewable energy, all of which can make it possible for vulnerable communities to stay on their land and earn a living from it, rather than join the drift to the city slums. To quote Chris Patten again: “The investment we make in sustainable development is as much a part of our global security as the investment we make in our armed forces. And it should offer much better value for money.”

Seen in this light, reducing our ecological footprint is not some feel-good gesture: it’s one of the most persuasive tools of international diplomacy. Applying basic standards of social justice to decisions over international business is not a fad for fans of fair trade: it’s our best insurance policy against fanaticism.

What’s urgently needed now is for America, and Britain, to articulate a vision which will speak to those far beyond their borders. They could begin to demonstrate a mixture of active compassion and credible humility, which has hardly been the West’s forte, but which is the best possible starting place for any sustained effort to make the world a more sustainable, and hence secure, home. It means a less frenzied promotion of commercial interconnectedness and a more conciliatory acknowledgement of inter-dependence. We get through this together, or we don’t get through at all.

There is still some real hope that the fear of spiralling terrorism and global conflict will, paradoxically, focus attention on the absolute imperative that people with wildly divergent views learn how to talk to each other. One of the surprising triumphs of the sustainable development community is its remarkable progress in encouraging understanding between people of implacably opposed opinions.

There was a time when it would have been inconceivable for industry to sit down with environmental and social activists: to all intents and purposes, they came from different planets. Yet recent years have seen quite dramatic — and often wholly unsung — breakthroughs in this area, not only between business and campaigners, but within and among communities, too. There’s even a village in Israel where Jews and Palestinians have succeeded in living alongside each other precisely as a result of such dialogue.

The trick, it seems, is to start with what we have in common rather than with the opinions — even the religions — which divide us. And what we have in common is, quite simply, the sum of all the resources on which all human life depends. We either find a way to share those equitably, or we will surely go to war over them.

It’s easy to regard the pursuit of sustainability as a luxury of the good times, the times of quiet plenty — something that is inevitably eclipsed by the hard stuff of human conflict. But surely, now more than ever, the truth is that it’s a fundamental prerequisite for that most desperately elusive of shared human desires — peace.

These days we seem to hear a lot about stark choices: about being either “with us, or against us.” So here’s another choice, courtesy of Martin Luther King, which might just be a little more poignant for the years ahead: “We learn to live together as brothers — or we die together as fools.”

The full version of this article is available from Resurgence at www.resurgence.gn.apc.org/issues/porritt218.htm. It is an updated version of “A River Runs Through It,” first published in Green Futures (www.greenfutures.org.uk). Jonathon Porritt is Chair of the UK Sustainable Development Commission. Martin Wright is Editor of Green Futures.
Location: ____________________________________________

1. What problem was identified as a threat to human security?

2. List or visually map the impact and potential consequences of the problem. Are there indirect or secondary consequences?

3. What solution has been suggested or implemented?

4. What is the potential impact or consequence of implementing the solution? Are there indirect or secondary consequences?

5. What event(s) instigated any action being taken?

6. What did you find most surprising about this situation?
United Nations' Kyoto Protocol

Responding to the threat of rapid climate change, international governments have joined forces to create a global framework for reducing greenhouse gas emissions. As of November 2003, 120 countries, including Canada, had ratified the agreement. The protocol can’t take full effect, however, until countries that collectively represent 55% of total carbon dioxide emissions produced worldwide (measured in 1990) have ratified the agreement. If the US or Russia committed to the protocol, this percentage would be exceeded.

Apartheid

In the 1980s, a worldwide movement opposed to apartheid in South Africa encouraged universities and financial institutions to “divest” — take their money and investments out of South Africa. External pressure also included boycotts of the products they produced and exported. These actions contributed to the collapse of the apartheid in the 1990s.

Pesticide Bans

At the age of 10, Jean-Dominic Lévesque-René began his fight to ban pesticides, believing his own cancer was caused by childhood exposure to pesticides used excessively in the golf courses surrounding his community. By lobbying various levels of government through petitions, letter writing, briefings, speeches and conferences, he generated tremendous awareness on this issue, and his work resulted in the enactment of by-laws banning pesticide use in municipalities across Canada.

Same-Sex Marriages

On July 17, 2003, the Canadian government announced its decision to legalize gay and lesbian marriage across Canada. This decision came after court rulings in three provinces determined that prohibition of same-sex marriage is a violation of equality under the Charter of Rights. In December 2003, Canada’s first legally married gay couple was named Time Magazine’s Canadian Newsmaker of the Year. Countless other same-sex couples from across Canada and the US have since been married in Canada.

Animal Rights

Various student groups objected to their schools’ use of dissection in science classes across the country. Many school boards now have a policy of making dissection optional and many have purchased virtual dissection computer programs.

Kids Can Save the World

After reading about the murder of 12-year-old Iqbal Masih (killed for telling the world about his experiences as a carpet weaver, chained to a loom from the age of 4), 12-year-old Craig Kielburger established the Free the Children organization. The organization has built over 350 schools in developing countries and has shipped 10,000 school kits and 2.5 million dollars’ worth of medical supplies overseas. It has become the largest network of children helping children in the world, with over 100,000 youth in more than 35 countries.

War Toys

Concerned about the amount of violent toys for sale, several mothers in Vermont decided to buy as many of these toys as possible from the stores in their area. All the toys were bought on credit cards during the holiday season and returned after Christmas. These actions caused shortages in some high-demand toys over the Christmas buying period.

Hate Rock

Canadian journalist Lisa Cherniak was fed up with the white supremacists recruiting youth in schools, minorities being physically attacked and the production of “hate” rock music. In 1995 she formed Artists Against Racism (AAR). With more than 100 musicians, authors, comedians and actors, AAR runs ads via radio public service announcements, subway and outdoor billboards, school posters and music magazine ads, as well as producing educational materials for schools.

Gun Violence

During the filming of Bowling for Columbine, Michael Moore brought two survivors of the Columbine high school shooting to K-Mart headquarters (where the ammunition was purchased) and asked if the boys could return the bullets that were still in their bodies. He documented the event on film, and the next day, K-Mart announced that, after a 90-day phase-out period, it would no longer be selling ammunition. Bowling for Columbine, an exploration of gun violence in America, won an Academy Award for Best Documentary in 2003.

WITNESS

Co-founded by Peter Gabriel, WITNESS loans hand-held video cameras to non-governmental organizations around the world to document human rights violations and expose them globally. WITNESS videos have been used as evidence in legal proceedings and to counterbalance the official reports that governments make to the media and international community on their human rights records.
Argentinian Workers
Fifty-three, mostly female, underpaid workers in an Argentina textile factory decided on the spot to take over their factory after owners declared it unprofitable and threatened to shut it down. The workers occupied the factory for over 12 months, and wages rose from 8 pesos a month (about $8 at the time) to 450 pesos (about $130). Their success inspired a movement for workers’ control that 110 other factories in Argentina have since joined.

Global Warming
At the 2000 Sydney Olympics, Greenpeace and Adbusters initiated a global cyber activist campaign to encourage Coca-Cola to eliminate the use of refrigeration units containing hydrofluorocarbons (HFCs), which accelerate global warming. Coca-Cola subsequently announced that it would phase out the use of HFCs by the Athens Olympic Games in 2004 and expand its research into refrigeration alternatives.

Keep the Beat
Raza, a high-school student in Saskatchewan, organized a Keep the Beat event at her school to raise funds for War Child Canada. Her school took part in a six-hour marathon of music events, including a drumming circle, a DJ competition and a talent contest. Her school raised $375 to help children affected by war around the world. In 2002, over 20,000 youth in North America took part in a Keep the Beat event.

Peace March
On Feb. 15, 2003, more than 11 million people around the world marched in the streets against the threat of a US military attack on Iraq. The worldwide protests were primarily organized over the Internet. One news source called it the largest mobilization against war in the history of the planet, and the New York Times dubbed the participants “the other superpower.”

Nigerian Mother
In March 2002, Amina Lawal was sentenced to death by stoning because she allegedly confessed to having a child while divorced. In November 2002, The Oprah Winfrey Show launched a joint venture with Amnesty International USA to lobby the Nigerian government. A petition with more than 1.2 million messages was delivered to the Nigerian government, and on Sept. 25, 2003, Amina’s sentence was overturned.

Cut It Out
Concerned with the elimination of sweatshops and the safety and health of garment workers, the “Cut It Out” campaign encourages people to cut the labels off their clothes and mail them to the federal Minister of Industry. Through thousands of labels, petitions and letters, participants hope the government will enact legislation for factory disclosure to ensure that Canadians know where their clothes are made and the conditions of the workers who made them.

Chipko Movement
When the forests adjacent to their homes were to be cut down by an international timber company, these Indian village women decided to wrap their own bodies around the trunks of trees as a show of protest. They equated the health of the forest to the health of their village. The movement grew across the country and the “tree huggers” have won bans on logging in many regions and have influenced natural resource policy in India.

Vanilla Beans
The Canadian International Development Agency (CIDA) gave a grant to a Ugandan village to help them get out of the cycle of poverty associated with traditional coffee farming. The grant provided vanilla seeds, training and equipment so that farmers could shift to the production of vanilla. The village has become prosperous, children are going to school and farmers are training neighbouring villages in vanilla production and sharing new seedlings.

Salt Marches
As part of a campaign for Indian independence from British rule, M.K. Gandhi began a campaign of civil disobedience in 1930 with his march to the sea to extract salt and break the British monopoly on the sale and taxation of this essential spice. Gandhi’s non-violent campaign to end government repression laid the foundation for India’s independence in 1947.

Chengdu
After a field trip in 1985 to the filthy and smelly local river, primary school children in Chengdu, China, wrote a letter and sparked a media campaign that inspired other students to get involved. This action started a chain of events that led to a cleanup and reclamation of the Funan River, involving the closure of 488 polluting factories and legislated changes for 478 others.
Note to Teacher: Activities within themes 5 and 6 can be used as summative assessment tools for the Taking Action module. Ideally, Theme 5 provides a preparation stage for the authentic action projects presented in Theme 6. If that is not possible, the activities provided in Theme 5 can be used as culminating activities for assessment purposes. The material within these themes is also designed to integrate with the TakingITGlobal Guide to Action that was distributed with this resource. The Guide to Action resource can be used alone as a culminating activity, or it can be used in conjunction with the activities included in Theme 5 and Theme 6.

Objectives/Expectations

Students will be able to:

- engage in a reflective process to evaluate their learning throughout the Taking Action activities
- analyze a declaration containing fundamental principles for building a culture of peace
- identify issues of personal importance and determine the range of actions possible in addressing solutions
- locate and evaluate existing campaigns for action and recognize youth working for change

Theme Overview

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reflect</td>
<td>❑ Portfolio Rubric handout&lt;br&gt;❑ Assignments and journal reflections completed throughout the module&lt;br&gt;❑ Taking Stock handout (page 16)</td>
</tr>
<tr>
<td></td>
<td>Through the selection of materials for their portfolio, students reflect on their learning — the process as well as the skills and knowledge gained.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identify</td>
<td>❑ Photocopies of the Earth Charter (insert provided with this resource)&lt;br&gt;❑ Seeds of Change poster series (provided with this resource)&lt;br&gt;❑ newsprint, scissors, markers and glue for each group&lt;br&gt;❑ Poster Rubric handout&lt;br&gt;❑ Degrees of Action overhead (page 22)</td>
</tr>
<tr>
<td></td>
<td>Through examination of the Earth Charter, students identify a possible set of principles for living in peace on the earth and decide on a specific principle of interest. Students identify a range of actions possible in addressing the issue chosen and commit to engaging in five behaviours.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Get Informed</td>
<td>❑ Web Search handout&lt;br&gt;❑ Access to computer lab&lt;br&gt;❑ Campaign Case Study handout&lt;br&gt;❑ Evaluating Websites handout (page 25)</td>
</tr>
<tr>
<td></td>
<td>Students conduct a Web search to explore innovative campaigns and relevant websites, completing an in-depth exploration of a specific campaign and the issues involved.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Get Inspired</td>
<td>❑ Interview Activity handout&lt;br&gt;❑ Evaluating Websites handout (page 25)</td>
</tr>
<tr>
<td></td>
<td>Through a research assignment, students explore the activities of other youth taking action and develop a set of interview questions.</td>
<td></td>
</tr>
</tbody>
</table>
Activity 1: Reflect

Note to Teacher: Developing a Taking Action portfolio provides students with an opportunity to reflect on their learning — both the process of understanding and the issues raised through the activities. The Taking Action portfolio could be used as a preparatory step before moving on to an action project (in Theme 6) or as a culminating assessment activity. If you opt to use the portfolio to gather student work for assessment purposes, be sure to clearly set up the portfolio assignment at the outset. Consider the range of assessment options used for each activity to allow students to reflect on their learning experiences in a variety of ways. Allowing students to choose the pieces they submit increases their reflection on their own work, provides a sense of ownership and lowers students' anxiety by letting them know that it is okay to take chances.

1. The teacher reviews the Portfolio Rubric handout with students (preferably before starting any activities from the Taking Action module) and asks students to select their best five entries from assignments, activities and journal entries collected during the module.
2. Students assemble the five items, being sure to include a broad range of topics and varied types of activities. Students complete a reflection on why they chose the pieces they did.
3. Students revisit the Taking Stock survey (from Theme 1, Activity 3) and complete an analysis, comparing their current answers with the responses provided at the beginning of the module.
4. Students complete a final reflection on what they believe to be the most significant learning from their work with the Taking Action resource.

Activity 2: Identify

Note to Teacher: This activity can be completed individually, or students with matched priorities can work together on step 3. This activity of issue selection and action choices can also be used as the basis for creating action project groups for Theme 6.

1. Students use the “Think, Pair, Share” approach in responding to the following questions.
   • Do you think that it is possible to create a universal set of principles that provides fundamental guidelines for how humans should live together in a culture of peace?
   • Can you think of any existing charters and declarations that are designed to do this?
   Students have one minute to think by themselves about their response. Following that reflection, students share their response with a partner. The teacher asks them to be prepared to share their partner’s response with the class in about three minutes.
2. Using the Earth Charter insert distributed with this resource, or materials downloaded from www.earthcharter.org, students are introduced to the Earth Charter. The teacher reviews with the class the background of the Charter (who? what? where? when? why?) and the principles outlined in the first section, “Respect and care for the community of life.”

Note to Teacher: The Earth Charter is a declaration of fundamental principles for building a just, sustainable and peaceful global society in the 21st century. It presents interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments and transnational institutions is to be guided and assessed. The 32nd General Conference of UNESCO (October 2003) supported a resolution “recognizing the Earth Charter as an important ethical framework for sustainable development.”
3. Students form groups of two or three (depending on class size) and are assigned one of the principles from 5 to 16. The teacher asks each group to review the principle and its component parts, and to create a simplified version in a poster format. Students can use the *Poster Rubric* handout to guide the development of their poster. In addition, the *Seeds of Change* poster series, provided with this resource, can be used for inspiration.

4. When posters are complete, they are displayed in the classroom and students conduct a “gallery tour.” Debriefing follows using the discussion questions as a guide.

**Possible Discussion Questions**
- Does the Earth Charter address the preconditions for peace as laid out in the statement by The Hague? How do they compare?
- Do you think it is possible to use these principles to assess the behaviour of citizens, governments and corporations? Who would be responsible for monitoring compliance?
- How does the Earth Charter compare with the Universal Declaration of Human Rights? With other declarations mentioned in step 1?

**Note to Teacher:** A handout version of the Universal Declaration of Human Rights is available in Lesson 3 of *Cultivating Peace in the 21st Century*. See page 66 for a complete outline of Module One.

5. Individually, students review the Earth Charter, choosing five items that they are personally interested in and selecting one priority item for action.

6. Using the *Degrees of Action* overhead (from Theme 2, Activity 3) as a guide, students create a list of 20 actions that could be taken, relating to the priority issue they have chosen.

**Available Online:** *One Hundred Actions to Build a Culture of Peace* might be a useful document to help inspire students to see the range of actions possible on any given issue. The actions can be cut into cards and used as a concept formation activity where students classify the actions according to a variety of categories. The list can be downloaded from [www.cultivatingpeace.ca](http://www.cultivatingpeace.ca).

**Note to Teacher:** A complete personal action project addressing changes in daily activities is available as a handout with rubric on page 54 of Theme 6.

### Activity 3: Get Informed

**Note to Teacher:** The goal of the Web search is to profile a wide variety of peace-related campaigns taking place, many of which focus on youth. It also provides great links for future research. Students can conduct the Web search individually or in pairs.

1. The teacher distributes the *Web Search* handout and advises students to make notes on particular organizations or campaigns of interest, as they will be choosing a specific campaign for further research.

2. Students work independently or in pairs to complete the Web search and then select a campaign for action from among those explored or others they have found through the *Taking Action* activities. Students need to get approval for the campaign chosen; ideally, no more than two students will work on one campaign.

3. Using the criteria in the *Evaluating Websites* handout (from Theme 2, Activity 4), students evaluate the credibility of the website where the campaign was located.
4. Using the Campaign Case Study handout, students summarize the campaign, the issue driving the action and the organization initiating the action.

5. Each student or pair of students makes a brief presentation on the campaign, supported by any materials downloaded from the website.

6. Students hand in the Web Search form, the Evaluating Websites form, the Campaign Case Study and any materials used in their presentation.

**Activity 4: Get Inspired**

1. Working in pairs, students select (or are assigned) one name from the list of youth below, circulated on a sign-up sheet.

   **Note to Teacher:** Ideally only one pair is assigned to each youth. If the class is large, students can work in groups of three, or additional names can be added to the list from the websites listed in step 2.

   - Julia Butterfly Hill: Environmental, US
   - Hassan Halta: Peace, Palestine
   - Arn Chorn Pond: Human Rights, Cambodia
   - Nadja Halilbegovich: Peace, Sarajevo
   - Ha Thi Lan Anh: Journalist, Vietnam
   - Harjant Gill: Gay Rights, US
   - Dwayne Lawson Brown: HIV/AIDS, Canada
   - Song Kosal: Landmines, Cambodia
   - Alex Apostol: Child Labour, Canada
   - Anitra Sumbry: Anti-racism, Canada
   - Ryan Hreljac: International Development, Canada
   - Adam Chaleff-Freudenthaler: Student Rights, Canada
   - Arn Chorn Pond: Human Rights, Cambodia
   - Myron Wolf Child: Native Rights, Canada
   - Nadja Halilbegovich: Peace, Sarajevo
   - Jean-Dominic Lévesque-René: Environment, Canada


   A minimum of two websites must be consulted and evaluated according to the criteria from the Evaluating Websites handout (from Theme 2, Activity 4).

3. Students summarize the selected youth’s achievements to date, addressing the following questions where possible.
   - How did this person become involved in taking action?
   - What are the key issues the youth is addressing? Why did he or she choose these issues?
   - What strategies/tactics has the youth adopted?
   - Has the youth mobilized others to assist? How?
   - Has the youth succeeded in bringing about the change he or she wants?

4. Students develop questions that they could use to interview the youth, based on the Interview Activity handout.

   **Note to Teacher:** Email addresses are available for most of the youth. Encourage students to email the youth with their interview questions, and include this email and response, where applicable, in their assignment. If they are unable to get a response, students can prepare plausible answers to each of their questions based on their research and speculation.

5. Each pair presents their information to the rest of the class.

6. Individually, students write a response to the following questions.
   - Which of the youth inspired you the most and why? Did he or she challenge any preconceived notions about the ability of youth to change the world? How?

7. Each student submits the completed assignment, including the written summary, the Evaluating Websites form, the Interview Activity and the personal response.

   **Available Online:** Complete interviews with two Canadian youth taking action are available at www.cultivatingpeace.ca.
<table>
<thead>
<tr>
<th><strong>Knowledge</strong></th>
<th><strong>Excellent knowledge is shown.</strong></th>
<th><strong>Considerable knowledge is shown.</strong></th>
<th><strong>Satisfactory knowledge is shown.</strong></th>
<th><strong>Limited knowledge is shown.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All entries:</td>
<td>Most entries:</td>
<td>Some entries:</td>
<td>Few entries:</td>
</tr>
<tr>
<td></td>
<td>are complete and include ample information relating to the issue</td>
<td>are complete and include much information relating to the issue</td>
<td>are complete and include sufficient information relating to the issue</td>
<td>are complete and include limited information relating to the issue</td>
</tr>
<tr>
<td></td>
<td>include relevant and accurate information</td>
<td>include relevant and accurate information</td>
<td>include relevant and accurate information</td>
<td>include relevant and accurate information</td>
</tr>
<tr>
<td></td>
<td>use information in context</td>
<td>use information in context</td>
<td>use information in context</td>
<td>use information in context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking and Problem Solving</strong></th>
<th><strong>Excellent critical thinking and problem solving are shown.</strong></th>
<th><strong>Strong critical thinking and problem solving are shown.</strong></th>
<th><strong>Satisfactory critical thinking and problem solving are shown.</strong></th>
<th><strong>Limited critical thinking and problem solving are shown.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All entries:</td>
<td>Most entries:</td>
<td>Some entries:</td>
<td>Few entries:</td>
</tr>
<tr>
<td></td>
<td>reflect thoughtful analysis or propose original ideas</td>
<td>reflect insightful questions or respond to issues with insight</td>
<td>reflect an ability to read and interpret text with considerable skill</td>
<td>reflect an ability to read and interpret text with limited skill</td>
</tr>
<tr>
<td></td>
<td>pose insightful questions or respond to issues with insight</td>
<td>reflect an ability to read and interpret text with considerable skill</td>
<td>pose insightful questions or respond to issues with insight</td>
<td>pose insightful questions or respond to issues with insight</td>
</tr>
<tr>
<td></td>
<td>reflect an ability to read and interpret text with considerable skill</td>
<td>pose insightful questions or respond to issues with insight</td>
<td>reflect an ability to read and interpret text with considerable skill</td>
<td>reflect an ability to read and interpret text with limited skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Application of Ideas</strong></th>
<th><strong>Excellent ability to make connections and transfer learning is evident.</strong></th>
<th><strong>Considerable ability to make connections and transfer learning is evident.</strong></th>
<th><strong>Satisfactory ability to make connections and transfer learning is evident.</strong></th>
<th><strong>Limited ability to make connections and transfer learning is evident.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All entries:</td>
<td>Most entries:</td>
<td>Some entries:</td>
<td>Few entries:</td>
</tr>
<tr>
<td></td>
<td>connect issues addressed to a culture of peace</td>
<td>connect issues addressed to a culture of peace</td>
<td>connect issues addressed to a culture of peace</td>
<td>connect issues addressed to a culture of peace</td>
</tr>
<tr>
<td></td>
<td>make connections to either daily life or to global issues</td>
<td>make connections to either daily life or to global issues</td>
<td>make connections to either daily life or to global issues</td>
<td>make connections to either daily life or to global issues</td>
</tr>
<tr>
<td></td>
<td>apply creative thinking as shown in uniqueness of each piece</td>
<td>apply creative thinking as shown in uniqueness of most pieces</td>
<td>apply creative thinking as shown in uniqueness of most pieces</td>
<td>apply creative thinking as shown in uniqueness of few pieces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication</strong></th>
<th><strong>Excellent communication skills are demonstrated.</strong></th>
<th><strong>Considerable communication skills are demonstrated.</strong></th>
<th><strong>Satisfactory communication skills are demonstrated.</strong></th>
<th><strong>Limited communication skills are demonstrated.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All entries:</td>
<td>Most entries:</td>
<td>Some entries:</td>
<td>Few entries:</td>
</tr>
<tr>
<td></td>
<td>reflect an ability to read/interpret written and visual text</td>
<td>reflect an ability to read/interpret written and visual text</td>
<td>reflect an ability to read/interpret written and visual text</td>
<td>reflect an ability to read/interpret written and visual text</td>
</tr>
<tr>
<td></td>
<td>use writing or visuals/symbols to effectively and accurately convey meaning</td>
<td>use writing or visuals/symbols to effectively and accurately convey meaning</td>
<td>use writing or visuals/symbols to effectively and accurately convey meaning</td>
<td>use writing or visuals/symbols to effectively and accurately convey meaning</td>
</tr>
<tr>
<td></td>
<td>are free of spelling/grammatical errors</td>
<td>are free of spelling/grammatical errors</td>
<td>are free of spelling/grammatical errors</td>
<td>are free of spelling/grammatical errors</td>
</tr>
</tbody>
</table>
Imagine you are going to meet the youth that you have been researching. What questions would you want to ask this person if you had the opportunity? Your challenge is to prepare a list of six interview questions that are brief, to the point and open-ended in nature (i.e., they cannot be answered with one word or a phrase). You must also prepare plausible answers to each of the questions based on the research you have done and your speculation. The answers should each be one paragraph in length.

<table>
<thead>
<tr>
<th>“A” Level</th>
<th>“B” Level</th>
<th>“C” Level</th>
<th>“D” Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The questions posed communicate for the intended purpose and audience with a high degree of effectiveness.</td>
<td>The questions posed communicate for the intended purpose and audience with a considerable degree of effectiveness.</td>
<td>The questions posed communicate for the intended purpose and audience with some degree of effectiveness.</td>
<td>The questions posed communicate for the intended purpose and audience with a limited degree of effectiveness.</td>
</tr>
<tr>
<td>❑ There are six questions, all of which are open-ended.</td>
<td>❑ There are six questions, most of which are open-ended.</td>
<td>❑ There are at least five questions, some of which are open-ended.</td>
<td>❑ There are at least four questions, few of which are open-ended.</td>
</tr>
<tr>
<td>❑ All of the questions clearly reflect an understanding of the issues raised in the research.</td>
<td>❑ Most of the questions clearly reflect an understanding of the issues raised in the research.</td>
<td>❑ Some of the questions reflect an understanding of the issues raised in the research.</td>
<td>❑ A few of the questions reflect an understanding of the issues raised in the research.</td>
</tr>
<tr>
<td>❑ The questions are clear, concise and free of spelling or grammatical errors.</td>
<td>❑ The questions are clear, concise and have only a few spelling or grammatical errors.</td>
<td>❑ The questions are somewhat clear but have several spelling or grammatical errors.</td>
<td>❑ The questions are understandable but have many spelling or grammatical errors.</td>
</tr>
</tbody>
</table>
1. Visit www.icbl.org and click on “YOU can help!” (left sidebar). Click on country pages and select a country from the list. Read the profile and note a few key points of interest. What call to action is presented?

2. Visit www.bp208.ca. What is the Butterfly 208 contest? What is the meaning behind the title? Check out the bilingual multimedia video or check out the contest rules for details on how to get involved.

3. Visit the Maquila Solidarity Network website: www.maquilasolidarity.org. Click on “No Sweat Campaign — how to get involved.” List three steps high-school students can take to mobilize against sweatshops. Describe two recent victories experienced by Students Against Sweatshop groups in Canada.

4. Visit www.maketradefair.com and join the Big Noise. What is the “Big Noise?” If you support the online petition — sign it! Signature no.: _____________.
What sorts of tools are available for organizers?

5. Visit www.warchild.ca. Browse though the Student Centre and click on “Send a Peace Card.” Who did you send it to and why?


7. Visit www.takingitglobal.org. Click on “Expression” and visit the Global Gallery. Your favourite exhibit is _____________.

8. Visit the Adbusters website at www.adbusters.org. Enter the home page and click on “Campaigns.” When is “Buy Nothing Day?” _________________. Click on “Creative Resistance — Spoof Ads.” Which industries are profiled?

9. Visit www.newdream.org/turnthetide. What are the nine actions for the planet?

10. Visit www.eActivist.org. Explore some of the online actions listed under “ACT Now!” Pick three you feel strongly about. What are they? What action are they asking you to take?

Other action sites worth checking out:
   Greenpeace Canada – www.greenpeace.ca
   Global Exchange – www.globalexchange.org
   Amnesty International – www.amnesty.ca
   Sierra Club, Youth Coalition – www.syc-cjs.org
   Free the Children – www.freethem.org
   Youth Action Network – www.youthactionnetwork.org

Site chosen for Campaign Case Study: ________________________________
A. The Campaign: ________________________(Title)

1. Briefly summarize the campaign.
   • What is the key message/call to action of the campaign?
   • Are the goals and objectives clearly stated? Are they realistic?
   • What strategies for action are outlined?
   • Is it easy for people to become meaningfully involved?
   • Is the campaign creative? Is it credible?

B. The Issue: __________________________________

2. Summarize the situation or issue(s) that prompted the campaign.
   • What events and factors caused this situation to develop?
   • Who are the various stakeholders involved? (Include groups, organizations, governments, distant consumers, etc.) Who suffers? Who, if anyone, benefits?
   • What are the costs, human and otherwise, of this situation?
   • How is this issue a barrier to a culture of peace?

C. The Organization: __________________________

3. Provide an overview of the organization behind the campaign.
   • What are the main goals of the organization?
   • How do members try to meet those goals?
   • How do they raise funds to carry out their work?

D. Your Thoughts

4. Summarize your opinions on the campaign.
   • Why did you choose to profile this campaign?
   • Do you think the campaign is effective? Why or why not?
   • How likely are you to become involved? Why or why not?
Note to Teacher: Theme 6 encourages students to undertake concrete, real-life actions that can serve as an authentic culminating assessment for the Taking Action module. Students can choose an issue and a method of action, or teachers can assign topics or specific projects based on course curriculum. The options presented include a range of possible actions that can be carried out individually or as a group. Projects are designed to build both the knowledge base and the skills of students. Assessment can focus exclusively on the research and planning phase; ideally, however, students carry out the action and report on the experience to the rest of the class. The emphasis is on reaching outside of the classroom into the community. The TakingITGlobal Guide to Action, distributed with this resource, can be used to complement the planning, implementation and evaluation of the action projects outlined in this theme.

Recommendations

- Introduce options for culminating activities at the beginning of the set of activities you are using from the resource. In this way, students can see the relevance of the tasks they are undertaking and can start building skills and accumulating knowledge and resource material for their final project.
- Use the Project Overview handout to provide students with options for selecting an action.
- Distribute rubrics with the project handout so that students are clear about expectations.
- Give students an opportunity to assess themselves and their peers as part of the process, and encourage them to create their own assessment forms to reflect their personal objectives and understanding of the project.
- Build a presentation component into all projects so that students can share their experiences and gain insight from the actions of others. Content material can also be adjusted to create presentations for other classes or younger grades to build awareness among larger audiences.
- All projects should include a planning process where students create a plan of action outlining tasks, responsible parties (if appropriate), resources required, and checkpoints for drafts and teacher feedback, as well as completion dates. These plans should be submitted for initial approval and resubmitted with the final product.
- Customize project expectations according to academic level and time/resources available.
  - Project requirements can be adjusted for grade level. For example, annotated bibliographies can be assigned to higher grades. The length of reflection pieces can be adjusted or the number of journal entries can be increased or decreased.
  - Ideally the projects are carried out within an authentic context outside the classroom; however, their application can be adapted depending on time and resources available. For example, in the Lobbying for Change project, students can prepare all materials and present them to the class instead of actually approaching a politician or other official. In the Building a Website project, students can prepare hard copies of the content and layout, even if it is not feasible to mount material online. Rubric/checklist categories can be adapted or deleted as necessary.
- Encourage students to select actions that build on their personal skills, abilities and interests. The project options included cater to a range of unique learning styles (visual, interpersonal, etc.). Use the TakingITGlobal Guide to Action as a tool to help students explore which actions are best suited to their own interests and skills (see page 5 of the Guide).
- To increase student ownership of action projects, support students in brainstorming about their own modifications and creative variations for the projects outlined.
- For detailed instructions on how students can carry out a variety of action projects, see Take Action! A GUIDE TO ACTIVE CITIZENSHIP (by Marc and Craig Kielburger) and Take More Action (by Marc and Craig Kielburger and Deepa Shankaran). Both books contain excellent preparation material as well as clear templates, guidelines and step-by-step suggestions.
<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Project</th>
<th>Overview</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Action</td>
<td>Choosing Daily Change</td>
<td>Identify actions you can take in your daily life that will impact a chosen area of interest. Commit to five personal actions and prepare materials to monitor success. Maintain a journal for reflection.</td>
<td>Choosing Daily Change handout (includes rubric)</td>
</tr>
<tr>
<td></td>
<td>Careers With a Conscience</td>
<td>Identify how you can create positive change by pursuing your career interests. Research your ideal job in a non-profit organization or socially responsible company and reflect on its compatibility with your individual values and interests.</td>
<td>Careers With a Conscience handout (includes rating scale)</td>
</tr>
<tr>
<td>Building Awareness/ Promoting Action</td>
<td>Building a Website</td>
<td>Select an issue for a website and outline a clear rationale, target audience and objective. Evaluate existing websites devoted to social issues for ideas. Develop content, layout and visual material for your site, uploading it if possible.</td>
<td>Building a Website handout (includes rubric)</td>
</tr>
<tr>
<td></td>
<td>Creating a Public Service Announcement (PSA)</td>
<td>Create a short television or radio announcement on an issue relating to a culture of peace with a clear and convincing rationale for your choice of action. Evaluate existing PSAs and select which media source you will approach. Write a catchy 30-second spot, adhering to your media source's guidelines.</td>
<td>Creating a Public Service Announcement handout (includes rating scale)</td>
</tr>
<tr>
<td></td>
<td>Letter to the Editor</td>
<td>Write a letter to the editor, expressing your views on an issue and providing suggestions for action. Review editorials by other writers to determine which strategies are most effective. Select which media source you will approach, and submit your letter following the guidelines suggested.</td>
<td>Letter to the Editor handout (includes rubric)</td>
</tr>
<tr>
<td>Influencing Others</td>
<td>Lobbying for Change</td>
<td>Select an issue of concern and try to persuade a relevant government, corporate or organization official to take action. Write a well-informed, convincing letter and prepare for a face-to-face meeting. Make sure to support your argument with relevant documents and research.</td>
<td>Lobbying for Change handout (includes rating scale)</td>
</tr>
<tr>
<td>Working With Others/ Becoming a Leader</td>
<td>Peacemaker Awards</td>
<td>Working as a committee, create a nomination and selection process for recognizing peacemakers in your school or community. Create publicity around the awards, determine how to present them, plan for implementation and raise awareness for the issue and the ceremony.</td>
<td>Peacemaker Awards handout (includes rating scales)</td>
</tr>
<tr>
<td></td>
<td>Organizing an Event</td>
<td>Coordinate an event for your school or community to take action on an issue of your choosing. Put together an organizing committee and use your talents and skills to create an innovative, unique and motivating action. Develop a persuasive proposal, a clear action plan and materials for promoting and implementing your event or action.</td>
<td>Planning an Event handout Event Funding and Promotion handout Event Rubric handout</td>
</tr>
</tbody>
</table>
Recognizing that decisions made on a daily basis can make a difference, you have decided to make changes in your daily personal life to work toward change in an area of interest. This project will help you analyze decisions and actions that could have impact on your community or world. You may want to focus on one area of concern, or you may want to think of a variety of areas that are affected by your actions.

**Here is your challenge.**

1. Identify the issue or issues you wish to address through your actions.
2. Provide a brief synopsis (300–500 words) of the issue(s)/(problem(s), contributing causes and possible solutions, with a bibliography of at least three sources.
3. Provide a description of three campaigns addressing the issue(s), including full contact information.
4. Identify 15 possible actions that could be taken to support the issue(s) in which you are interested.
5. Choose five actions that you personally can begin to implement over the next month. Make sure that you clearly quantify the behaviours you will undertake so that you can evaluate your success.
6. Prepare materials to monitor and track your actions taken (checklists, log sheets, etc.).
7. Maintain a journal (minimum of four entries) to reflect on your progress and the experience.
8. Complete a final journal reflection as follows.
   - Analyze the success of your personal actions. What are the possible effects of your actions on yourself, others, your community or the world?
   - Evaluate the planning process, the tools you created and the experience. What worked? What needs revision? What were the setbacks?
   - Consider the next steps. Choose a minimum of five other actions that you would consider adopting in your life over time.

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synopsis illustrates a thorough/complex understanding of issue(s)</td>
<td>Synopsis illustrates a clear/accurate understanding of issue(s)</td>
<td>Synopsis illustrates a superficial/general understanding of issue(s)</td>
<td>Synopsis illustrates a limited/incomplete understanding of issue(s)</td>
</tr>
<tr>
<td>Selection of possible actions is creative and diverse</td>
<td>Selection of possible actions is relevant and diverse</td>
<td>Selection of possible actions is minimally varied</td>
<td>Selection of possible actions is irrelevant or unvaried</td>
</tr>
<tr>
<td>Creative, effective and quantifiable personal behaviours were chosen</td>
<td>Achievable and quantifiable personal behaviours were chosen</td>
<td>Somewhat achievable and quantifiable personal behaviours were chosen</td>
<td>Unachievable and/or unquantifiable personal behaviours were chosen</td>
</tr>
<tr>
<td><strong>Journal reflections:</strong></td>
<td><strong>Journal reflections:</strong></td>
<td><strong>Journal reflections:</strong></td>
<td><strong>Journal reflections:</strong></td>
</tr>
<tr>
<td>are insightful and articulate</td>
<td>are thoughtful and relevant</td>
<td>are on topic, yet superficial</td>
<td>are irrelevant or off topic</td>
</tr>
<tr>
<td>effectively illustrate the success and impact of the experience with supporting evidence</td>
<td>illustrate the success and impact of the experience</td>
<td>somewhat illustrate the success and impact of the experience</td>
<td>fail to illustrate the success and impact of the experience</td>
</tr>
<tr>
<td>Planning process and action-tracking tools are highly effective and well suited to the issue(s) and actions addressed</td>
<td>Planning process and action-tracking tools are appropriate and well suited to the issue(s) and actions addressed</td>
<td>Planning process and action-tracking tools are somewhat relevant to the issue(s) and actions addressed</td>
<td>Planning process and action-tracking tools are inappropriate or poorly suited to the issue(s) and actions addressed</td>
</tr>
<tr>
<td>Project components fully meet/exceed the designated requirements</td>
<td>Project components meet the designated requirements</td>
<td>Project components partially meet the designated requirements</td>
<td>Project components do not meet the designated requirements</td>
</tr>
</tbody>
</table>
You realize that making a living can also mean making a difference. Choosing to change the world for the better can be part of your career-planning process, no matter what kind of career you are interested in.

**Here is your challenge.**

1. Identify a career area that interests you, and choose one of the following methods to select a related company or organization.
   - Do a job search to find out how you could pursue this job interest working within the non-profit sector (check out [www.charityvillage.com](http://www.charityvillage.com) or contact an organization directly).
   - Find a company or organization that actively supports work for positive change in society (check out [www.ethicsinaction.com](http://www.ethicsinaction.com) for award-winning companies).
   - Consider a company that you are interested in working for, and search its website to see if the company has implemented any initiatives in corporate social responsibility or philanthropy. You can also check news coverage to assess its social/environmental record (check out [www.corpwatch.org](http://www.corpwatch.org) for research tips).

2. Describe the organization you have chosen.
   - What is the core business (what service or product does it offer)?
   - What is the mandate or mission statement?
   - In what ways does it contribute to positive change in the community or world? (Refer to the Hague statement or the Earth Charter for ideas.)

3. Within the organization, find a job advertisement or job description that matches the career area you have chosen and outline the following.
   - Job duties
   - Skills, abilities and personal qualities required for the job
   - Education required, an educational facility that offers a suitable program and entry requirements for the educational program
   - Salary range for an entry level position

4. Write a reflection that includes the following.
   - How did the job you investigated match with your values, personality, skills and abilities?
   - How could this type of work contribute to positive change in the world? (Does it address any of the principles outlined in the Earth Charter?)
   - How important is it to you that you contribute positively to society through your career? Explain your response.
   - If you chose to undertake this career in a more traditional setting, how could you work within that job to bring about positive change? (For example, as a restaurant owner you could use composting, serve organic food and pay fair wages. As a hairstylist, you could hire without discrimination and use environmentally friendly cleaning products. As an accountant, you could encourage your office to recycle and provide services to non-profit organizations at reduced rates.)

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reflection communicates an insightful understanding of personal values and skills as they relate to career choices.</td>
<td>2-4-6-8-10</td>
<td>2-4-6-8-10</td>
</tr>
<tr>
<td>The reflection demonstrates a critical understanding of the ways in which one’s career can contribute to positive change.</td>
<td>2-4-6-8-10</td>
<td>2-4-6-8-10</td>
</tr>
<tr>
<td>The reflection introspectively explores personal career priorities as they relate to social change.</td>
<td>2-4-6-8-10</td>
<td>2-4-6-8-10</td>
</tr>
<tr>
<td>The reflection presents creative strategies for bringing about positive change in more conventional career settings.</td>
<td>2-4-6-8-10</td>
<td>2-4-6-8-10</td>
</tr>
<tr>
<td>The reflection is articulate and well written, with minimal spelling and grammatical errors.</td>
<td>2-4-6-8-10</td>
<td>2-4-6-8-10</td>
</tr>
<tr>
<td>All project components were thoroughly completed.</td>
<td>2-4-6-8-10</td>
<td>2-4-6-8-10</td>
</tr>
</tbody>
</table>
You want to share information with others, raise public awareness and encourage people to act.

**Here is your challenge.**

1. Select an issue for the website and prepare a written rationale that outlines:
   - why the issue was selected / why action is needed
   - how the website will help to raise awareness and provide opportunities for action
   - the target audience for raising awareness
   - the name and logo for the website (which reflect the site’s intention)

2. Examine existing websites devoted to social issues. Prepare an analysis of three such sites that assesses their effectiveness, using the assessment rubric provided below.

3. Prepare both written and visual components to be uploaded to the website. Required components are outlined in the rubric below.

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale and purpose are effectively and consistently communicated</td>
<td>Rationale and purpose are clearly stated</td>
<td>Rationale and purpose are discernible</td>
<td>Rationale and purpose are indiscernible</td>
</tr>
<tr>
<td>Information is accurate and supported by an excellent variety of well-</td>
<td>Information is accurate and supported by well-referenced statistics/facts</td>
<td>Information is mostly accurate but supported by few statistics/facts</td>
<td>Information is inaccurate and unsupported by statistics/facts</td>
</tr>
<tr>
<td>Material is very interesting and highly engaging to target audience</td>
<td>Material is interesting and engaging to target audience</td>
<td>Material is somewhat interesting to target audience</td>
<td>Material is neither interesting nor engaging to target audience</td>
</tr>
<tr>
<td>Creative and effective suggestions for action are provided, with an</td>
<td>Clear suggestions for action and links to other relevant resources and</td>
<td>Some suggestions for action and links to other resources and organizations are provided</td>
<td></td>
</tr>
<tr>
<td>extensive list of links to other relevant resources and organizations</td>
<td>organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website is highly appealing visually, with attractive layout and</td>
<td>Website is visually appealing, with attractive layout and graphics/photos</td>
<td>Website is somewhat appealing visually, with coherent layout and some</td>
<td>Website is unappealing visually, with incoherent layout and minimal use of graphics/photos</td>
</tr>
<tr>
<td>Creative name, address and logo effectively communicate the site’s</td>
<td>Appropriate name, address and logo reflect the site’s intention</td>
<td>Name, address and logo somewhat relate to the site’s intention</td>
<td>Name, address and logo poorly relate to site’s intention</td>
</tr>
<tr>
<td>Material is highly articulate with no spelling or grammatical errors</td>
<td>Material is easy to read with few spelling and grammatical errors</td>
<td>Material is legible with some spelling and grammatical errors</td>
<td>Material is illegible with many spelling and grammatical errors</td>
</tr>
<tr>
<td>Website is extremely easy to navigate</td>
<td>Website is easy to navigate</td>
<td>Website is somewhat difficult to navigate</td>
<td>Website is difficult to navigate</td>
</tr>
<tr>
<td>There is effective use of headings and menus</td>
<td>There is appropriate use of headings and menus</td>
<td>There is some use of headings and menus</td>
<td>There is limited/ineffective use of headings and menus</td>
</tr>
<tr>
<td>Content organization is very clear and logical</td>
<td>Content organization is clear and logical</td>
<td>Some content organization is evident</td>
<td>Content is disorganized and difficult to follow</td>
</tr>
<tr>
<td>Website loads very quickly</td>
<td>Website loads quickly</td>
<td>Website loads somewhat slowly</td>
<td>Website loads slowly or has errors</td>
</tr>
<tr>
<td>Website is extremely easy to find because excellent metatags were</td>
<td>Website is fairly easy to locate because effective metatags were</td>
<td>Website is somewhat hard to find because metatags were badly chosen or</td>
<td>Website is hard to find because no metatags were chosen or URL was</td>
</tr>
<tr>
<td>registered with major search engines</td>
<td>chosen and URL was registered with major search engines</td>
<td>URL was registered with limited search engines</td>
<td>registered with few or no search engines</td>
</tr>
</tbody>
</table>

*Note: The technical portion of the rubric is to be used only if students are actually mounting the website.*
You want to raise awareness of an issue or event in a short television or radio announcement. As part of their broadcast licensing agreement with the government, all stations schedule time for public service announcements (PSAs) free of charge to non-profit community groups.

**Here is your challenge.**

1. Select an issue for the PSA and prepare a written rationale that outlines:
   - why the issue was selected
   - why action is needed
   - how the PSA will help to raise awareness and provide opportunities for action
   - who is the target audience

2. Do a web search for “public service announcements.” Choose three PSAs from different sites and review their effectiveness.
   - Who created the PSA?
   - What is the main message?
   - What techniques are used to get attention?
   - Is the PSA effective? Why or why not?

3. Write a one-paragraph summary of your intended message. What do you want your audience to remember?

4. Find a media source in your community (local, campus and community radio and television stations) that offers PSAs, and outline the specific requirements for format, length, deadlines, etc., as well as the contact information for the public service director of the station.

5. Write the script for your 30-second spot (60–75 words) to raise awareness, attract interest and inspire your audience to take positive action. Include:
   - a catchy opener
   - suggestions on what steps listeners/viewers could take
   - how to contact your group to learn more

6. Write a double-spaced cover letter that explains the purpose of your PSA, the target audience, the length of your PSA (in seconds and in words) and why you feel it should be aired.

7. Create an audio tape or videotape of your PSA.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PSA is articulate, fluent and easy to follow without background details.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>The PSA corresponds to the selected media source’s guidelines.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>The language is clear, simple and action-oriented, with no unnecessary words.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>The narrative is powerful and catchy, capturing listeners/viewers’ attention.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>There is a strong and appealing call to action supported by a clear and convincing rationale.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>The PSA includes relevant facts/anecdotes and sources of further information.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>Viewers/listeners are clearly advised on what steps they can take.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>The cover letter provides a clear, well-structured and persuasive argument as to why the PSA should be aired.</td>
<td>1-2-3-4-5</td>
<td>1-2-3-4-5</td>
</tr>
<tr>
<td>All project components were thoroughly completed.</td>
<td>2-4-6-8-10</td>
<td>2-4-6-8-10</td>
</tr>
</tbody>
</table>
You have chosen to raise awareness of an issue by writing a letter to the editor to express your views and motivate others to act. This is a great way to get your voice heard in the media.

**Here is your challenge.**

1. Review the editorial pages of a newspaper and choose two letters. Summarize their positions on an issue. Were the writers effective in making their point? If so, what strategies did they use?
2. Identify the specific media source that you will address, and include the guidelines and editorial style that your letter should follow (length, format, deadlines, etc.) along with the contact person and your desired target audience.
3. Summarize the issue you are addressing and the action you are encouraging people to take.
4. Following the guidelines of the media source, write a concise letter that presents:
   - a clear position on the topic
   - a suggestion for action in relation to the issue
   - a compelling argument for acting on the issue

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ The analysis of editorials demonstrates a thorough understanding of their strengths and weaknesses.</td>
<td>❑ The analysis of editorials demonstrates considerable understanding of their strengths and weaknesses.</td>
<td>❑ The analysis of editorials demonstrates some understanding of their strengths and weaknesses.</td>
<td>❑ The analysis of editorials demonstrates limited understanding of their strengths and weaknesses.</td>
</tr>
<tr>
<td>❑ The review of media guidelines includes a great degree of insight regarding requirements, readership and editorial style.</td>
<td>❑ The review of media guidelines includes an accurate understanding of requirements, readership and editorial style.</td>
<td>❑ The review of media guidelines includes some understanding of requirements, readership and editorial style.</td>
<td>❑ The review of media guidelines includes limited understanding of requirements, readership and editorial style.</td>
</tr>
<tr>
<td>❑ The summary illustrates a thorough understanding of the issue and creative suggestions for action.</td>
<td>❑ The summary illustrates a considerable understanding of the issue and relevant suggestions for action.</td>
<td>❑ The summary illustrates some understanding of the issue and some suggestions for action.</td>
<td>❑ The summary illustrates a limited understanding of the issue and inappropriate suggestions for action.</td>
</tr>
<tr>
<td>The letter provides a clear, convincing position, insightful suggestions and compelling support for action by:</td>
<td>The letter provides a clear position, practical suggestions and support for action by:</td>
<td>The letter provides a position and minimal suggestions and support for action by:</td>
<td>The letter provides an unintelligible/unconvincing position and limited suggestions and support for action by:</td>
</tr>
<tr>
<td>❑ presenting a clear point of view consistently supported by well-reasoned arguments and supportive information</td>
<td>❑ presenting a point of view largely supported by well-reasoned arguments and accurate information</td>
<td>❑ presenting a point of view supported by accurate information</td>
<td>❑ failing to present a point of view or support it with well-reasoned arguments and accurate information</td>
</tr>
<tr>
<td>❑ outlining creative suggestions and compelling support for action</td>
<td>❑ outlining relevant suggestions and support for action</td>
<td>❑ outlining somewhat relevant suggestions and minimal support for action</td>
<td>❑ offering limited suggestions or support for action</td>
</tr>
<tr>
<td>❑ communicating in an articulate and succinct style with no spelling or grammatical errors</td>
<td>❑ communicating in a succinct and easy-to-follow style with few spelling and grammatical errors</td>
<td>❑ communicating in a somewhat intelligible style with some spelling and grammatical errors</td>
<td>❑ communicating in an unintelligible style with many spelling and grammatical errors</td>
</tr>
</tbody>
</table>
You have decided to try to influence the actions of others by presenting a case to encourage a government official, corporate citizen or organizational leader to take action on an issue.

**Here is your challenge.**
- Clearly identify the target audience and the action(s) you are encouraging people to take.
- Provide a rationale for your choice that includes a description of the scope of the problem, the consequences of inaction and the benefits of taking the action you are suggesting.
- Provide three pieces of evidence (statistics, respected opinion, research) that support your opinion.
- Research and list other organizations (including non-governmental) that support your position.

**Writing a Letter**
1. Identify the best person to approach and provide full contact information.
   - If you are lobbying a government official, is your issue a federal, provincial or municipal responsibility and who is the appropriate politician to approach?
   - If you are approaching a corporation or organization, what is its corporate structure and who would have the most influence over the action you want the organization to take?
2. Research and summarize the position of your audience on the issue.
   - If you are addressing a politician, read his or her speeches or contact the office to find out where the person stands. Make sure you are aware of any laws or bills that are relevant to your issue.
   - If approaching a corporation or organization, visit its website, read its press releases and search news websites for coverage of the issue.
3. Write a one-page letter to the appropriate person that summarizes your purpose and specific request, providing substantiated facts, up-to-date statistics, examples and other key information.

**Preparing for a Meeting**
1. Prepare a presentation of your material that is less than 10 minutes long.
2. Be knowledgeable about supporting research, facts and rationale so that you are prepared to answer questions on your issue and position.
3. Create an information package to leave after the meeting that includes:
   - a one- to two-page fact sheet that summarizes your position
   - your complete contact information
   - supporting documents such as newspaper articles, research studies, etc.

### Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Self</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The letter focuses on a single, clearly articulated purpose/request.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The letter contains a well-structured argument backed up by accurate evidence.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The letter explains clearly why the writer is passionate about this cause.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The letter uses language that is polite, tactful, logical and reasonable.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The letter is well written, with no grammatical or spelling errors.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The presentation for a meeting is concise and articulate.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The presenter is able to answer questions on the issue.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Supporting data has been gathered from a range of credible sources.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The fact sheet is succinct, contains contact information and is supported by relevant documents and research.</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>All project components were thoroughly completed.</td>
<td>4-7-10-14</td>
<td>4-7-10-14</td>
</tr>
</tbody>
</table>
You understand the importance of recognizing and supporting people who are working for positive change. You also want to raise awareness of issues by hosting an event that could generate positive community attention and media coverage.

**Here is your challenge.**

1. Create an awards committee and begin by individually researching existing awards for community, public or humanitarian work (check out [www.peace.ca/peaceawards.htm](http://www.peace.ca/peaceawards.htm) for examples or do a search for “Canadian peace awards”). Make sure to confirm your selection with other group members to avoid duplication.
   - Summarize the purpose of the award as well as nomination and selection criteria.

2. Brainstorm together as a committee.
   - Create a name for your award and determine how winners will be honoured (e.g., presentation, plaque, website posting, honorarium or prize donated by a sponsor).
   - Develop a process for nomination and create criteria for choosing the award winners.
   - Determine how your committee, class or school will carry out the vote.

3. Allocate the following tasks equally among group members.
   - **Nominations:** Research individuals and organizations working for peace in your school or community for possible nominees (e.g., employees in local non-governmental organizations or non-profit groups, city councillors, school boards, community centres, teachers, student groups, community volunteers). Write a brief synopsis for each nominee (minimum of three), describing how they meet the criteria and why they should receive the award.
   - **Publicity:** Create a brochure or poster to promote the awards ceremony in your school or community, encouraging others to nominate candidates and attend the ceremony. Write a press release inviting local media and community leaders (see page 62).
   - **Event planning:** Create an action plan for coordinating the awards ceremony, including a timeline, list of resources, budget and personnel required.

4. Notify the Peacemaker Award winners and publicly acknowledge them by posting results on a school Web page, creating another press release, etc.

All group members must complete the following evaluation for themselves and for one other student in their group, ensuring that all group members are covered.

Name of peer to be evaluated: ________________________

### Group Evaluation

<table>
<thead>
<tr>
<th>Task</th>
<th>Peer</th>
<th>Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included all group members and respected their ideas</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Listened to others without interrupting or dominating the discussion</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Worked as a team player, remaining focused on the task</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Assumed an appropriate level of responsibility and completed tasks assigned</td>
<td>1-2-3-4</td>
<td>1-2-3-4</td>
</tr>
</tbody>
</table>

### Individual and Group Evaluation by Teacher

<table>
<thead>
<tr>
<th>Task</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student worked well co-operatively, remaining focused on the task.</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The group process for nomination and selection of winners is efficient and achievable.</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The summary of existing peace awards was thoroughly completed.</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>Publicity material is creative, well designed and clearly communicates the intended message.</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>The event-planning action plan is thorough, well organized and provides an excellent working document for implementing the event described.</td>
<td>1-2-3-4</td>
</tr>
<tr>
<td>All required project components were thoroughly completed and submitted.</td>
<td>2-4-6-8</td>
</tr>
</tbody>
</table>
You have chosen to raise awareness or money for a cause you believe in. This requires the skills, creativity and enthusiasm of a group. There are many different types of events you could plan, such as the examples below.

**Event to Raise Awareness or Educate**
- an art exhibit around an issue or theme
- an open house with representatives from a variety of organizations (e.g., Oxfam, Amnesty International, Free the Children)
- a street theatre production
- a school or community mural
- a “culture jam” to create an alternative advertising campaign
- a workshop, presentation, teach-in or conference for students or the public

**Organized Action**
- a school-wide drive for clothing, food or supplies for the homeless
- an environmental clean-up day
- school participation in an existing campaign (e.g., Keep the Beat, Cut It Out, 30-hour Famine)
- a school-wide petition or consumer action

**Event to Raise Money**
- a music, poetry or spoken art event
- a donated performance, speech or reading (contact a musician, speaker or author and charge admission)
- a raffle, garage sale or penny drive
- a fundraising dinner, sports event or movie night
- a collection day for used clothing and CDs to sell at consignment shops

**Here is your challenge.**
1. Select an issue as well as the type of event or action you plan to take and prepare a written proposal that outlines:
   - why the issue was selected
   - why action is needed on this issue
   - a brief description of the concept for your event
   - how your event will impact the issue
   - who is the target audience
2. After your teacher approves the proposal, create a detailed plan of action that provides the following.
   - a complete list of committee members
   - a clear description of subcommittees, members and responsibilities (e.g., fundraising, promotion, event logistics, entertainment, food, budget)
   - a breakdown of all tasks to be completed with dates of completion and persons responsible
   - a detailed list of resources required
3. Create all promotional material (e.g., brochures, online action alerts, press releases, public service announcements, posters, website additions).
4. Develop any support material needed for the event (e.g., information packages on the issue, presentation notes, handouts, outlines of workshop materials, video clips, music, overheads, slide show presentations, visuals).

*If you require money or resources to carry out your event, do the following.*
5. Complete a detailed budget outlining the cost of the event.
6. Complete a fundraising plan with request letters. Please see page 62 for details on such letters.
Securing Event Contributions: Letter of Request

You want to ask businesses for donations, services or products to assist you in running your event.

Here is your challenge.
1. Include the full title and contact information of three possible donors that match with your needs.
2. Write a letter requesting sponsorship or donation that:
   • clearly describes who you are and your mission, including an explanation of the project/event you are planning
   • clearly describes the type of donation you are seeking (cash, services, promotion, products, event space, etc.)
   • clearly explains the type of recognition that the donor can expect to receive from your organization (e.g., recognition on posters, a banner at the event, mention in the program, a newsletter article)
   • contains all necessary contact information

Writing a Press Release

You want to grab the media’s attention and get them to profile your event or action.

Here is your challenge.
1. Create a list of three media sources (television, newspapers, magazines, radio stations, internet sites).
2. Identify your target audience. What type of media have you selected?
3. Write a clear, concise one- to two-page press release that is newsworthy, unique and interesting.
   Write your press release in the neutral third person (“he” or “she,” not “I”) and follow this format.
   • Title the page “Press Release” and write a strong, catchy headline underneath.
   • Include the full contact information of the person in your group with the date below.
   • Write a powerful opening paragraph that explains your purpose and gives a general description of the event.
   • Use the second paragraph to identify yourself or your group and the third paragraph to supply the details of your event.
   • Include any other important information (e.g., how much money you hope to raise, who will be attending) in the final paragraph.
4. Check that your facts, spelling and grammar are correct and fax or email your press release to the media sources three times — one or two weeks before your event, two or three days before and 24 hours before your event. Update your press release if you have any new information.
5. Send a follow-up press release after your event and include quotes from people who attended.

Sending an Online Action Alert

You want to spread the word about an upcoming event, or tell others about an urgent issue that needs action.

Here is your challenge.
1. Identify the action or event you are promoting.
2. Write an effective subject line that will get attention.
3. Create a concise message that outlines the issue and provides details of the event or action in which you are encouraging people to participate.
4. Provide clear instructions on how to take part in the event or action.
5. Include a list of people, organizations, email discussion lists, newsgroups or media sources to which you will send the message, with an explanation for your choices.
<table>
<thead>
<tr>
<th>Assessor:</th>
<th>Self</th>
<th>Peer</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td><strong>Level 3</strong></td>
<td><strong>Level 2</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>❑ Proposal demonstrates thorough understanding of issue and a highly convincing rationale for the event</td>
<td>❑ Proposal demonstrates considerable understanding of issue and an appealing rationale for the event</td>
<td>❑ Proposal demonstrates some understanding of issue and an ambiguous rationale for the event</td>
<td>❑ Proposal demonstrates incomplete understanding of issue with no convincing rationale for the event</td>
</tr>
<tr>
<td>❑ Concept for event is creative and thoroughly outlined, directly relating to the issue selected</td>
<td>❑ Concept for event is well outlined, relating to the issue selected</td>
<td>❑ Concept for event is vaguely justified, bearing some relation to the issue selected</td>
<td>❑ Concept for event is weak or unjustified, bearing no clear relation to the issue selected</td>
</tr>
<tr>
<td>❑ Committee action plan is detailed and highly strategic in relation to objectives</td>
<td>❑ Committee action plan is detailed and achievable in relation to objectives</td>
<td>❑ Committee action plan is coherent, yet lacking in strategy</td>
<td>❑ Committee action plan is incoherent and/or unachievable</td>
</tr>
<tr>
<td>❑ An effective and thoroughly outlined breakdown of personnel, deadlines, costs and resources is included</td>
<td>❑ A detailed breakdown of personnel, deadlines, costs and resources is included</td>
<td>❑ Some breakdown of personnel, deadlines, costs and resources is included</td>
<td>❑ Limited breakdown of personnel, deadlines, costs and resources is included</td>
</tr>
<tr>
<td>❑ Promotional materials are creative and persuasive, insightfully geared toward selected target audience</td>
<td>❑ Promotional materials are varied and geared toward selected target audience</td>
<td>❑ Promotional materials are somewhat varied but generic in focus</td>
<td>❑ Promotional materials are limited and generic</td>
</tr>
<tr>
<td>❑ Material is articulate and visually appealing, including all necessary details</td>
<td>❑ Material is well written and neat, including necessary details</td>
<td>❑ Material is legible, including most necessary details</td>
<td>❑ Material is illegible and/or lacking necessary details</td>
</tr>
<tr>
<td>❑ All committee members assume distinct roles and equally balanced responsibilities</td>
<td>❑ Group demonstrates sharing of responsibility</td>
<td>❑ Some group members assume greater responsibility than others</td>
<td>❑ Dependence on one or two individuals is demonstrated</td>
</tr>
<tr>
<td>❑ Discussion and performance are task-oriented and all ideas are respected</td>
<td>❑ Discussion and performance are relatively task-oriented and all ideas are considered</td>
<td>❑ Discussion and performance are occasionally task-oriented and some ideas dominate</td>
<td>❑ Discussion and performance are scattered and some ideas are prematurely dismissed</td>
</tr>
<tr>
<td>❑ All components of the action project were thoroughly and thoughtfully completed and meet or exceed the demands of the project</td>
<td>❑ Most components of the action project were thoroughly and thoughtfully completed and meet the demands of the project</td>
<td>❑ Some components of the action project were carefully completed and meet the demands of the project</td>
<td>❑ Few components of the action project were completed and the material provided does not meet the demands of the project</td>
</tr>
</tbody>
</table>

**Event Rubric**

**Completion**

**Theme 6 - Handout 11**

classroom connections  ||  cultivating peace  

63
A number of relevant websites and campaigns have been included throughout the resource, and additional listings are also featured in the supporting material online at www.cultivatingpeace.ca. Be sure to check out the “Join a Youth/Peace Organization” section while you are at the website. The following are some of our favourite sites, featuring great information, useful tools and exciting strategies for taking action.

Artists Against Racism: www.vrx.net/aar
Join leading musicians, actors, authors and artists from around the world in an ambitious public education campaign to combat racism. Check out how youth can get involved through school concerts, videos and other artistic actions.

Behind the Label: www.behindthelabel.org
This multimedia magazine and online community features extensive information on labour conditions in the garment industry. The site includes in-depth profiles of international sweatshop struggles, mini-documentaries, photos, facts about sweatshop retailers and opinion pages.

Canadian Council for International Co-operation: www.ccic.ca
Check out how this coalition of prominent voluntary sector organizations in Canada is collaborating to end global poverty. Click on “Take Action” for tips about fair trade and a series of campaigns taking place across the country.

The Canadian Council for Social Development: www.ccsd.ca
This social policy and research organization focuses on leading social issues in Canada including poverty, disability and diversity. The site features excellent reports and statistics for research.

Canadian Peace Alliance: www.acp-cpa.ca
Visit Canada’s largest umbrella peace organization to learn about nuclear weapons, military spending, world conflicts and other leading peace-related issues concerning Canadians. See the “Take Action” section for downloadable petitions, tips on writing letters and preparing for meetings with government officials.

Common Dreams: www.commondreams.org
This non-profit citizens’ organization provides alternative news coverage. The site has great profiles and articles from some of the leading thinkers on social issues and provides extensive links to non-governmental organizations.

Compassionate Listening Projects: www.compassionatelistening.org
This initiative is dedicated to building bridges between people, communities and nations in conflict. Projects focus on Israel-Palestine, German-Jewish communities and Turkey. Check out the articles, photo exhibits and participant reflections to understand how this unique process works.

CorpWatch: www.corpwatch.org
This website is dedicated to holding corporations accountable on a global scale. Search the site for information on a corporation you are researching and check out the hands-on Corporate Research Guide for further tips. While you’re there, take a look at the latest campaigns and actions.

Egale Canada: www.egale.ca
Egale is committed to advancing equality for Canadian lesbian, gay, bisexual and trans-gendered people and their families. Visit this site for information and legal cases on issues such as same-sex marriage, homophobia, hate crimes, youth education and more.

Equiterre: www.equiterre.org
This website is an excellent source of information on fair trade, ecological agriculture, sustainable transportation and energy efficiency. Check out the helpful guidelines for responsible consumerism and event listings in your community.

Evergreen: www.evergreen.ca
This site offers great tips and resources on how to create greener and healthier schools, communities and homes. Visit the “Tool Shed of Resources” for how-to guidebooks, videos and reports.

Human Rights Watch: www.hrw.org
This organization works to defend human rights worldwide. The site includes sections on women’s and children’s rights. Click on “Campaigns” to sign on to a range of urgent actions.

Independent Media Centre: www.indymedia.org
A collection of independent media organizations and journalists present alternative news coverage.
International Action Network on Small Arms: www.iansa.org
This global network of organizations is looking to end the proliferation and misuse of small arms and light weapons. Download tool kits and fact sheets or join a campaign.

Mines Action Canada: www.minesactioncanada.org
This site includes information on landmines with specific programs for youth. Click on “Youth Mine Action Ambassador Program” to find out how youth are taking a lead in banning landmines worldwide.

Operation SICK – Stop Inciting Children to Kill: www.operationsick.com
This is an independent network of students who oppose the exploitation of children for armed conflict. See “Action for Justice” for downloadable flyers and materials.

Oxfam Canada: www.oxfam.ca
Check out Oxfam’s leading campaigns on topics including fair trade, sweatshops, education and hunger. Download resource kits, workshop guides and campaigns, and find out how you can get involved.

Peace Protest: www.pax.protest.net
This global calendar of pro-peace actions and conferences is searchable by region. Sign an online petition, download peace posters and check out event listings and organizations in your community.

Peacewire: www.peacewire.org
This Canadian peace hub for alternative news features great campaigns, photos, videos and links.

Rabble.ca: www.rabble.ca
This alternative news source is supported by the Canadian Centre for Policy Alternatives. You can join a forum to discuss articles posted or post a perplexing political question with Auntie.com.

United Nations Development Programme: www.undp.org
This site is an excellent resource for research on global issues. Check out the latest Human Development Report (statistical indicators are listed at the end). Compare findings with other countries and earlier reports.

United Nations Association in Canada (UNAC): www.unac.org
Visit the Canadian arm of the UN and sign up for the youth and UNA-Canada listserv. Click on “Youth for Diversity” to learn about national youth forums against racism, and download a manual by youth to combat racism through education.

Tolerance.org: www.tolerance.org
This organization is dedicated to fighting hate, opposing hate groups and promoting tolerance. The site has sections for kids, teens, parents and teachers. Click on “For Teens” to view “10 Ways to Fight Hate” and order a free Mix It Up Handbook to start a dialogue on the social climate in your school.

Volunteer Now! Leaders Today: www.volunteernow.ca
Follow the simple advice posted on this website, and you’ll be well on your way toward making a difference. Click on “Take Action” for background information on issues, tools and resources to assist you. Follow the “7 Steps to Social Action” and find inspiration from the actions of other young leaders profiled on this site.

WITNESS: www.witness.ca
Founded by musician Peter Gabriel, WITNESS supplies video cameras to organizations around the world so that they can document human rights abuses. Visit the website to view footage, sign urgent actions and learn more about how video can be used for change.

World Health Organization: www.who.int/en
This information hub for global health-related issues is an excellent source of research. The site features an extensive index of issues organized under health topics and country profiles. Check out the World Report on Violence and Health to explore the connection between these domains.

Youth Action Net: www.youthactionnet.org
Visit this virtual gathering space for youth looking to connect and make a difference. Build your own website, track your actions online and discuss with others in an online forum. Other useful resources include listings of volunteer opportunities and an action tool kit with tips for fundraising, proposal writing, etc.

Youth Environmental Network Online Community: www.yen-rej.org
This website connects environmentally minded youth across the country through an online discussion forum, event postings and updates. Great resources include downloadable tips, templates and manuals for organizers.
This table provides an overview of our first module, *Cultivating Peace in the 21st Century*. To order a free copy of the teacher’s guide and video, email us at info@classroomconnections.ca or phone 1-888-882-8865.

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Overview</th>
<th>Materials Provided</th>
</tr>
</thead>
</table>
| 1 | Peace – More Than Just a Symbol                     | Students explore their own definitions of peace and construct an initial understanding of what peace means to them and to their peers. Through reconstruction of quotations on peace, conflict and war, students are exposed to a broad range of perspectives on the nature of peace, and key concepts in the exploration of peace are introduced. | Handout  
  - Message Match  
  Overhead  
  - Peace, Violence and Conflict |
| 2 | Causes of Conflict, Violence and War               | Through the analysis of films and articles, students begin to develop an understanding of the multiple causes and triggers of conflict, violence and war. Students go on to explore the similarities and differences in causation that exist at the individual, community, intra and interstate level, and practise peace-related skills such as consensus building and negotiation. | NFB Video Shorts  
  - Neighbours  
  - Balablok  
  - When the Dust Settles  
  Articles  
  - Terrorism as Cannibalism  
  - Manhood and Violence  
  Handout  
  - Causes of War and Violence |
| 3 | Security – More Than Just Defense?                  | In this lesson students examine a variety of security definitions and relate those definitions to a range of security measures. Students go on to determine the extent to which those security measures enhance or subvert human rights as laid out in the Universal Declaration of Human Rights. | Handouts  
  - Security Definitions  
  - Security Measures  
  - Universal Declaration of Human Rights |
| 4 | Deeper Security – A Case Study                       | Security of minority students in high school is explored through the use of case studies. The human rights violations that occur when students are discriminated against are examined, and the consequences of this discrimination for the victim, the perpetrator and the school community are identified. The lesson concludes with students determining who holds responsibility in protecting the rights of minority students within the school community. | Case Studies  
  - Case Study One  
  - Case Study Two  
  Handouts  
  - Righting Wrongs  
  - Consequences Map |
| 5 | Toward a Culture of Peace                           | Students examine the concepts of global justice, positive peace and human rights through the interpretation of political cartoons and explore the implications for creating a culture of peace. | Handout  
  - Political Cartoons |
| 6 | Taking Action                                       | Students determine the ethics and efficacy of different types of social and political action through the exploration of a variety of forms of protest. Students go on to examine a case study in political protest, the Quebec Summit of the Americas. | NFB Video  
  - View From the Summit  
  Handouts  
  - Action Statements  
  - FTAA Backgrounder  
  - Assessing the Protest  
  - View From the Summit |
| 7 | Where Do I Stand?                                   | Through reflection on an article by Arun Gandhi, students are encouraged to examine the contributions that they personally can make to support the creation of a culture of peace. | Article  
  - Terrorism and Nonviolence |
Cultivating Peace — Taking Action

Educators: Please answer the following questions and fax this form to 416-466-3104.

1. In your opinion, please rate the need for resources related to the topics and objectives outlined.
   ❑ great need       ❑ moderate need       ❑ some need       ❑ little need

2. Would you recommend these materials to others?   ❑ yes   ❑ no
   Why or why not? ________________________________________________

3. For the lessons included please rate the following.
   Concepts presented       ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor
   Instructional strategies   ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor
   Fit to the curriculum       ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor
   Ease of use          ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor
   Style of presentation       ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor
   Educational value       ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor
   Grade appropriateness       ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor
   Engagement for students       ❑ excellent       ❑ very good       ❑ good       ❑ average       ❑ poor

   Please comment on any of the above. ________________________________________________

4. What did you like most about the resource in general? ________________________________________________

5. In your opinion, how could the resource be improved? ________________________________________________

6. Do you have suggestions for other resources within the Cultivating Peace initiative that you would like to see developed? ________________________________________________

Name: ____________________________  School: ____________________________
Grade & Subject: ____________________________  School Address: ____________________________

School District: ____________________________
Telephone: ____________________________  Fax: ____________________________
Email: ____________________________
PeaceMakers.

Cultivating Peace — Taking Action could not have been made possible without the steadfast support of these peace-loving partners.

Citizenship and Immigration Canada
Citoyenneté et Immigration Canada

More information can be found at www.cultivatingpeace.ca.