

**Global Classroom Initiative**

**“Connecting Classrooms and  
Communities for Global Awareness”**

**Grade 9 Social Studies**

**“Viewing the World  
with  
Various Perspectives  
from  
Our Place in Atlantic Canada”**

February 2007



## **Grade 9 - Global Education Unit**

### **“Viewing the World with Various Perspectives from Our Place in Atlantic Canada”**

#### **General Description**

This global education unit brings the focus of global education toward a more personal and critical examination, encouraging grade 9 students to investigate how their Atlantic Canadian world is interconnected with the larger global community. An examination of world views from various perspectives (e.g. geographic, economic, human rights, developmental, and political) and a study of the Millennium Development Goals will allow students to discover and to reflect upon their own personal world views. The culminating activity is an examination of how individuals, peer groups, and the community contribute (or, are in a position to contribute) to the global community.

#### **Overview**

This Global Education Unit was developed to address the following outcomes for the grade 9 Atlantic Canada Social Studies Curriculum, *Atlantic Canada in the Global Community*:

#### **Physical Setting**

- 1.1 *Identify and locate the Atlantic Region in the Canadian, North American, and global contexts.*

#### **Economics**

- 3.6 *Identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities*

#### **Interdependence**

- 5.1 *Explore his/her concept of world view and recognize that world views are personal and varied.*
- 5.2 *Examine and analyze how Atlantic Canadians are members of the global community through different interconnected systems.*
- 5.3 *Assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community.*

## Module Organization

Lessons are designed to be completed in one class period of approximately 50 minutes, unless otherwise indicated. The lessons are planned in four sections:

- I      Examining Our World View (Lessons 1 - 4)**
- II     Impacts of the Global Community (Lessons 5 - 7)**
- III    Global Issues and Atlantic Canada (Lessons 8 - 9)**
- IV    Positive Action for Global Issues (Lessons 10 - 14)**

If project work is part of the lesson, the time required will be determined by the classroom teacher. The sections (1- 4, 5-7, 8-9, and 10-14) are designed to be taught in sequence within that section, but the sections can be interspersed throughout the grade 9 program as relevant to other course work being done to achieve the desired outcomes.

### **Caution to teachers regarding web site URLs:**

At the time of publication, the web sites contained within this module were functioning and appropriate in content. However with time, there is always a possibility that the URLs have moved, become non-functional, or corrupted. Teachers are advised to check out each URL before distributing to students to ensure that the integrity of the site is intact.

### **Caution regarding use of resources:**

In each of the Global Classroom Units, references have been made to organizations that assist others around the world, or articles and news clippings have been included as resources. While care has been taken in their selection, teachers are reminded to use their professional wisdom and judgement when using the resources. Materials, as is common practice, should be pre-viewed before use by students. Organizations and media, however noble the cause, will represent their own agendas; thus students and teachers must critically evaluate each source.

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## Section I

### Examining Our World View

- Lesson 1: Introduction - Interdependence**  
**Lesson 2: Examining Our World View from a Mapping Perspective**  
**Lesson 3: What Affects Our World View?**  
**Lesson 4: Examining Our Preconceptions about Other Places**
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Lessons 1- 4 will address Atlantic Canada in the Global Community outcomes 1.1, 3.6, 5.1, and 5.2. Within these lessons, students will explore current perceptions of the relative size and position of Atlantic Canada and North America on world maps and will be encouraged to challenge these perceptions as a way of “seeing” the world through different eyes. They will be also examine the perceived size of Atlantic Canada in comparison to Kenya, Africa throughout the course of study.

#### **Specific Curriculum Outcomes:**

- 1.1 Identify and locate the Atlantic Region in the Canadian, North American, and global contexts
- 3.6 Identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and national and global communities
- 5.1 Explore his/her concept of world view and recognize that world views are personal and varied
  - ▶ discuss the concept of world view and recognize that world view are personal and varied
  - ▶ examine the influence that each of the following might have on the world view held by an individual or group:
    - religious beliefs
    - culture and traditions
    - view of nature
    - quality of life
    - interaction with other groups
    - political systems
    - family
    - community
  - ▶ identify factors, other than those noted above, that can shape a person’s world view
  - ▶ examine an issue that reflects different world views
  - ▶ suggest ways in which one’s world view might change as a result of increased communication, travel and migration
- 5.2 Examine and analyze how Atlantic Canadians are members of the global community through different interconnected systems.



# Lesson #1

## Introduction - Interdependence

**Focus:** *An introduction to the theme of Interdependence between the citizens of Atlantic Canada and the global community*

### Background information for teachers:

As the idea of interdependence is woven throughout the course, “Atlantic Canada in the Global Community”, this lesson is designed as an introduction to the grade 9 Social Studies course. Students discover that we, as citizens of Atlantic Canada, are interdependent with many other places in the world, including developing countries such as Kenya.

### Anticipated completion time: 1 to 2 classes

\* Note: In all lessons, the time required will depend upon the activities selected, the depth of discussion, the class dynamics, and the time allotted for student presentations (where applicable).

### Required resources/materials:

- ▶ “Theme slide show” in CD or DVD format (included)
- ▶ Paper for placemat activity
- ▶ Board or flip chart

### In-class activities and teaching strategies:

1. Class Preparation : Divide the class into groups, with three or four students in each group. Each group will need one piece of paper for the activity (using the placemat strategy - instructions in Appendix).
2. Students are instructed to watch the slides carefully - no verbal explanation is given with the exception of the following task instructions:
  - a. These series of slides are meant to represent the theme of this course.
  - b. After viewing the slide show, in your group, using the placemat technique, individually write down what you think the theme of the course is, that is, what ideas are being demonstrated by the slides? Where were these taken? What are the common threads among the slides? What ideas do you have as you watch the images?
  - c. Write these down in your corner of the placemat.
  - d. When all of your group has completed this, discuss and come to agreement as to what the theme is (that the various regions of the world are interdependent one with another, share commonalities while having differences) Write this in one or two sentences in the middle of your placemat.
  - e. On what did you base this decision? List evidence for your choice of theme.
  - f. Prepare to present your ideas to the class.
  - g. The teacher will gather these ideas, discuss and list on flip chart or board.

Teacher Information:

The main ideas may include such things as: interdependence (examples are foods grown elsewhere are consumed here in great quantities), many differences between the two places illustrated (PEI and Kenya) but there is also much in common - both rural and urban, agriculture and tourism are important industries, the basic needs of people are the same, children attend school, etc.

3. At the end of the class, view the slides again: What do you see that you didn't see before? For teacher information and discussion the slides are described at the end of this lesson.

4. Define **interdependence** - in own words then a formal definition (samples below):

Reliance on people in other places for information, resources, goods, and services.  
[www.nmlites.org/standards/socialstudies/glossary.html](http://www.nmlites.org/standards/socialstudies/glossary.html)

A relationship in which things depend on one another for survival  
[www.treasures.com/Glossary.html](http://www.treasures.com/Glossary.html)

People relying on each other in different places or in the same place for ideas, goods, and services.  
[www.pueblo60.k12.co.us/Standard.NSF/0/4e1a7298cefa0ed08725648d0055c0f6](http://www.pueblo60.k12.co.us/Standard.NSF/0/4e1a7298cefa0ed08725648d0055c0f6)

The close relationships of people aimed at satisfying needs for affection, development, and resources to achieve relational integrity.  
[www2.bc.edu/~royca/htm/keydef.htm](http://www2.bc.edu/~royca/htm/keydef.htm)

Interdependence means that power is shared among branches of government  
[fs.huntingdon.edu/jlewis/Syl/PA/306StillmanStudOuts.htm](http://fs.huntingdon.edu/jlewis/Syl/PA/306StillmanStudOuts.htm)

The function of each part of a system is mutually dependent on the functioning of other parts and the system as a whole.  
[members.iinet.net.au/~rstack1/hent/fundamental.htm](http://members.iinet.net.au/~rstack1/hent/fundamental.htm)

Countries/regions that are linked through trade are also dependent on each other. Each is affected by another's economic decisions and situations  
[www.bridgemary.hants.sch.uk/folders/gcse\\_revision\\_guide/glossary/page\\_1.htm](http://www.bridgemary.hants.sch.uk/folders/gcse_revision_guide/glossary/page_1.htm)

Interdependence is a dynamic of being mutually responsible to and dependent on others. Some people advocate freedom or independence as a sort of ultimate good; others do the same with devotion to one's family, community, or society. Interdependence recognizes the truth in each position and weaves them together.  
[en.wikipedia.org/wiki/Interdependence](http://en.wikipedia.org/wiki/Interdependence)



Assessment:

1. Students will be asked to give additional examples from their own experience which will illustrate ways in which they think we as a province and region may be interdependent with other parts of the world.
2. View the slide show again looking for answers to the following:
  - A. Find five ways in which we are interdependent with Kenya.
  - B. In what ways might Kenya be interdependent with PEI or Atlantic Canada?  
On your own,
  - C. Find specific examples of ways we are interdependent with two other countries.

NOTE: In the APPENDIX are **Quotes** and **Did You Know?** statements which may be used throughout these lessons.

## PHOTO IDENTIFICATION LIST FOR INTRODUCTORY SLIDES

1. P.E.I. fields - aerial view
2. Great Rift Valley - Kenya
3. Marketplace in Kenya
4. Supermarket on P.E.I.
5. Coffee trees
6. Coffee blossoms in bloom
7. Close-up of coffee berries on branch<sup>1</sup>
8. Coffee field
9. Man carrying bag of coffee beans
10. Coffee beans drying in bins
11. Brewed coffee in mug with bag of Just Us Fair Trade coffee
12. Tractor working P.E.I. fields
13. Tractor and barns in Kenya
14. Round straw bales in field overlooking P.E.I. fishing village
15. Harvesting in Kenya<sup>2</sup>
16. Terraced farm land in Kenya
17. Female farmer working roadside field
18. Tree in P.E.I. potato field
19. Tree in Kenyan field of irrigated crops
20. Rural road in Kenya<sup>3</sup>
21. Rural road in P.E.I.
22. Road in Kenya with man and cattle
23. P.E.I. cattle farm
24. Boy with cow in Kenya
25. P.E.I. barns
26. Barn, sheep and cows in Kenya
27. Cows at water in Kenya
28. Cows on zero-grazing in Kenya<sup>4</sup>
29. Tea fields in Kenya
30. Children picking tea
31. Processed tea awaiting blending and packaging
32. Brewed tea with tea tin and box
33. House in Kenya

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<sup>1</sup>The actual coffee beans used to make the coffee we drink are inside the berries. When the berries are ripe and red, they are harvested and the beans are squeezed out, dried and processed.

<sup>2</sup>Though much of the farming in Kenya is done manually, there are a lot of wealthy farmers whose farms - and farm equipment - are very similar to those found on the Island.

<sup>3</sup>In some parts of Kenya, the soil is as red, or redder, than that of P.E.I..

<sup>4</sup>Zero-grazing is a common practice in Kenya among farmers who have very little land.

34. House on P.E.I.
35. Thatched roof house in Kenya
36. House on P.E.I. (2)
37. Mud House in Kenya
38. Nairobi city centre
39. Victoria Row, Charlottetown
40. Niarobi city centre (2)
41. Standard 7 students in Kenyan classroom<sup>5</sup>
42. Younger Kenyan students in large classroom
43. P.E.I. classroom - back view
44. Students at private Kenyan school
45. Three secondary male students in Kenya
46. Students at leisure in P.E.I. classroom
47. Bananas growing in Kenya
48. Bananas ready to serve on P.E.I.
49. Fishing boat at Alberton wharf
50. Fishing boat fleet in Kenya
51. Boy on fishing boat in Kenya
52. Students' feet in Kenya
53. Students' feet on P.E.I.
54. Kenyan school (1)
55. Kenyan school (2)
56. Miscouche Consolidated
57. Students at school window in Kenya
58. Students playing outside school window on P.E.I.
59. Preparing a Kenyan meal on wood fire
60. Cooking a meal in a P.E.I. kitchen
61. Sunset in Kenya
62. Sunset on P.E.I.
63. Sky - because we all breathe the same air

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<sup>5</sup>Standard 7 is the equivalent of the Canadian Grade 7.



## Lesson # 2

### Examining Our World View from a Mapping Perspective

**Focus:** *World views are shaped by individual and cultural perspectives.*

#### Background information for teachers:

In this lesson, students come to realize that the traditional way in which the world map is portrayed is not accurate and that it is important to consider perspective in examining facts and ideas related to world issues. See Teacher Notes (pg 12) after this section for information related to the origin of “Mercator and Peters Projections” and the “McArthur’s Universal Corrective Map of the World”. An understanding of the prior knowledge of students as it relates to mapping skills, global geography, and knowledge of such aspects as relative size and location, continents, equator is helpful for this lesson.

Anticipated completion time: 2 or 3 classes

#### Source of this lesson:

Adapted, with permission, from *In the Global Classroom 2*, by Graham Pike and David Selby. Toronto: Pippin Publishing, (2000).

#### Required Resources/Materials:

Large classroom wall map  
Copies: Mercator and Peters Projection map  
McArthur’s Universal Corrective Map of the World

Optional: Access to the following web-site which shows many maps where countries and continents are resized according to a variety of topics, such as population, land area, elderly, births, tourism destinations, immigrants, etc.

<http://www.sasi.group.shef.ac.uk/worldmapper/index.html>

#### In-class activities and teaching strategies

1. Each student will need a blank sheet of paper and a pencil or pen. Students are asked to close their eyes and visualize a **map of the world**.
2. As they are doing this, ask the students if they have thought of the following:  
(These questions are not to be answered but are provided to stimulate the visualization process for students.)  
Where on your map is North America? Canada? Atlantic Canada? Top half or bottom half? Right side or left side? How much space does North America take up in relation to Africa? South America? Europe? Australia? Asia?

3. Now open your eyes and use a blank sheet of paper to make a rough sketch of the continents noting the size and position that you visualized. Draw a line to represent the equator before beginning the sketch. Label the continents. The teacher may wish to put the names of the continents on the board as a guide.
4. Following this activity, students share their responses and try to obtain a consensus. (Possible strategy: Think-Pair-Share) Ask a few students to share their map drawings.
5. Discussion: If you were living in Africa, do you think you might look at the world differently? Why or why not? Pursue this by asking them to visualize living in that country. What difference might there be in your perspective if you lived in a large city or in a more isolated area? How would we be able to learn about what perspectives others might have?
6. Students now form groups of 4-5 members with each group receiving handouts of the Mercator and Peters maps and the discussion questions. Each group is to discuss and write responses to questions (a) through (e) outlined on the discussion sheet.

Discussion questions:

- a) Which of the two maps most closely resembles the world map that you visualized?
- b) What are the principal differences between the two maps?
- c) Which of the two maps do you prefer? Why?
- d) Which of the two maps are more accurate? Why do you think so?
- e) Do you think it would be possible to draw a more accurate map, on which all continents would be the right shape and size? Explain.
- f) Now look at the McArthur's map and discuss the following questions:
  - i) In which country or part of the world might the maker of this map live?
  - ii) In which countries might this map be most welcome? Where might it be least welcomed?
  - iii) How is this map a distorted image of the world?
  - iv) What do you feel about this map from your own perspective?
7. Large group discussion - groups share answers. Teacher describes origin of the two maps and the distortions they contain
8. Distribute copies of the McArthur's Universal Corrective Map of the World and consider additional question (f) above.
9. Optional:  
Examine this web-site listed below with your class as it shows fascinating ways to view the world map from various perspectives such as land mass, population, births, and immigration. *Worldmapper: the world as you've never seen it before* at <http://www.sasi.group.shef.ac.uk/worldmapper/index.html>

Assessment strategies:

Journal assignment:

Write a brief journal entry on the following: How have my ideas about Atlantic Canada's position in the world changed? What do I know that I didn't know before? What would my world look like if I were student in Kenya? Illustrate and/or describe in words.

Possible extension:

Orange Peel Activity: Any two dimensional representation of our three dimensional world will result in some distortion. Students demonstrate this by drawing a rough world map on an orange which has previously been scored in quarters, peeling it carefully to keep it in one piece and then flattening it.

Source: Adapted, with permission, from *In the Global Classroom 2*, by Graham Pike and David Selby. Toronto: Pippin Publishing, (2000).

## **TEACHER BACKGROUND INFORMATION**

### **Maps used in this lesson**

As the earth is round, it is always a challenge to represent a round earth on a flat surface. Many maps have been developed for different purposes and which show the world from different perspectives. In this lesson, the following maps are introduced:

**Peters Projection map:** This map is an accurate size (area) projection of the world continents that distorts the shapes of countries. The Peters projection map (1974) uses a rectangular coordinate system showing parallel lines of latitude and longitude.

**Mercator Projection map:** This map was developed in 1569 by Gerhard Kremer as a navigational tool. It distorts the size of countries and continents in the Northern Hemisphere and places like Greenland appears to be the same size as Africa, yet Africa's land mass is actually fourteen times larger. It was drawn so that straight lines drawn between countries would match the compass directions to be used for navigation. On this map the northern hemisphere occupies a disproportionate section of the world.

**McArthur's Universal Corrective map:** This is one of many maps that shows the world 'bottom-up' - a challenge to our usual way of looking at the world. This map was developed by an Australian.

Each map represents the world view of its creator. Having a globe available will assist students in understanding these various perspectives.



## **Questions - Mercator and Peters & McArthur's Maps**

- a) Which of the two maps most closely resembles the world map that you visualized?
  
- b) What are the principal differences between the two maps?
  
- c) Which of the two maps do you prefer? Why?
  
- d) Which of the two maps are more accurate? Why do you think so?
  
- e) Do you think it would be possible to draw a more accurate map on which all continents would be the right shape and size? Explain.
  
- f) McArthur's map questions:
  - i) In which country or part of the world might the maker of this map live?
  
  - ii) In which countries might this map be most welcome? Where might it be least welcomed?
  
  - iii) How is this map a distorted image of the world?
  
  - iv) What do you feel about this map from your own perspective?



## Lesson # 3

### What Affects Our World View?

**Focus:**            *Recognition of differences in perceptions of the world*

Background Information for Teachers:

This lesson is designed to help students to understand the concept of ‘global perspective’ and to realize that perspectives are personal and varied. They will be able to recognize differences in world views as well as recognizing the factors that shape views. Through this lesson, students explore ways of enhancing global perspectives.

Anticipated completion time: 2 classes

Required resources/materials:

- Paper and a pen/pencil for each student
- Role visualization cards, one role for each group of 3 or 4 in the class
- Work sheets for visualization activity

In-class activities and teaching strategies:

1. Review previous lesson by discussing the entries that students put into their journals:
  - How have my ideas about Atlantic Canada’s position in the world changed?
  - What do I know that I didn’t know before?
  - What would my world look like if I were student in Kenya?
  - How do maps affect our view of the world?
  - Has your view of the world changed based on our previous work with maps?
  - If so, in what ways? If not, why not?
  - What do you think the term **global perspective** means?

**Definition of global perspective:** A world view that takes into account the fact that individuals and societies are a part of a larger, worldwide system

Source: [highered.mcgraw-hill.com/sites/0072486694/student\\_view0/glossary.html](http://highered.mcgraw-hill.com/sites/0072486694/student_view0/glossary.html)

2. **What affects our global perspective?** Role visualization activity:
  - a) Divide class into groups of 3 or 4 per group. Give one role card to each group with the following instructions:
  - b) Read your role card. Imagine individually what it would be like to be in the role portrayed, live in that particular place, or to be in the age group or economic status of the individual described.

- c) Think about the following: What would your world view be? How would you describe the world you knew? What would it include?  
 If you were this person, think about what your life would be like, how you would communicate with others, how you would learn about other parts of the world, what opportunities you would have, in what ways you might be limited or restricted, and how you might affect or impact other's world view.
- d) Write down what you think on your response sheet.
- e) Share your thoughts with the others in your group.
- f) Reach consensus as to what your global perspective would be if you were in that particular role.
- g) Prepare to share these perspectives with your class.  
 Possible strategy: Have an "On the Spot" LIVE TV broadcast of an "International Conference on Global Perspective". One student volunteers as the reporter and does random interviews with participants (one per group).
- h) Homework - Interview someone you know to see how he/she views the world. Record that person's thoughts on how he/she communicates with others, how he/she learns about other parts of the world, what opportunities the person has experienced, in what ways are/has the person been limited or restricted, and how he/she affects or impacts other people's world view.

Students are to record the interview responses on the reverse side of the response sheet.

3. Factors affecting your global perspective?
- a) As each group shares their particular perspective, instruct students to write down as many factors as possible that might affect a person's global perspective OR brainstorm for suggestions of factors that might affect an individual's global perspective.
- b) Other than maps, what else do you think affects our global perspective?  
 List student responses on the chalkboard.  
*Responses might include:*
- media, newspapers, television, internet
  - school, books, education, reading
  - travel, transportation
  - family, friend or pen pal experiences
  - religion, volunteerism

4. Discuss the following assignment for students to apply the learning from the role visualization.

Assignment:

Using ideas from the above discussion, have students draw a map, web, picture, or diagram of the influences on their present world view. They should think about any travel or holiday experiences that they have, as well as any information they have gained from other sources that are a part of the list above. They should place themselves in the centre of the diagram with significant places/events, local or global, around them.

Write a page describing what impact each of these influences had on your world view.

The teacher might provide an example of what has influenced his or her own world view or global perspective (in some form of graphic organizer.) A possible template is included with this lesson. Headings for the ‘balloons’ might include Media, School, Family, Friends, Work, Travel or other general headings that the students might generate. The headings on the template are left blank so will need to be generated, either in common or individually after class discussion.

Sample teacher’s “World View Influences”:

Media - newspapers, local and on-line  
watching the news  
photos, old and new  
sharing digital photos  
email - USA and Japan  
ebay  
music/broad spectrum of interest form all over the world

School - PEI, elementary, high school and university

Friends - from many countries  
Canada World Youth  
Hiroko, Keiko  
pen pal in Malawi, Africa

Family - family in Canada over 100 years  
large family, many live in other parts of world

Work - teaching Social Studies, learn about the world

Travel - every province in Canada  
USA - eastern seaboard  
El Salvador, Honduras  
Spain, Morocco

5. Have students meet in small groups following completion of their maps to share and discuss their world views. Have a general discussion on what they learned in their groups about the world views of their classmates.

Assessment strategies:

1. Completion of above assignments:  
Interview  
Influences on My World View Diagram  
Written work on My World View  
(Sample rubric follows)
  
2. Extension: Choose whether you agree or disagree with the following statement: "All Atlantic Canadians share a similar world view." Write a paragraph that explains why you agree or disagree with this statement.

**"A View from My Shoes"**  
**What Affects Your World View?**

**Local CBC Reporter**

You are a local reporter for CBC television. Your job is to travel around the Atlantic Canada to cover the local news stories. You know a lot of local people, but rarely have the chance to travel outside of the Atlantic provinces.

*Describe your global perspective.*

**International CBC reporter**

You are an international reporter for CBC television. Your job is to travel around the world to cover the news stories happening in other countries. You travel a great deal, and have been to many different countries and have met a lot of different people.

*Describe your global perspective.*

**Rural Farmer in P.E.I.**

You are a rural farmer on P.E.I. Due to the amount of work on the farm, you rarely leave the Island. In addition, due to your rural location, you are not able to access cable television or highspeed internet. You are content to do the work on the farm and visit with your neighbours.

*Describe your global perspective.*





**Rural farmer in Kenya**

You are a rural farmer in Kenya. Due to the amount of work, and the difficulty in traveling long distances (you must walk everywhere) you are able to travel only to the nearby communities. You grow the food you eat, and have one cow and one goat. You have no television or radio and the news you hear comes from conversations with neighbours.

*Describe your global perspective.*

**Grade 9 student in P.E.I.**

You are a grade 9 student on P.E.I. You have access to cable television and Internet. You have travelled as far west as Ottawa, but you've never traveled outside of Canada.

*Describe your global perspective.*

**Form 1 student in rural Kenya**

You are a Form 1 student in Kenya. (Form 1 is equivalent to grade 9 in Canada.) You walk three kilometres to school every day and have very little food to eat or water to drink. When you are not at school, you are working on your family's small farm to grow food.

*Describe your global perspective.*



**Senior Citizen**

You are a senior living on P.E.I. You've lived on the Island your whole life, and have only traveled to Moncton after the bridge was built. You like to play cards on Thursday nights and bingo every Friday. When you were younger, you fought in World War II on the front lines.

*Describe your global perspective.*

**Young Child**

You are a young child on P.E.I. You enjoy sports like hockey in the winter and soccer in the summer. You never read the newspaper or watch the news, so all the information you have about the world comes from what you learn at school or the cartoons and sitcoms you watch on television.

*Describe your global perspective.*

**Person living in poverty in Atlantic Canada**

You are a person living in poverty in Atlantic Canada. Although you have a place to live, you must rely on friends and neighbours for transportation whenever you need to go to an appointment or to work. At the end of the month you sometimes need to go to the food bank as your wages will not cover all of your living costs.

*Describe your global perspective.*



## **"A View from My Shoes" What Affects Your World View?**

**Name:** \_\_\_\_\_

*If you were this person, think about what your life would be like, how you would communicate with others, how you would learn about other parts of the world, what opportunities you would have, in what ways you might be limited or restricted, and how you might affect or impact other's world view.*

### **Local CBC Reporter**

You are a local reporter for CBC television. Your job is to travel around the Atlantic Canada to cover the local news stories. You know a lot of local people, but rarely have the chance to travel outside of the Atlantic provinces.

*Describe your global perspective.*

**Write down your thoughts.**

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**"A View from My Shoes"  
What Affects Your World View?**

**Name:** \_\_\_\_\_

*If you were this person, think about what your life would be like, how you would communicate with others, how you would learn about other parts of the world, what opportunities you would have, in what ways you might be limited or restricted, and how you might affect or impact other's world view.*

**Young Child**

You are a young child on P.E.I. You enjoy sports like hockey in the winter and soccer in the summer. You never read the newspaper or watch the news, so all the information you have about the world comes from what you learn at school or the cartoons and sitcoms you watch on television.

*Describe your global perspective.*

Write down your thoughts.

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## My Global Perspective

Name: \_\_\_\_\_

Date: \_\_\_\_\_

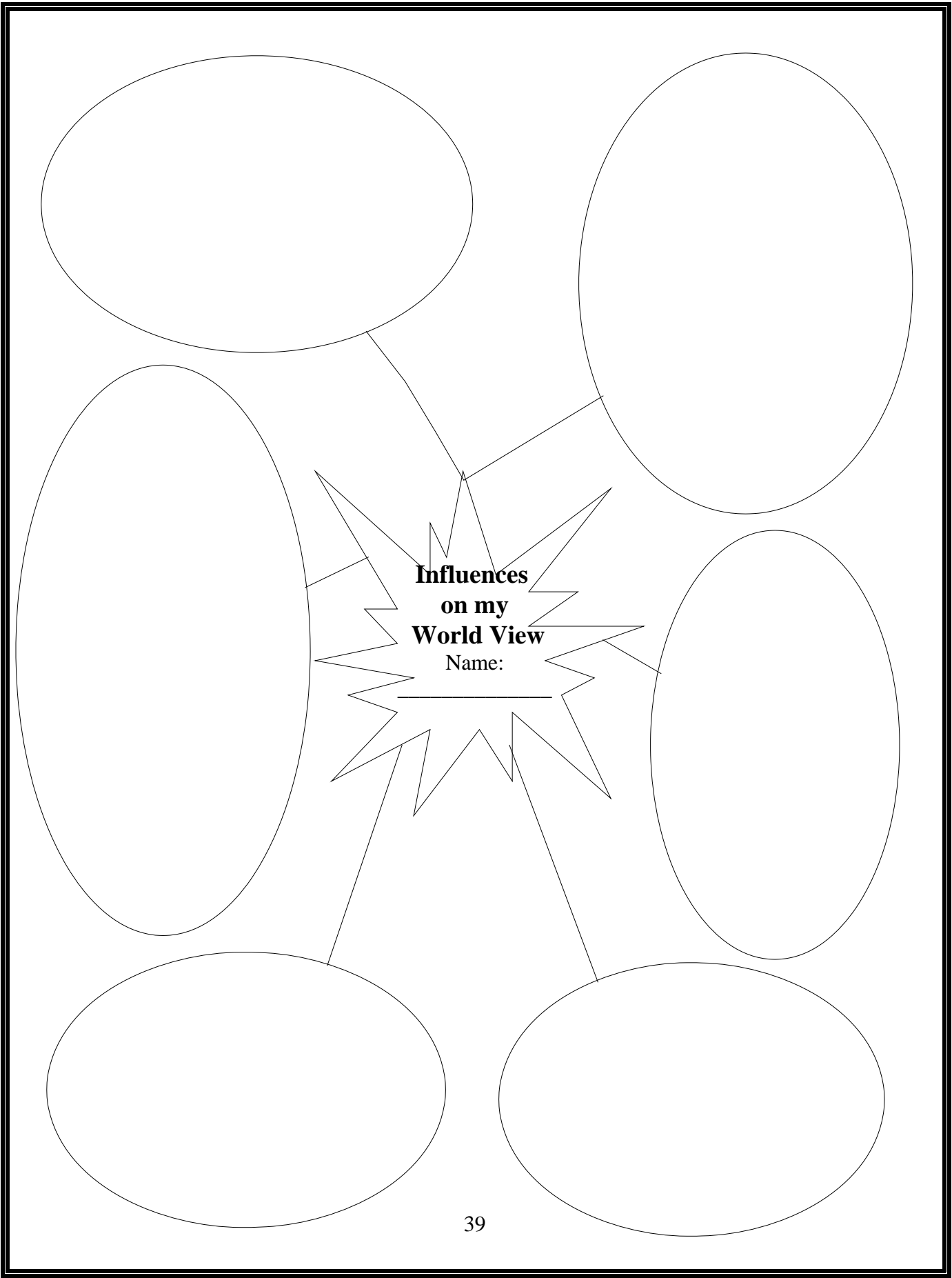
### Rubric

	Did not meet minimum requirements	Satisfactory	Excellent
<b>Process</b>			
<b>1. Has a clear vision of project's requirements</b>	1 2 3	4 5 6	7 8 9 10
<b>2. Properly organized to complete project</b>	1 2 3	4 5 6	7 8 9 10
<b>3. Managed time wisely</b>	1 2 3	4 5 6	7 8 9 10
<b>4. Acquired needed knowledge base</b>	1 2 3	4 5 6	7 8 9 10
<b>5. Communicated efforts with teacher</b>	1 2 3	4 5 6	7 8 9 10
<b>Product (Assignment)</b>			
<b>1. Format</b>	1 2 3	4 5 6	7 8 9 10
<b>2. Mechanics of speaking/writing</b>	1 2 3	4 5 6	7 8 9 10
<b>3. Organization and structure</b>	1 2 3	4 5 6	7 8 9 10
<b>4. Creativity</b>	1 2 3	4 5 6	7 8 9 10
<b>5. Demonstrates knowledge</b>	1 2 3	4 5 6	7 8 9 10

Final Score:     /100

Comments:







## Lesson # 4

### Examining Our Preconceptions about Other Places

**Focus:** *Concepts of global economy and economic interdependence*

Background Information for Teachers:

In this lesson, students create their own definition of “global economy” and delve into determining the extent of our dependence on the global marketplace and how it affects our lives

Anticipated Completion Time: 1- 2 classes

Required Resources/Materials:

- Cue cards for each student: **Country A** for half the class and **Country B** for half
- Slide show, “A Tree Grows in Kenya”
- Article, “Name this Developing Country”

In-class Activities and Teaching Strategies:

1. Class preparation: Divide the class into groups of 3 or 4 per group. Each group will receive a set of clues to help them identify the country being discussed. Half of the groups will have Country A and the other half Country B. (They are both talking about Kenya but list A discusses clues that reflect aspects linked to **developed** nations and list B reflects aspects linked to **developing** nations).

### Teacher Background Information

The term **developed country** is used to categorize countries with developed economies in which the tertiary and quaternary sectors of industry dominate. This level of economic development usually translates into a high income per capita and a high Human Development Index (HDI). Countries with high gross domestic product (GDP) per capita often fit the above description of a developed economy. However, anomalies exist when determining "developed" status by the factor GDP per capita alone.

A **developing country** has a relatively low standard of living, an undeveloped industrial base, and a moderate to low Human Development Index (HDI) score. In developing countries, there is low per capita income, widespread poverty, and low capital formation. The term has tended to edge out earlier ones, including the Cold War defined "Third World", which has come to have unintentional negative connotations associated with them.

Source:[http://en.wikipedia.org/wiki/Developing\\_nation](http://en.wikipedia.org/wiki/Developing_nation)

2. What country is it? Allow students time to contemplate their clues individually, then share with their group and come to a consensus (or maximum allowable time has passed). Have each group submit their response on a piece of paper to the teacher.

3. Answers are recorded for all to see and discussion follows. Sample discussion questions may include:

- Why was it so hard to figure out that both sets of clues were facts about the same country? (Kenya)
- How are developing countries sometimes portrayed in the media?
- Where do we get our ideas about other countries?

Ideas might include: reading world literature, connecting by e-mail with classes in other countries, taking part in international projects, reading newspapers from other parts of the world, watching documentary programs about other countries, getting to know immigrants from other countries who have come to P.E.I.

- Why is it important to realize that our global perspective is influenced by many things like media bias, films, racism, industry, distance, as well as other factors?
- How would one get a truer perspective of Kenya or other countries?
- What word would you use to describe what our perspective is generally based on?
- How can we gain a global perspective which is not ethnocentric? (optional to introduce this term)

**Definition: ethnocentric** - centred on a specific ethnic group, usually one's own source:

Source: [wordnet.princeton.edu/perl/webwn](http://wordnet.princeton.edu/perl/webwn)

Ethnocentrism - ethnocentricity is the tendency to look at the world primarily from the perspective of one's own culture. Many claim that ethnocentrism occurs in every society; ironically, ethnocentrism may be something that all cultures have in common. Source: [en.wikipedia.org/wiki/Ethnocentric](http://en.wikipedia.org/wiki/Ethnocentric)

4. After this discussion around the difficulty with having a balanced perspective on a country, let alone an issue, present the slide show: "A Tree Grows in Kenya". This will illustrate the great variety of images that may represent Kenya, a developing country.

5. Now read, "Name this Developing Country" article. Have students guess what country is being talked about. (Canada 100 years ago)

Text from: Fredericton YMCA-YWCA, An Introduction to Development Education: Part One: "The Global Village" (1988). Permission to copy handouts for classroom use is granted. The activity which accompanied this text was found in "A Two way Approach to Understanding: Issues in Global Education (second edition)", YM-YWCA of Fredericton and NBTA Global Education Centre. Funding in part for that publication was provided by CIDA.

#### Assessment Strategy:

Using photos, pictures, and other prompts of some place you have visited or would like to visit, describe the general perceptions you would have of that country. Then research the country to find information that would give you a more accurate perspective on that country. Present your findings in a poster or pictorial essay.

Examples: Dominican Republic, Cuba, any province or city in Canada, Florida, Mexico, Masai Mara (Kenya), India, or France. A student might also describe P.E.I. from the perspective of a tourist.

Possible extension:

Included in this lesson is an article, “A Tree grows in Kenya” which describes the work of Wangiri Maathai, Nobel Peace Prize winner from Kenya and founder of the **Green Belt Movement**. It is important to note that many Kenyans are also working to help improve the living conditions in their country.

As well, Farmers Helping Farmers, a P.E.I. non-governmental organization, is also involved in the **Muchui Women’s Group Tree Nursery Project** in a dry area of Kenya.

Report to your class on the work of these organizations by consulting the following web-sites:

<http://www.greenbeltmovement.com>

[www.farmershelpingfarmers.ca](http://www.farmershelpingfarmers.ca)

### Country A

Guess the country associated with the clues listed below

- thriving tourism industry
- a regional hub for trade and finance
- a democratic republic with President and National Assembly of elected representatives
- extensive cell phone network throughout country
- exports valued at over \$3 billion/year
- one of the most successful agricultural production regions in that continent
- a country of great ethnic diversity

### Country B

Guess the country associated with the clues listed below

- agriculture employs 70% of the work force
- has abundant and varied wildlife of scientific and economic value
- huge slums are found in major cities
- government corruption is a long-term barrier to development
- athletes dominate the world in middle and long-distance running events
- ranks 4<sup>th</sup> in the world for number of people infected with HIV/AIDS
- has problems with recurring drought and flooding

#### Sources:

Evans, Mark & Reynolds, Cecilia, **Educating for Global Citizenship in a Changing World - a teacher's resource handbook**, published as an online document by OISE/UT, 2004.

CIA - The World Factbook -- **Kenya**

Features a map and brief descriptions of geography, economy, government, and people.  
[www.cia.gov/cia/publications/factbook/geos/ke.html](http://www.cia.gov/cia/publications/factbook/geos/ke.html)

## Country A

Guess the country associated with the clues listed below:

- thriving tourism industry
- a regional hub for trade and finance
- a democratic republic with President and National Assembly of elected representatives
- extensive cell phone network throughout country
- exports valued at over \$3 billion/year
- one of the most successful agricultural production regions in that continent
- a country of great ethnic diversity

## Country B

Guess the country associated with the clues listed below:

- agriculture employs 70% of the work force, mainly women
- has abundant and varied wildlife of scientific and economic value
- huge slums are found in major cities
- government corruption is a long-term barrier to development
- athletes dominate the world in middle and long-distance running events
- ranks 4<sup>th</sup> in the world for number of people infected with HIV/AIDS
- has problems with recurring drought and flooding





## **A TREE GROWS IN KENYA Slideshow**

### **Slide show descriptors:**

<b>Slide #</b>	<b>Slide Description</b>
<b>1</b>	<b>Acacia tree growing on a cattle farm.</b>
<b>2</b>	<b>A TREE OF LIFE - Early morning on safari - acacia tree and malboro storks</b>
<b>3</b>	<b>Rhinoceros with baby</b>
<b>4</b>	<b>Family of baboons at waterhole</b>
<b>5</b>	<b>Mother and baby baboon</b>
<b>6</b>	<b>Elephant</b>
<b>7</b>	<b>Gazelle crossing road</b>
<b>8</b>	<b>Lioness with two cubs</b>
<b>9</b>	<b>Male lion resting - note safari vehicle in left background</b>
<b>10</b>	<b>Pink and white flamingoes at Lake Nakuru Game Reserve</b>
<b>11</b>	<b>Group of wart hogs</b>
<b>12</b>	<b>Water buffalos in the company of insect-eating birds</b>
<b>13</b>	<b>Old lazy water buffalo who has been cooling previously in the mud</b>
<b>14</b>	<b>Wild turkeys</b>
<b>15</b>	<b>Marabou stork posing for a picture</b>
<b>16</b>	<b>Zebra - Is he white with black stripes or black with white?</b>
<b>17</b>	<b>A herd of zebra - no two have exactly the same pattern</b>
<b>18</b>	<b>Does anyone know the name of this large horned animal?</b>
<b>19</b>	<b>Giraffe grazing - notice patterning</b>
<b>20</b>	<b>Another giraffe among the acacia trees</b>
<b>21</b>	<b>Herd of giraffe with different patterning</b>
<b>22</b>	<b>Hippopotamus leaving waterhole - he wants nothing to do with us.</b>

23	Cattle share their grazing area with African wildlife
24	A TREE OF BEAUTY - Early morning over-looking Lake Nakuru
25	Flowers bloom in abundance in the central fertile area of Kenya.
26	A fly finds a place of beauty to rest.
27	More gigantic blooms!
28	Coffee blossoms
29	Mount Kenya - the second highest peak in Africa
30	Overlooking Lake Nakuru - early morning
31	An acacia at sunset
32	Wildlife roam the grasslands at sunset
33	A TREE OF HARDSHIP - an acacia overlooking a safari trek
34	A riverbed thirsts for rain.
35	A small child entertains himself in the dirt. Note his ragged sweater, pantless bottom and lack of footwear.
36	These children prepare for a long walk home. They have recently lost their school in a wind storm and are now forced to share facilities at another school. They wear a school uniform and carry jerry cans for water collection to provide for their drinking needs during the day at school; they may refill these cans on the way home for their evening needs. Some have shoes and some do not. Some will walk an average of three to four kilometres to school.
37	Some parents can afford shoes for their children but many cannot as half of the working population makes about \$1.00 per day to provide for all their family's needs. Also note the clay floor. If there is enough water some will be used to wet down these floors to keep the parasites and dust down.
38	Jerry cans lined up at the back of a classroom.
39	School children coming to greet visitors. Their classroom is in the background.
40	One of two school latrines for a school population of just over 200.
41	A water can waiting for the rains to come.

42	<b>Drought-stricken corn fields.</b>
43	<b>This family has received a water tank from Farmers Helping Farmers but due to lack of rain, for many months, it is empty and crops are dying.</b>
44	<b>A boy collects water from Lake Victoria for his family.</b>
45	<b>This girl may walk a long distance to bring water to her family. Note her clothing and footwear.</b>
46	<b>A family lives in this tin house next to the chicken coop. They work as farm hands on a large cattle farm.</b>
47	<b>Some live in mud houses made of a mixture of mud, straw, sticks and sometimes animal dung. This is the back of the house.</b>
48	<b>This is a cookhouse (kitchen) where the family meals are cooked on an open fire. Due to the amount of smoke and risk of fire, kitchens are usually built outside of the main living area.</b>
49	<b>A malnourished child in ragged clothes.</b>
50	<b>A TREE OF INDUSTRY - acacia tree at sunset</b>
51	<b>Beatrice is considered well-to-do by Kenyan standards as she has seven cows and two heifers on her 2-acre farm where she grows napier grass for her cows, coffee, and some fruits and vegetables. She hopes to one day have 20-25 free ranging cows.</b>
52	<b>A fishing boat on Lake Victoria</b>
53	<b>Coffee berries</b>
54	<b>A coffee farmer brings a bag of coffee beans to the local coffee cooperative. He will not get enough money for the coffee to cover his costs in growing it.</b>
55	<b>A farmer walks his cattle home after a day of allowing them to forage for food along the roadside.</b>
56	<b>A woman works the soil on this piece of land by the roadside in preparation for planting before the rains. Women usually do this backbreaking work with very few hand tools. Land is precious and every available bit is worked.</b>
57	<b>Myhenda, the teacher team's cook, prepares a meal for many guests.</b>

58	A woman walking home with a large bundle of sticks that will be used for cooking family meals. She may have walked a long distance to collect this firewood as there is a scarcity of trees in Kenya.
59	A Maasai cattle-herder. The hole in his ear is made over a considerable length of time using plugs of increasing size. This is considered decorative.
60	A tractor and farm building.
61	Another field of corn desperately needing rain.
62	A nursery of tea seedlings that will be planted in tea fields after 12 months in the nursery. The income from the sale of these seedlings will be used to support a group of orphans, many of whom have lost their parents to AIDS.
63	Processed tea ready for blending and packaging.
64	Wash day. Most laundry is washed by hand in Kenya.
65	Clothes-making appears to be a job done mainly by men.
66	This is Paul, a wood-carver, who works for the Africana Cooperative. Each month he spends one week collecting the wood for carving, two weeks carving with other carvers in the cooperative, and one week selling the products to visitors. He carved this elephant which is a popular item with tourists.
67	A rooftop view of Nairobi, the capital of Kenya.
68	<b>A TREE OF HOPE</b>
69	A young woman anxiously awaits the birth of her child at St. Theresa's Maternity Cottage Hospital. Covering the cost of hospitalization is a real hardship for many people and, for the most part, only those who have complications will come to the hospital to have their children.
70	Mothers will usually stay with their children to care for them during their hospitalization.
71	Students at Gathukimundu Primary School who are benefiting from the Farmers Helping Farmers Twinning Program with Miscouche Consolidated School.
72	An orphaned student receives a letter from a P.E.I. student.

73	<b>Young students at one of Kenya's primary schools.</b>
74	<b>Two nursery students. The one on the left is afraid of the white skinned visitors as he thought they must be very sick.</b>
75	<b>A nursery student who is well protected from the 30 degree drafts. Visitors thought it was warm.</b>
76	<b>A child carries his spoon and cup for the School Feeding Program.</b>
77	<b>A girl is really excited to receive a soccer ball for her school.</b>
78	<b>This church supports its orphans with a tea seedling nursery.</b>
79	<b>Some children pick tea - this child is helping to pull weeds.</b>
80	<b>Girl poses for a picture at church window.</b>
81	<b>The Kenyan flag - a Maasai shield and two spears</b>
82	<b>A map of Kenya</b>
83	<b>Facts about Kenya</b>
84	<b>HIV/AIDS in Kenya</b>
85	<b>Religion in Kenya</b>
86	<b>Ethnic Groups</b>
87	<b>Languages</b>
88	<b>Labour and Employment information</b>
89	<b>Information about Kenya's leading environmentalist and 2004 Nobel Peace Prize winner.</b>
90	<b>The End</b>



### **What is this developing country?**

This country is relatively lucky in that it is self-sufficient in food production. However, the food production is seasonal and for long periods each year people have to live on stored and preserved foods. On the other hand, in order to insure this self-sufficiency, most of the labour in the country is involved in food production, primarily subsistence farming (raising just enough to feed the family) and fishing. The mode of farming in the country requires a lot of hands to carry it out because there is little available technology.

The rest of the economy is based primarily on the production of raw materials, mining and forestry, and working conditions in these areas are even harsher than on farms. The few factory jobs in the country are appalling; wages are low, workers have to put in long hours, six days a week (without holidays) and without employee benefits. There is no employment insurance, pension plan, or worker's compensation. If, for example, you are injured while working (let's say you cut off our hand) all that happens is you lose your job. No one's going to give you a pension or any form of financial compensation for your loss. And there's no social welfare.

There are other reasons for trying to avoid injuries. Medical attention, for one, is hard to get. There are not very many hospitals in the country to begin with, and the few there are, are usually found in cities. The problem is that most of the population lives in rural areas and so can't get to hospitals.

The death rate for children under five is extremely high; there is also a high rate of death for women during childbirth. The medical system has been unable to prevent the spreads of diseases like typhus, typhoid, diarrhea, and dysentery; although with proper sanitation these diseases are controllable.

Tuberculosis and childhood parasites (worms) are common. Life expectancy is about 55 years. To put that in some context, life expectancy in Central America ranges from 64 years in Guatemala to 74 in Costa Rica; so 55 years is not very good.

One of the results of a high infant mortality rate and of the lack of pension plans and other welfare programs for the elderly is that people need to have large families. The national average is that a couple will need to produce six children in order to insure that there will be at least one son who will survive to adulthood and take on the financial responsibility of his parents. Families of twelve or more are common.

Most of these children will only receive very rudimentary education, the equivalent of primary school. There is not much of an education system in the country to begin with, but the fact of the matter is that children are taken out of school by their parents and put to work to help the family.

And even with half a dozen children working, most families will just squeak by. They will be able to provide food and shelter, but little more. There are, of course, a wide variety of modern consumer products available on the markets, but most families don't have enough income to purchase them.

Most people have limited mobility. There's a pretty impressive national railway system, but it misses a lot of communities. And other than by rail, about the only way to get around is by horse, boat or foot. The roads are generally unpaved and often impassable. The result is that most people are born, grow up, and die in the same village.

Text from: Fredericton YMCA-YWCA, An Introduction to Development Education: Part One: "The Global Village" (1988). Permission to copy handouts for classroom use is granted.





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## Section II

### Impacts of the Global Community

**Lesson 5:     Where Do Our Goods and Services Originate?**

**Lesson 6:     What are Global Issues?**

**Lesson 7 :    Examining the Impact of Our Buying Habits**

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These lessons will develop students' understanding of our economic connections in Atlantic Canada to the global community, how our lifestyle impacts on others, and what global issues are connected to economic influences.

The following outcomes will be addressed :

- 3.6     Identify and demonstrate an understanding of trade and other economic linkages among Atlantic Canada and the national and global communities
- ▶       define the term 'global economy'
  - ▶       conduct a class survey to determine the place of origin of many of the goods students purchase and use; graph the results by country/place of origin
  - ▶       determine the extent to which the global marketplace is affecting the lives of students
- 5.2     Examine and analyze how Atlantic Canadians are members of the global community through different interconnected systems
- ▶       define what is meant by system, interdependence and global village
  - ▶       explore ways in which political, economic, technological, and cultural systems create interdependence in the world today
  - ▶       examine culture as a system and its impact on a selected global issue
  - ▶       examine the cultural barriers that may impede understanding between people and that sometimes lead to conflict
  - ▶       evaluate how improvements in transportation and communication systems have led to increased global awareness
  - ▶       discuss an environmental issue that impacts directly on Atlantic Canada and the global village
  - ▶       explore a human rights issue in Atlantic Canada that has an international impact
  - ▶       assess the implications of a selected current international agreement for Atlantic Canada



## Lesson #5

### Where Do Our Goods and Services Originate?

**Focus:** *Interconnectedness between Atlantic Canada (PEI) and other parts of world*

#### Background Information for Teachers:

This lesson focuses on connecting products that students use on an everyday basis to the location where the product originates. In doing so, students gain an appreciation of the vast network of interconnected economies that exists between their local world and the broader global world. The lesson addresses outcome 3.6 in the Atlantic Canada in the Global Community curriculum.

Anticipated Completion Time: 2 or 3 class periods (varies according to how much out-of-class time students spend on the research)

**NOTE: The “My Shopping Cart” assignment for this lesson MUST be given prior to this lesson.**

This lesson is adapted, with permission, from *In the Global Classroom 1*, by Graham Pike and David Selby. Toronto: Pippin Publishing, 1999.

#### Required resources/materials:

- shopping cart lists (worksheet)
- scissors & glue stick
- string or yarn (optional)
- completed handout "My Shopping Cart"
- world map (11" x 17" -one per group)
- P.E.I. map
- bristle board for each group
- atlas or world maps

#### In-class Activities and Teaching Strategies:

1. Organize class into groups of three or four, in pairs or individually with the materials listed above.
2. Mapping our Shopping Cart Activity
  - a) Students (individually or in groups) prepare labels using the Product Data sheet and the shopping list sheets from their completed homework (List common items only once.). These labels will consist of the **Item's Name** and the **Country of Origin**. Cut out the labels. These will later be attached to the world map joining

the country of origin with Prince Edward Island.

b) Sort these products (labels) into categories (sample categories below)-

food products

clothing and footwear

building materials/furniture

electronic equipment

hardware (for example, tools, brooms, office supplies, kitchen utensils, etc.)

health and cosmetic products

*Students may need to create an extra category( ies) depending upon what products are listed on their sheets.*

c) With a marker or highlighter, colour code each category with a different colour. (Use the SAME colour coding for each category and for each group working)

d) On bristle board, students glue the world outline map in the upper right quadrant, and the outline map of P.E.I. in the lower left quadrant. (The main point here is to have the two outline maps as far apart as possible on the bristol board so that adequate space is available for the product labels.)

e) Students then take each group that have been imported from the same country, find that country on their map using the class world map or atlas as a reference

f) Students make a line from each country of origin to P.E.I. for the products identified.-one line from each country to P.E.I.. Planning before drawing these lines will prevent excessive overlapping of lines and labels. (Label the countries of origin.)

g) Along each line from the country of origin to P.E.I. glue the product labels for items that have come to P.E.I. from that country.

**This map will highlight our dependence on global trading.**

### 3. Follow-up Discussion:

Each group should analyze their group map using the following questions as a guide:

a) Why do goods come from all over the world?

b) Can you see patterns between or among countries and types of goods? Why might these be?

c) Do we rely on certain countries for particular categories of goods?

d) From what countries or regions does it appear that P.E.I. receives (imports) most goods? fewest goods? Why do you think this is so?

e) What are the reasons for different countries appearing in columns two and four of

- your original **Shopping Cart** assignment handout?
- f) What other observations can you make from your own map?
  - g) What conclusions can we make about the links that exist between Atlantic Canada and the rest of the world?
  - h) How has the interaction between Atlantic Canada and other countries affected our way of life?
  - i) Are there consequences for global trade on i) people and ii) the environment? If so, what are they?
  - j) Should we strengthen our links with other countries? Why or why not?

#### 4. What does the term **global economy** mean?

### Teacher Background Information

#### Definitions of **global economy**:

refers to the emerging international economy characterized by free trade in goods and services, unrestricted capital flows and weakened national powers to control domestic economies.

[redefiningprogress.org/programs/sustainabilityindicators/glossary/terms.html](http://redefiningprogress.org/programs/sustainabilityindicators/glossary/terms.html)

a term for the fact that the economies of most of the world's nations have become increasingly interconnected. For example, a computer chip designed in America may be produced in a Korean factory for use in a Japanese VCR that is sold in a dozen or more countries. The trend has opened many opportunities, but it also creates some problems. Companies often move factories from high labor cost countries like the US, and build them instead in Asia or Mexico.

[www.fastrackteaching.com/termsmodern.html](http://www.fastrackteaching.com/termsmodern.html)

refers to the expansion of economies beyond national borders, in particular, the expansion of production by transnational corporations to many countries around the world. The global economy includes the globalization of production, markets, finance, communications, and the labor force.

[colours.mahost.org/faq/definitions.html](http://colours.mahost.org/faq/definitions.html)

The world economy can be represented in various ways, and broken down in various ways. It is inseparable from the geography and ecology of Earth, e.g. ecoregions which represent different agricultural and resource extraction opportunities, and each have natural capital of their own that provides nature's services to humankind.

[en.wikipedia.org/wiki/Global\\_economy](http://en.wikipedia.org/wiki/Global_economy)

Possible Extension: Econobingo

**“My Shopping Cart”  
Pre-lesson Assignment Description**

This activity offers the opportunity for students to expand their world view by seeing our connections to other countries and to note how we depend on the global trading.

This assignment is given in preparation for lesson 5, “Where our goods and services originate”.

**Procedure:**

Students are asked to conduct a survey into the origins of goods, other than Canadian, firstly, in their homes; and secondly, at their local supermarket. Students will have completed the handout on their own as a prior assignment but will be working in groups during the lesson on this topic.

Distribute the handout and provide directions for completion. It would be helpful to have a few example items in the class to assist with the explanation (ex. canned product, a piece of clothing, a food item, hardware item, piece of sports equipment).

Explain that for some items, all columns can easily be completed; but for others, only one or two will be possible (see sample below). They may need to consult with a knowledgeable adult or clerk where packaging is not used or the place of origin is not stated.

*Samples*

<i>ITEM IN SHOPPING CART</i>	<i>WHERE GROWN/ MADE/PROCESSED/ PACKAGED</i>	<i>MAIN RAW MATERIAL OR INGREDIENT</i>	<i>COUNTRY OF ORIGIN</i>
<i>Can of White Tuna</i>	<i>Packed in Canada</i>	<i>Tuna Fish</i>	<i>Thailand</i>
<i>Coffee</i>	<i>Packed in Canada</i>	<i>Coffee Beans</i>	<i>Kenya</i>
<i>Workout Pants</i>	<i>Made in Taiwan</i>	<i>Polyester/Spandex</i>	<i>England</i>
<i>Nectarines</i>	<i>Grown in Chile</i>		<i>Chile</i>
<i>Table</i>	<i>Made in England</i>	<i>Mahogany</i>	<i>Brazil</i>
<i>DVD Player/Recorder</i>	<i>Made in Japan</i>	<i>Various</i>	











## Mapping our “Shopping Cart” Products

### Student Instruction Sheet

- Part 1 a) In groups of three or four prepare labels using the Product Data sheet and the shopping list sheets from their completed homework (List common items only once.). These labels will consist of the **Item’s Name** and the **Country of Origin**. Cut out the labels. These will later be attached to the world map joining the country of origin with Prince Edward Island.
- b) Sort these products (labels) into categories (sample categories below)  
food products  
clothing and footwear  
building materials/furniture  
electronic equipment  
hardware (for example, tools, brooms, office supplies, kitchen utensils, etc.)  
health and cosmetic products  
*Students may need to create an extra category(ies) depending upon what products are listed on their sheets*
- c) With a marker or highlighter, colour code each category with a different colour (as per specified colour code so all the class will have the same colour indicators.)
- d) Fasten the world outline map in the upper right quadrant, and the outline map of P.E.I. in the lower left quadrant. (The main point here is to have the two outline maps as far apart as possible on the bristol board so that adequate space is available for the product labels.)
- e) Take each group that has been imported from the same country, find that country on their map using the class world map or atlas as a reference
- f) Make a line from the each country of origin to P.E.I. for each of the products identified - one line from each country to P.E.I.. For examples , if ‘bananas’ were produced in the Panama, a line would be drawn from P.E.I. to ‘Panama’. Planning before drawing these lines will prevent excessive overlapping of lines and labels.
- g) Along each line from the country of origin to P.E.I. glue the product labels for items that have come to P.E.I. from that country.

**This map highlights our dependence on global trading.**

2. After you have completed positioning the labels on your group map, analyse your results using the following questions as a guide:
- a) From what parts of the world do your goods originate?
  - b) What patterns can you see between countries and types of goods? Why might this be?
  - c) Do we rely on certain countries for particular categories of goods?
  - d) Why do you think that we trade a lot with some countries and not much with others? What factors might determine this?
  - e) What are the reasons for different countries appearing in columns two and four of your original **Shopping Cart** assignment handout?
  - f) What other observations can you make from your own map?
  - g) What conclusions can we make about the links that exist between Atlantic Canada and the rest of the world?
  - h) How has the interaction between Atlantic Canada and other countries affected our way of life?
  - i) Are there consequences for global trade on people? the environment? If so, what are they?
  - j) Should we strengthen our links with other countries? Keep existing trade links? Why or why not?

## ECONOBINGO

**Find someone who has the following items in their Shopping Cart and complete the chart below:**

<p><b>A - an electrical device</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>B - an item from an Asian country</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>C - a fruit grown outside North America</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>D - a product grown in one country but packaged in another</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>
<p><b>E - a shirt or T-shirt</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>F - footwear</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>G - a camera</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>H - a product from Greece or Australia</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>
<p><b>I - an item produced in Canada</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>J - an item from a country recently in the news</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>K - an item purchased in another country</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>L - a watch or piece of jewellery</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>
<p><b>M - furniture or other wood product</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>N - a product of U.S.A.</b></p> <p>name _____</p> <p>device _____</p>	<p><b>O - an item from an African country</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>	<p><b>P - a can of tuna</b></p> <p>name _____</p> <p>device _____</p> <p>country _____</p>



## Lesson # 6

### What are Global Issues?

**Focus:** Recognizing that global issues affect everyone

Background Information for Teachers:

In this lesson, students apply what they have learned to this point about global views and perspectives to the reality of global issues. They will examine some of the major global issues that currently exist, and consider how these issues can and do affect people in our local region.

Anticipated Completion Time: 2-3 classes

Required Resources/Materials:

- Prior homework assignment (See item #1)
- Supplementary articles from East African newspapers (included)
- Overhead Transparency/ Handout: *Information on Global Issues*

In-class Activities and Teaching Strategies:

1. **Prior Homework:** Ask students to keep a journal for a week recording any information they see or hear from any source (radio, television, internet, conversation) OR to research and collect clippings from current newspapers and magazines which indicate matters of global concern.  
These clippings must be collected prior to the day's activity since the teacher may need or wish to add more clippings to the class collection. A series of clippings are included from newspapers of Kenya and Uganda for additional interest and information. They may be photocopied and added to the collection.
2. Students are placed in groups of 3-5.
3. **Warm-up discussion:**  
Based on work completed in previous classes, what conclusions can we make about Atlantic Canada's interactions with the rest of the world and how our lives are affected? What are some advantages of these interactions? Disadvantages? Are there other ways in which we should interact?

#### 4. Small Group Work

Use one article as an example to introduce the activity that follows.

Each group, using their gathered clippings or notes, and additional ones provided by the teacher, will discuss and categorize the topics discussed in each article, examining and determining the nature of the global problem, and noting the specific examples. If groups have duplicate clippings or notes they may swap these with another group. (It would be helpful to organize collections of articles in envelopes for each group prior to the class.)

They now record the groups of global problems and examples on the Information on “Global Issues Worksheet.” After allowing sufficient time for ideas to come forth, have groups, in turn, provide an issue of concern along with the details from which this was determined within their groups, until all issues have been exhausted. The teacher records these on an overhead transparency similar to the sample below. As issues are provided ask students to provide examples in our lives for column two.

(Sample Chart)

GLOBAL ISSUE	EXAMPLES IN OUR WORLD/OUR LIVES
Environment	<ul style="list-style-type: none"> <li>• deforestation</li> <li>• overfishing</li> <li>• pollution</li> <li>• acid rain</li> <li>• oil spills</li> </ul>
Population & Sustainability	<ul style="list-style-type: none"> <li>• poverty</li> <li>• human rights abuses</li> </ul>
Health	<ul style="list-style-type: none"> <li>• HIV/AIDS</li> <li>• Bird flu</li> <li>• West Nile virus</li> </ul>
War & Conflict	<ul style="list-style-type: none"> <li>• child soldiers</li> <li>• refugees</li> </ul>
Third World Debt	<ul style="list-style-type: none"> <li>• rich/poor gap</li> </ul>
Food and Water Security	<ul style="list-style-type: none"> <li>• depletion of resources</li> <li>• access to safe water</li> </ul>
Fair Trade	<ul style="list-style-type: none"> <li>• coffee</li> <li>• bananas</li> </ul>
Sweatshops	<ul style="list-style-type: none"> <li>• jeans</li> <li>• sneakers</li> </ul>



5. Follow-up Discussion & Activity:

- Which of these global issues are related to trade? To Atlantic Canada? Explain the connection.
- If we wanted to get more information on one of these issues, where would we search?
- What would be a good source of information? List these on chalkboard, chart paper, or overhead transparency for consideration.

These might include:

- Internet search
  - stories of families in other countries
  - economists who study globalization
  - workers and trade unions
  - newspapers and media from developing world/Canadian media sources
  - reports from scientists /researchers/professionals in developing countries
  - resource books
- What resources are available in our class/school/community?

Sources:

Evans, Mark & Reynolds, Cecilia, *Educating for Global Citizenship in a Changing World* - a teacher's resource handbook, published as an online document by OISE/UT, 2004.

Pike, Graham & Shelby, David, *In The Global Classroom 1*, Toronto, Ontario, Pippin Publishing Corporation, 1991.

Prince Edward Island Department of Education, English Programs and Services Division, Atlantic Canada in the Global Community, Grade 9, Atlantic Canada Social Studies Curriculum, Atlantic Provinces Education Foundation, 1998.

Global Issues That Affect Everyone -Global Issues.org provides insights into global issues that may be misrepresented but are all closely related. Topics include human rights  
[www.globalissues.org/](http://www.globalissues.org/)

Global Issues - Contains 60-second guides and more in-depth guides on a range of global issues. A good educational resource [www.global-issues.net/](http://www.global-issues.net/)

Creative Action: We are often overwhelmed by global problems - hungry children, rainforest destruction, over population and global warming. Creative Action helps you get  
[www.creativeaction.org/](http://www.creativeaction.org/)



INFORMATION ON GLOBAL ISSUES

Name: \_\_\_\_\_

Global Issue	Examples in Our Lives

Lesson # 7  
Examining the Impact of Our Buying Habits  
(How do you like your coffee?)

**Focus:**        *How local action(s) can impact industries and lives in other parts of the world*

Background Information for Teachers:

This lesson is intended to provide students an opportunity to see how a simple everyday occurrence in the lives of Canadians has a reverberating effect on a larger scale. As students examine facts and statistics around the coffee business, they are invited to reflect upon current practices in the coffee trade and alternative solutions to perennial problems. The lesson addresses outcomes 3.6 (global economics), 5.1 (world issues and views), and 5.2 (interconnectedness of Atlantic Canadians and the rest of the world).

Anticipated Completion Time: 2-3 classes, depending upon how reporting of research is done

Required Resources/materials:

- Internet access
- Worksheet: Facts About Coffee
- Understanding the World of Coffee handout
- Helpful Web sites handout
- Global Issue Internet Search Guide
- Local/Global Question Sheet

In-class Activities and Teaching Strategies:

1. Group students so that there are 6 groups in total. Provide each student with worksheet 'Facts About Coffee'. Instruct students to discuss the questions on the handout with their group and make a group decision on their correct answer for each.

**Answers:**    *1 b    2 c    3 b    4 a, b, d    5 a    6 a    7 d*

2. Following completion of the handout, groups report on their guesses for each question before the correct answer is given. Encourage discussion on reactions.

What surprised you the most?

What was new information?

What did you find most interesting?

3. At this point some background information on the coffee industry can be shared with the class

using information provided from Oxfam’s Fair Trade Coffee Workshop Kit (copy included)  
This information may be introduced using questions such as:

- What do you know about where and how coffee grows?
- How does the coffee get from the coffee plantation to the coffee shop?
- How many people do you think were involved in the production before you actually buy a cup of coffee? How many in producing the cream and sugar?

4. Group work: Understanding the World of Coffee (handout)

Listed below are six different topics that are part of understanding the world of coffee from the perspective of the people living in the south where coffee is grown. Each group is assigned one of the topics for investigation and will report back to the class. For each topic there is one specific question to answer. Allow sufficient time for research.

- Labour                      How does the coffee industry affect the lives of workers?
- Activism                    What is being done to change the coffee industry?
- Land Ownership            How is land ownership a key issue in coffee production?
- Environment                What are the environmental effects of different ways of producing coffee?
- Trade                        What are the economic realities of the coffee trade?
- Health                        What are the health effects of different ways of producing coffee?

5. Assessment: After the research, each group will choose one person to be part of a panel discussion moderated by the teacher. Each student will report on their central question and a whole class discussion will follow. A template for student note-taking during the panel is included.

Extension: Follow-up Assignment:

Students are now asked to complete an individual investigative assignment on one of the global issues highlighted in Lesson 6 that impacts directly on Atlantic Canada. Teachers may wish to use the ‘Global Issue Internet Search Guide’ and the ‘Local/Global Question Sheet’ to guide students in their research. Possible topics chosen might include:

bananas	chocolate production	Third World Debt
sweatshops	child labour	destruction of the rainforests
blue jean production	free trade	fair trade
water		

Maximum 2-page written assignment. Any of the sources of information in previous discussions may be used to assist with this work. Students may be expected to make a presentation on their findings to the class.

Sources for student research on Extension activity:

**Garment Industry:**

“Just Fashion” - Exploring injustices in the garment industry, including child labour (A series of activities for students)

<http://owren.info/org>

Blue Jeans

<http://www.owren.info/orgs/ni/facts.htm>

<http://www.newint.org/issue302/facts.html>

**Banana Production:**

PANNA - Support Banana Workers: Bring Justice to the Table

[http://www.panna.org/resources/gpc/gpc\\_200404.14.1.06.dv.html](http://www.panna.org/resources/gpc/gpc_200404.14.1.06.dv.html)

Oxfam - Go Bananas! - follow the banana as it is grown, harvested and marketed

<http://www.oxfam.org.uk/coolplanet/teachers/banana/index.htm>

Fair trade tropical fruit importer

[http://www.oxfamamerica.org/whatwedo/campaigns/make\\_trade\\_fair/news\\_publications/feature\\_story.2006-11-06.5799478401](http://www.oxfamamerica.org/whatwedo/campaigns/make_trade_fair/news_publications/feature_story.2006-11-06.5799478401)

**The Chocolate Industry:**

<http://www.globalexchange.org/campaigns/fairtrade/cocoa/>

<http://www.transfairusa.org/content/shop/chocolate.php>

**Fair Trade:**

<http://www.transfairusa.org/>

<http://www.fairtrade.org.uk/resources.htm>

<http://www.fairtraderesource.org/>

**Child Labour:**

[http://unicef.org/protection/index\\_childlabour.html](http://unicef.org/protection/index_childlabour.html)

<http://www.hrw.org/children/labor.htm>

Reports by country (including Canada and Kenya)

<http://www.globalmarch.org/resourcecentre/country.php>

**Rainforest Protection:**

[http://www.rainforestweb.org/Rainforest\\_Destruction/](http://www.rainforestweb.org/Rainforest_Destruction/)

[http://kids.mongabay.com/lesson\\_plans/](http://kids.mongabay.com/lesson_plans/)

Sources:

Evans, Mark & Reynolds, Cecilia. *Educating for Global Citizenship in a Changing World* - a teacher's resource handbook, published as an online document by OISE/UT, 2004.

McDonald, Anne. *Global Education Teaching Resources*, British Columbia Teacher's Federation.  
<http://www.bctf.bc.ca/social/GlobalEd/GlobalClassroom/>

*Fair Trade Coffee Workshop Kit* Date: July 2000 Author: Tamara MacKenzie

Filename: Fair Trade Coffee Workshop Kit English Version: Coffeekit2.pdf (PDF: 557K/33pg)

Christian Aid Organization, STEPS WORKSHEETS, GET GLOBAL, on-line resource,  
[www.christianaid.org.uk](http://www.christianaid.org.uk)

## FACTS ABOUT COFFEE

Discuss the following questions in a group and make a group guess:

1. Which country or region's citizens drink the most coffee annually per capita?  
a) The U.S.A.    b) Canada    c) Europe    d) Columbia
2. How many cups of coffee do Canadians drink annually per capita?  
a) 250    b) 325    c) 402    d) 510
3. Approximately how much do Canadians spend annually on brewed coffee?  
a) \$ 1.5 billion    b) \$2.3 billion    c) \$3.8 billion
4. Where does most of Canada's coffee come from?  
a) Central America    b) South America    c) Africa    d) Viet Nam
5. Approximately what percentage of the Canadian retail price of coffee beans goes to the coffee farmer?  
a) 11%    b) 16%    c) 22%    d) 28%
6. What percentage of the coffee sold in Canada in 1998 was "Fair Trade" coffee?  
(Fair Trade coffee is coffee business that pays the coffee producer/farmer a higher and fairer price for raw coffee)  
a) 1%    b) 2.7%    c) 3.8%    d) 5%
7. What percentage of the Canadian retail price of coffee do farmers get through "fairly traded" coffee?  
a) 11%    b) 16%    c) 22%    d) 28%

Source: Information taken from Oxfam Canada's "Canadian Coffee Facts"





## Understanding the World of Coffee

Topics for further research:

1. **Labour**            How does the coffee industry affect the lives of workers?
- 2.. **Activism**            What is being done to change the coffee industry?
3. **Land Ownership**    How is land ownership a key issue in coffee production?
4. **Environment**        What are the environmental effects of different ways of producing coffee?
5. **Trade**                What are the economic realities of the coffee trade?
6. **Health**                What are the health effects of different ways of producing coffee?

<b><u>TOPICS</u></b>	<b><u>SOURCE</u></b> (required for search-engine)	<b><u>ARTICLE NAME / DESCRIPTION</u></b> ( required for search-engine)	<b><u>WEBSITE ADDRESS</u></b> (if inaccessible use search-engine and information from columns 1 & 2)
<i>All Groups</i>	<b>New Internationalist: Issue No. 271</b>	<b>Coffee: Spilling the Beans</b>	<a href="http://www.newint.org/issue271/contents.html">http://www.newint.org/issue271/contents.html</a>
<i>All Groups</i>	<b>Adobe Acrobat IDRC Report, April 1992</b>	<b>The High Price of a Good Cup of Coffee</b>	<a href="http://idrinfo.idrc.ca/Archive/ReportsINTRA/pdfs/v20n1e/108991.pdf">http://idrinfo.idrc.ca/Archive/ReportsINTRA/pdfs/v20n1e/108991.pdf</a>
<i>All Groups</i>	<b>Global Exchange. October 2001 Statement on Coffee Crisis</b>	<b>Fair Trade: Squeezing coffee farmers to the last drop</b>	<a href="http://www.globalexchange.org/campaigns/fairtrade/coffee/news2001/gx100001.html">http://www.globalexchange.org/campaigns/fairtrade/coffee/news2001/gx100001.html</a>
<i>All Groups</i>	<b>St. Petersburg Times Online August 11, 2002</b>	<b>World and nation: Waking up to world coffee crisis</b>	<a href="http://www.sptimes.com/2002/08/11/Worldandnation/Waking_up_to_world_co.shtml">http://www.sptimes.com/2002/08/11/Worldandnation/Waking_up_to_world_co.shtml</a>
<i>Labour</i>	<b>New Internationalist: Issue No. 271</b>	<b>Bonanza or Bust: Hard labour on the farm brings uncertain returns ...</b>	<a href="http://www.newint.org/issue271/bonanza.htm">http://www.newint.org/issue271/bonanza.htm</a>
<i>Labour</i>	<b>COMMON DREAMS.ORG NEWS CENTRE</b>	Miami Herald, Friday, December 6, 2002; <b>Fair Trade for Coffee Farmers Too</b> by Bianca Jagger	<a href="http://www.commondreams.org/views02/1206-05.htm">http://www.commondreams.org/views02/1206-05.htm</a>
<i>Labour</i>	<b>Tea &amp; Coffee Trade Journal</b>	<b>The Plight of Coffee's Children</b>	<a href="http://www.teaandcoffee.net/0102/special2.htm">http://www.teaandcoffee.net/0102/special2.htm</a>
<i>Activism</i>	<b>New Internationalist: Issue No. 271</b>	<b>The well-informed coffee drinker's directory</b>	<a href="http://www.newint.org/issue271/enjoy.html">http://www.newint.org/issue271/enjoy.html</a>

<b><i>TOPICS</i></b>	<b><i>SOURCE</i></b> (required for search-engine)	<b><i>ARTICLE NAME / DESCRIPTION</i></b> ( required for search-engine)	<b><i>WEBSITE ADDRESS</i></b> (if inaccessible use search-engine and information from columns 1 & 2)
<b><i>Activism</i></b>	<b>New Internationalist: Issue No. 271</b>	<b>WHAT'S BREWING</b>	<a href="http://www.newint.org/issue271/brewing.html">http://www.newint.org/issue271/brewing.html</a>
<b><i>Land Ownership</i></b>	<b>New Internationalist: Issue No. 271</b>	<b>Dark as hell, strong as death, sweet as love Simply...how coffee conquered the world</b>	<a href="http://www.newint.org/issue271/simply.html">http://www.newint.org/issue271/simply.html</a>
<b><i>Land Ownership</i></b>	<b>Dean's Zine - Dean's Beans</b> Fair Trade Coffee	<b>Indigenous Coffee Farmers Self-Help Efforts in Oaxaca, Mexico</b>	<a href="http://www.deansbeans.com/coffee/deans_zine.html?blogid=193">http://www.deansbeans.com/coffee/deans_zine.html?blogid=193</a>
<b><i>Land Ownership</i></b>	<b>International Relations Center - Americas Program</b>	<b>A History of Land in Guatemala: Conflict and Hope for Reform</b> September 17, 2004	<a href="http://americas.irc-online.org/citizen-action/focus/2004/0409guatland.html">http://americas.irc-online.org/citizen-action/focus/2004/0409guatland.html</a>
<b><i>Environment</i></b>	<b>New Internationalist: Issue No. 271</b>	<b>Beauty and the Bean: Facing up to ecological problems in paradise...</b>	<a href="http://www.newint.org/issue271/beauty.htm">http://www.newint.org/issue271/beauty.htm</a>
<b><i>Environment</i></b>	<b>Global Exchange</b> "Fairtrade"	<b>Why Fair Trade Certified Coffee is an Important New Movement</b>	<a href="http://www.globalexchange.org/campaigns/fairtrade/coffee/background.html">http://www.globalexchange.org/campaigns/fairtrade/coffee/background.html</a>
<b><i>Environment</i></b>	<b>RingSurf</b>	<b>Organic Coffee - GMO - Coffee Production</b>	<a href="http://www.ringsurf.com/info/Food/Coffee/Organic_Coffee/">http://www.ringsurf.com/info/Food/Coffee/Organic_Coffee/</a>
<b><i>Environment</i></b>	<b>Shade Coffee and the Environment</b>	<b>TED Case Studies: Shade Coffee</b>	<a href="http://www.american.edu/TED/SHADECOF.HTM">http://www.american.edu/TED/SHADECOF.HTM</a>

<b><i>TOPICS</i></b>	<b><i>SOURCE</i></b> (required for search-engine)	<b><i>ARTICLE NAME / DESCRIPTION</i></b> ( required for search-engine)	<b><i>WEBSITE ADDRESS</i></b> (if inaccessible use search-engine and information from columns 1 & 2)
<b><i>Environment</i></b>	<b>HopeDance.Org</b>	<b>Coffee Lovers Can Finally Drink Guilt-Free</b> by Bob Banner	<a href="http://www.hopedance.org/archive/issue23/articles23/coffee.htm">http://www.hopedance.org/archive/issue23/articles23/coffee.htm</a>
<b><i>Trade</i></b>	<b>New Internationalist: Issue No. 271</b>	<b>Coffee The Facts</b>	<a href="http://www.newint.org/issue271/facts.html">http://www.newint.org/issue271/facts.html</a>
<b><i>Trade</i></b>	<b>Fairtrade Foundation</b> www.fairtrade.org.uk	<b>SPILLING THE BEANS on the coffee trade</b>	<a href="http://www.fairtrade.org.uk/downloads/pdf/spilling_the_beans.pdf">http://www.fairtrade.org.uk/downloads/pdf/spilling_the_beans.pdf</a>
<b><i>Trade</i></b>	<b>New Internationalist: Issue No. 271</b>	<b>A Kind of Violence</b>	<a href="http://www.newint.org/issue271/violence.htm">http://www.newint.org/issue271/violence.htm</a>
<b><i>Health</i></b>	<b>GreenLeft Online</b>	<b>Hazards on Kenyan Coffee Estates</b> 17 October 1995	<a href="http://www.greenleft.org.au/back/1995/207">http://www.greenleft.org.au/back/1995/207</a> <a href="http://www.greenleft.org.au/1995/207/11015">http://www.greenleft.org.au/1995/207/11015</a>
<b><i>Health</i></b>	<b>UsLeap.Org - A Pamphlet</b> by U.S./GLEP 1996	<b>Justice for Coffee Workers Campaigns</b>	<a href="http://www.usleap.org/Coffee/justiceforcoffee.html">http://www.usleap.org/Coffee/justiceforcoffee.html</a>
<b><i>Health</i></b>	<b>GreenLeft Online</b>	<b>Corporate Scumbags: Scumbucks</b> 28 November 2001	<a href="http://www.greenleft.org.au/2001/473/24802">http://www.greenleft.org.au/2001/473/24802</a>



**GLOBAL ISSUE INTERNET SEARCH GUIDE**

Name: \_\_\_\_\_

Issue

Website visited: WWW

1. The most interesting thing I learned:

2. I also learned that:

a.

b.

c.

3. I thought this website was ...

4. I need more information about...

5. Other web sites I might research are:

www.

www.

www.





THE ISSUE:

1. How does this issue affect people in the Atlantic Provinces?
2. How does it affect people in Canada?
3. How does it affect people around the world?
4. How does it affect the natural environment?
5. What has caused this issue?
6. Are the causes the same for people around the world?
7. What are the solutions to it?
8. Are the solutions the same for people around the world?
9. Then something happens in one part of the world, does it always affect people in other places? Explain.
10. How is this a global issue?
11. Explain why the following goods are often imported rather than produced locally:
  - athletic footwear
  - cars
  - baseballs
  - perfumes
  - cell phones
  - televisions

Maximum 2 page written assignment. Any of the sources of information in previous discussions may be used to assist with this work.



## Coffee Panel Note-taking Template

Name: \_\_\_\_\_

1. **Labour** How does the coffee industry affect the lives of workers?
2. **Activism** What is being done to change the coffee industry?
3. **Land Ownership** How is land ownership a key issue in coffee production?
4. **Environment** What are the environmental effects of different ways of producing coffee?
5. **Trade** What are the economic realities of the coffee trade?
6. **Health** What are the health effects of different ways of producing coffee?



## **TEACHER NOTES: (from coffee web sites) for COFFEE PANEL**

**The following notes are a short synopsis of the information that students may find on the recommended web-sites for this lesson.**

**Labour:** How does the coffee industry affect the lives of workers?

The World Bank calculates that 600,000 jobs have been lost in Central America alone because of coffee farms cutting their work forces or going out of business entirely. The crisis is causing entire rural communities to disappear and forcing desperate peasants into everything from crime and illicit crops to illegal migration. Young men are leaving the fields in droves to search for work in the cities, or paying polleros, "people smugglers," as much as \$2,200 to cross the U.S. border. 30 to 35 percent of coffee workers have emigrated.

The coffee situation is utterly unsustainable for the growers. A price crash in the world coffee market has pushed farmers into bankruptcy, with thousands losing their lands, and starvation looming all too close. Farmers generally receive less than half of the world price—much less than the cost of production.

Tens of thousands of Mexican coffee farmers have fled their fields in search of income to feed their families. El Salvador recently acknowledged that over 30,000 jobs have been destroyed because of the price slump. Many of the 60,000 coffee producers in Nicaragua are facing losing their land because of mass indebtedness. Farmers in all three countries have taken to the streets to demand government support for farmers on the brink of starvation.

A nearly 50 percent drop in the world coffee price in the past three years has left 25 million small-scale coffee producers in abject poverty around the world. The plantations are being shut down as prices have plummeted to their lowest levels in a century. In Nicaragua, thousands of coffee farm workers are without food, land or hope.

Children as young as five years old perform small tasks on the farm. Tasks performed by children include helping in the house, harvesting subsistence crops, caring for siblings, picking or sorting coffee cherries or other work related to the coffee harvest. As part of a family unit, the children are not frequently exposed to dangerous conditions that jeopardize their health and safety.

The foremost contributing factor to all of these forms of child labor is poverty. The hard life of an agricultural worker - receiving little pay for backbreaking work - requires that all family members support the survival of the family unit. Parents sell their children into bonded labor because they are too poor and see little other alternative. Estate workers get paid too little, and family farmers get prices that are so low that allow them the liberty of not having their children work. The resulting link between low price, poverty and child labor is inextricable.

Coffee is a labor-intensive product to cultivate, harvest and process. Extra care to maintain a standard of quality on the farm and through the processing requires additional time and effort. Coffee experts in producing countries estimate that the amount of labor required to produce a pound of coffee is 2.2 hours.

Estate holders have been massively laying off the permanently employed labor on the estate, in favor of hiring cheaper temporary and migratory workers. Often entire families, including young children, work the ten to twelve hour days together but only the father is paid one day's wages. Women who work alone are almost always paid less than men

**Activism:** What is being done to change the coffee industry?

Farmers have taken to the streets to demand government support for farmers on the brink of starvation..

Forty years of coffee-production in the Tambopata Valley threaten to destroy an entire regional environment. Not a single technical adviser, soil scientist, agricultural engineer or coffee expert has ever visited the Valley in all that time. The coffee business from the North has based itself in such places as London, Tokyo or New York, and purchases produce at very low prices.

Growers have formed themselves into co-operatives to share common problems. So a significant proportion of the world's supply of coffee is potentially controlled by the people who produce it.

Under pressure from human rights advocates and a growing "fair trade" movement in Europe and the United States, some industry leaders have begun to sound a cautionary tone about the unequal distribution of coffee earnings.

The major roasters are dedicating increased funds to help farmers and their local communities directly.

Groups like Oxfam are pressing for governments to step in and enforce stricter international coffee standards, including protection for quality coffee imports. They want to see more government aid devoted to helping farmers diversify into alternative crops.

The roasters strongly oppose government intervention. Instead they put their faith in increasing worldwide coffee consumption through strong marketing campaigns.

A windfall tax on the profits of the coffee industry could help finance a stabilization plan, including the setting of a minimum price per pound for farmers and the removal of excess coffee stocks from the market. In addition, the debt of poor countries must be canceled immediately so that they can put scarce resources into health care and education.

Children become productive parts of a family unit, who can produce income to help the family sustain itself and even to help pay for their own school and medical expenses. The Fair Trade system currently benefits 550,000 farming families in 20 countries.

Change being pursued:

- An equal partnership of mutual respect between producers and consumers

- A long-term commitment to purchase

- Informed consumers

- A guaranteed minimum price to be paid to producers, which may involve a 'surcharge' or premium over and above the world-market price

- No intermediaries - direct buying from the producers

- Control of production by the producers

- A commitment to improve social conditions for producers

The goal is for coffee companies to take responsibility for the coffee they sell by setting minimum standards for wages and working conditions that must be met by plantations from which they buy coffee.

Death threats are taken seriously in Guatemala as all too often they are carried out. Violence has

killed over 100,000 people since 1960. Guatemala is considered to be one of the most difficult and dangerous places for workers to seek their basic rights, be it payment of the minimum wage or formation of a union. Hundreds of trade unionists have been killed or disappeared .

**Land Ownership:** How is land ownership a key issue in coffee production?

Many of the 60,000 coffee producers in Nicaragua are facing the loss their land because of mass indebtedness. Coffee growers switching to other crops or clearing a hectare or two of their farms for coca. Rows of corn and sugar cane are replacing coffee shrubs and their protective forests. Small farmers expelled from their land join the ranks of migrant and temporary workers. Family farmers typically earn a fraction of the export price for their coffee, since they work through local middlemen or "coyotes" that take a substantial percentage. The family income is subject to the swings of the commodity.

Children, who can produce income to help the family sustain itself and even to help pay for their own school and medical expenses, become productive parts of a family unit,

Land reform is one of the primary demands of Guatemalan peasants who are unable to scratch a decent living from tiny parcels of land. But Guatemalans who call for land reform risk death from the right-wing business sector and its military backers.

**Environment:** What are the environmental effects of different ways of producing coffee?

Thinning the forest for coffee growing weakens the delicate structures that hold a fragile layer of fertile soil. Coffee growing consumes the limited nutrients in the soil. All it takes is heavy rain, of which there is plenty, and the soil erodes.

More than 70% of the world's coffee is sprayed with synthetic chemicals

Intensive coffee farming done without heed to environmental concerns leads to deforestation and the extinction of species. In addition, unnatural pesticides are spread rampantly over the coffee fields.

There are efforts within the coffee movement to pay a premium to coffee growers who attempt to use environmentally friendly growing practices that bar clear-cutting and the use of pesticides. Instead, "shade growing" can be employed, which protects trees and the surrounding environment.

Traditional farmers usually use sustainable agricultural techniques including composting coffee pulp, rotating crops, and not applying expensive chemicals and fertilizers. In addition, they usually cultivate food alongside cash crops, and intercrop other plants such as banana and nut trees which provide food security as well as additional sources of income.

During the Green Revolution of the 60's and 70's, groups gave \$80 million dollars for plantations in Central America to replace traditional shade grown farming techniques with 'sun cultivation' techniques in order to increase yields. This resulted in the destruction of vast forests and biodiversity of over 1.1 million hectares. 'Sun cultivated' coffee involves the cutting down of trees, monocropping, and the input of chemical fertilizers and pesticides.

This type of industrial coffee farming leads to severe environmental problems, such as pesticide pollution, deforestation and the extinction of songbirds through habitat destruction. Soil and water

sources continue to be severely degraded by many coffee farms, as coffee pulp is often dumped into streams.

**Trade:** What are the economic realities of the coffee trade?

The world's supply of coffee beans has far exceeded demand. Prices have plummeted, and coffee farming is in crisis. The world market price has plunged to barely 45 cents -- the lowest in a century. Prices paid to farmers have plunged more than 80 percent since 1997, but average retail prices for ground roast coffee in U.S. cities have fallen only 27 to 37 percent, according to the U.S. Bureau of Labor Statistics.

A decade ago, coffee-producing countries were receiving about \$10 billion of a \$30 billion annual retail market. Today, exporting countries' share has shrunk to less than \$6 billion, while the value of the annual coffee retail market has nearly doubled, to \$55 billion.

Coffee markets are controlled by a few giant manufacturers and retailers like Nestlé and Kraft. Southern coffee growers are largely small farmers with little or no capital. Their governments usually face huge international debts which force export regardless. Competition and oversupply force prices down.

Nine-tenths of the price you pay for coffee goes to powerful companies; one-twelfth reaches the growers. Market fluctuations make it difficult to plan, invest in, or earn a reliable living from coffee.

Even though coffee is the second most heavily traded commodity and the world's favourite stimulant, 20 million people who produce coffee live in poverty.

**Health** What are the health effects of different ways of producing coffee?

Desperation caused by the coffee crisis has already claimed lives. Fourteen men from Veracruz, Mexico, died from heat exhaustion as they tried to get into the United States by walking through Arizona's Sonoran Desert. Sixty-seven people died in a mudslide while searching for gold in an illegal open-pit mine. Most the dead were coffee workers who had lost their jobs.

Companies have sold us coffee picked by workers who are paid such miserable wages that they can't afford an adequate diet, basic health care, or an extra change of clothes for their children.

"Most of the women who work picking cotton or coffee. . . have nine or ten children with them. Of these, three or four will be more or less healthy, and can survive, but most of them have bellies swollen from malnutrition and the mother knows that four or five of her children could die..."

Over 70% of children in rural areas suffer from malnutrition and over half the rural population has no access to clean water or to health care.

Coffee workers who work year-round on plantations are housed in shacks with dirt floors and no running water. Often entire families, including young children, work the ten to twelve hour days together but only the father is paid one day's wages. Women who work alone are almost always paid less than men.

Coffee workers also face health and safety risks, particularly from the unprotected use of pesticides. Many coffee-growing countries do not devote any resources for establishing or



enforcing health and safety standards in the workplace

Death threats are taken seriously in Guatemala as all too often they are carried out. Violence has killed over 100,000 people since 1960. Guatemala is considered to be one of the most difficult and dangerous places for workers to seek their basic rights, be it payment of the minimum wage or formation of a union. Hundreds of trade unionists have been killed or disappeared .

Spraying is predominantly a male occupation, while coffee harvesting is done almost exclusively by women and children. The women are frequently required to pick coffee in recently sprayed areas. Typically, workers sprayed from 6 to 11 hours a day. There are no lunch breaks or other rest pauses, and the monthly wage is roughly US\$11-14, placing pesticide farm workers in the lowest income group in Kenya.

In none of the estates were soap, drinking water or field sanitation facilities available to pesticide workers during spray operations. Water was available to workers only from drums intended for mixing pesticide concentrate. Most workers waited until reaching home to wash, and many workers complained of the difficulty of obtaining soap.

Workers mixed chemical concentrates using bare hands and stirred with a tree branch or stick. Pesticide solutions were poured without use of funnels, making spillage and splashes unavoidable. Applicators sprayed both with and against the wind as spray tractors were driven up and down the rows in succession to save time and fuel.

Some workers were provided with protective gear: 59% of those observed were supplied with overalls or aprons, and 36% with boots. However, most worked bare foot (53%) or wore open slippers (11%). For those provided with overalls, laundering was either weekly (in 68% of cases) or at two to three week intervals, forcing workers to use pesticide-soaked clothing for long periods. Protective clothing often was deteriorated, and rarely replaced.

None of the workers had received formal training in mixing, loading or application of pesticides, and the application equipment was generally in a poor condition, with leaks occurring regularly. None of the workers questioned were familiar with first aid procedures.

Over half of the workers (58%) did not know the name of the chemical they were applying. (These included fungicides such as captafol and chlorothaloni, insecticides such as azinphos methyl, diazinon and omethoate, and herbicides such as glyphosate and paraquat.)

Most workers reported adverse health effects during periods of pesticide use, including dizziness and eye irritation. Other common symptoms were skin irritation (84%), breathing difficulties (71%), stomach problems (58%) and nausea (20%).

Women harvesters complained that the most common adverse effects were skin irritations, dizziness, nausea and vomiting. Many pickers were adamant that pesticides were the cause of such ailments, noting that these symptoms did not arise when they were processing coffee or weeding manually.

While the overwhelming majority of workers were aware of the health consequences of pesticides, their fear of job loss led most to dismiss occupational safety as an unaffordable luxury. One spray operator summed up the dilemma saying, "If the pesticides don't kill us, then hunger will".



## Section III

### Global Issues and Atlantic Canada

**Lesson 8: The World as a Village**

**Lesson 9: Citizens of the World**

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This set of lessons is intended to examine some of the current global issues, how they affect us in Atlantic Canada and what our responsibilities are as global citizens.

The lessons address the following outcome:

- 5.3 Assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community
- identify qualities and attributes that individuals need to be effective global citizens
  - discuss the extent to which global citizenship values are reflected in his/her community or region
  - identify student activities that contribute to global citizenship
  - suggest ways that students can increase awareness of global citizenship in the community at large
  - evaluate the extent to which his/her peer group is prepared to contribute as global citizens to the next generation of leaders



## Lesson # 8

### The World as a Village

**Focus:**        *How we are all part of the larger global village*

Background information for teachers:

By scaling down the globe into a smaller representation, students can better grasp the meaning of the world's population and resources. This lesson puts into perspective the many inequities that exist in our world and what it would look like if the world really were a village of a 1000 persons. The emphasis is on how power and wealth is controlled by a very small portion of the world's people.

Anticipated Completion Time: one class

Required Resources/Materials:

*If the World Were a Village – A Book about the World's People* written by David J. Smith or the student handout "If the world were a village of 1,000 people..." by Dona Meadows.  
pen/pencil and paper for each student

In-class Activities and Teaching Strategies:

1. Have students create a group definition of the term **global village**.

General discussion:

What similarities did you find?

What differences were there?

What needs to be included in a definition of the term?

What would a global village look like?

Numbers of men compared to women?

Adults to children?

Life expectancy?

Percentage considered rich/poor?

**Definition:** Global Village - A term coined by Marshall McLuhan which envisions the whole world considered as a single community served by electronic media and information technology.

source: [http://ca.encarta.msn.com/dictionary\\_1861694889/global\\_village.html](http://ca.encarta.msn.com/dictionary_1861694889/global_village.html)

2. At this point read or highlight sections of the book, *If the World Were a Village* , to the class, or provide students with handout "If the world were a village of 1,000 people..." and have them read it in their groups.

Discussion in small and large groups - questions such as the following:

What was most surprising, most disturbing, most challenging to what you had thought to be true?

Do you think that living in a global village is a positive or negative thing? Explain.

What concerns you the most?

Where do you think improvements in social structure have been made over the past 5 years?

What do you think the global village will be like 10 years from now?

Who really exercises power in the global village and with what consequences?

What additional statistics would you like to have?

***It should become apparent that although there are positives, there are also negatives and it is usually the wealthier countries who benefit and the poorer countries who lose out.***

5. Have students either (1) write a short essay describing their place in the global village, what they see as their responsibilities as a citizen within that village, and what they see as a future for the village; (2) create a collage representing and illustrating the term "global village", or (3) assign each student the task of illustrating, either figuratively or symbolically, a page (section) from *If the World Were a Village*. From these, create a bulletin board.

Extension: Following is a simulation activity that will highlight in a realistic way the disparities written about in *If the World Were a Village*.

Resources:

*If the World Were a Village*

On this website, you will find lots of classroom activities to help you and your pupils get the most out of *If the World Were a Village*. [www.acblack.com/globalvillage/](http://www.acblack.com/globalvillage/) - 8k -Cached -Similar pages

### Possible Extension:

The following activity, as well as many others, can be found on-line at:  
[www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap) The required map is included in this binder.

### **To Have or Have Not...Lesson Overview**

Students investigate the distribution of the world's wealth, its effects, causes, and how these factors could be changed.

**Grade Level** Grades 9

**Time Required** Two 75-minute periods

### **Curriculum Connection**

*Prince Edward Island Grade 9 Social Studies - Atlantic Canada in the Global Community*

### **Canadian Geographic–CIDA Map**

- The students will need to refer to the “Poverty and Hunger” section at the bottom centre of the Canadian Geographic–CIDA map *A Developing World*, as well as each country's GDP per capita, based on the purchasing power parity (PPP) US dollar rate (*see map key*); the “Education” portion of the map will also be used.
- The on-line version of the map can be found at [www.canadiangeographic.ca/worldmap](http://www.canadiangeographic.ca/worldmap). Classroom sets of the printed map are also available.

### **Additional Resources, Materials, and Equipment Required**

- Print and cut out the “Who Are The Lucky Ones?” cards from the back of this lesson (The game is based on a concept from the following website:  
[www.ugandanetwork.org.uk/activity/scouts/health3s.htm#peanut](http://www.ugandanetwork.org.uk/activity/scouts/health3s.htm#peanut))
- Sixty treats that are easy to eat, such as jelly beans or some other similar snack in a bowl or open container
- Computer room time or use of encyclopedias

### **Teacher Activity / Student Activity**

#### **Introduction**

- Explain that the class will be given some treats, and that there is enough for everyone to have an equal amount. Ideas will be given by the students on how the treats should be doled out.
- Once some ideas have been expressed, explain to them that, in this game, chance will dictate how much everyone will receive—much like real life.

## Lesson Development

- Stack the cards in a central location with the bowl of treats nearby.
- Have each student draw one of the chance cards. If there are fewer students than cards, some may pick again.
- Have the students read their cards out loud, and inform them that they should eat their treats immediately unless the card tells them not to.
- In turns, students draw chance cards, read them aloud for the class to hear, and do as the cards say. Each student should keep track of the number of treats that he or she gets.
- After reading the card and doing what it says, they may then return the card to you and sit down. Once all cards have been used or all the treats are gone— whichever comes first—the game is over.
- Ask students some questions about how they felt during the game, for example:
  - a) Should anyone have gotten more?
  - b) Should anyone have gotten less?
  - c) Did the explanation on the card for the amount you received seem logical to you?
  - d) Did it seem fair?
  - e) How do you feel about the attitudes of the lucky ones? And that of the unlucky ones?
  - f) Would you like to play the game again if you knew you would draw the same card? If the treats were your spending money for the coming month? If the treats were your meals for the coming month?
- At this point, the students will begin to look for information on their own, on the Internet, in encyclopedias, and so on. Each student (or pair of students, if preferred) will gather information to create a small presentation on a different country.
- Students should choose a country based on the card that they picked in the game. The number of treats that they got corresponds to the country's economic status. For example, a student who got the largest number of treats would research the United States, while a student who got no treats would pick a country like Sierra Leone.
- Before the students pick their country, explain the relative similarity between the treats and a country's wealth/GDP, if this has not already been commented on. Once the students have chosen their country, have them write it down, with their name, on a sheet.
- Students participate in the discussion based on the questions.
- After the activity, students will pick a country on the map, *A Developing World*, based on the card they received in the activity. For example, if they received a card that gave them a small number of treats, or no treats, they should look on the map for a country with a very low GDP value. Conversely, if they were one of the few "lucky ones," then they should look for a country with a high GDP value.
- Once they have chosen their country, they will research the country's economic situation to discover why it is the way it is. Students will use this information to create a project/presentation.
- For each country chosen, have students research and address the following ideas in their presentation:



- 1) How do you feel about your country's situation?
  - 2) How does your country compare with Canada (or Atlantic Canada)? How might the people of the country you have researched feel about this possible disparity?
  - 3) What makes your country lucky/unlucky? (Research your country's literacy levels, employment, and commodity prices.)
  - 4) If your country is a poorer country, how could it improve its situation? If your country is better off, how could it best help less fortunate ones?
  - 5) For the world, what do you think is the best possible way to make things fair for all countries? How can things be made more equal without increasing the total supply of resources?
- Also, have students look for possible links between their country's wealth/GDP and other statistics as shown at the bottom of the map.
  - Have them find out where their country ranks in terms of health (mortality rate of children under five years of age), poverty and hunger (percentage of undernourished people), education (literacy rate, age 15 and over), population (under age 15), and environment (people with access to improved drinking water).
  - Have them hypothesize any possible links, and give their reasoning as to how one category might affect another.
  - Students will locate data for their chosen country within the five sections (graphs and maps) at the bottom of the map *A Developing World* or from the website. They will then form connections or hypotheses as to how they believe their country's GDP and other statistical categories might affect one another.

## **Conclusion**

- Students may create their project/presentation as a website, slide show, or poster presentation for the class.
- Once all of the presentations have been made, ask the students some wrap-up questions. For example:
  - Did they notice any patterns?
  - What were the best-sounding ideas for an equitable economic situation in the world?
  - What should be done with resources?
  - What can they do as individuals to help?
- Students will make brief class presentations on their country. After all students have presented, students will take part in a class discussion with the teacher.



**“Who are the Lucky Ones?” Cards**

<p align="center"><b>Chance</b></p> <p>A flood wiped out your family’s crops and you have no money</p> <p>Take no treat.</p>	<p align="center"><b>Chance</b></p> <p>Because of the efforts of a Canadian well driller, your village now has water to use on the field. Therefore, you can now afford one treat.</p> <p>Take one treat.</p>	<p align="center"><b>Chance</b></p> <p>You have just graduated from school and were lucky enough to get a job. However, you need all your money to help send your younger brother to school.</p> <p>Take no treat.</p>
<p align="center"><b>Chance</b></p> <p>Your family grows coffee. Since the crop was very good this year, there is a surplus and the price has fallen. You only get one treat this year.</p> <p>Take one treat.</p>	<p align="center"><b>Chance</b></p> <p>Your father/husband just got a wage increase. You may take seven treats.</p> <p>Take seven treats.</p>	<p align="center"><b>Chance</b></p> <p>A teacher taught your family how to keep a few chickens to provide eggs to improve your health. You can now afford one treat.</p> <p>Take one treat.</p>
<p align="center"><b>Chance</b></p> <p>Your father has just lost his job in a factory that makes cloth. The wealthy country that has been buying much of the cloth decided it should produce more of its own cloth.</p> <p>Take no treat.</p>	<p align="center"><b>Chance</b></p> <p>Your family’s food bills have gone up very much this year because of large orders of soybean to fatten beef cattle in a wealthy country</p> <p>Take two treats, but eat only one. At the end of the game, give your treat to the person who got the most.</p>	<p align="center"><b>Chance</b></p> <p>Your father has a good job, but he must pay school fees for you and your three sisters.</p> <p>Take no treat.</p>



<p style="text-align: center;"><b>Chance</b></p> <p>There was such a bad drought that the crops your family planted didn't grow. You cannot have a treat.</p> <p>Take no treat.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Your family's small farm produced very little this year because fertilizer costs were too high for you to afford.</p> <p>Take no treat.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Your family has harvested a big crop of jute (used to make burlap bags). Because many jute buyers have switched to using plastic bags, the price for jute has fallen. You get only one treat this year.</p> <p>Take one treat.</p>
<p style="text-align: center;"><b>Chance</b></p> <p>You father/husband got free schooling and now has a very good job.</p> <p>Take 10 treats.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>You father is blind due to an infection from water. You mother cannot work because she has no one to look after the children.</p> <p>Take no treat.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Your family owns and runs a small business. Because you have all worked hard, you have done quite well.</p> <p>Take eight treats.</p>
<p style="text-align: center;"><b>Chance</b></p> <p>Your family has just inherited a great deal of money from a wealthy relative. You can have twelve treats.</p> <p>Take twelve treats.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Although your family is one of the wealthiest in the village, they have just spent a lot of money for your grandfather's funeral. (People would have thought they were disrespectful if they hadn't.)</p> <p>Take one treat.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>All of your family's income this year was needed to cover hospital bills when you had a broken leg.</p> <p>Take no treat.</p>



<p style="text-align: center;"><b>Chance</b></p> <p>You have just helped your family harvest the crop. It has been very hard work, but you can now afford one treat</p> <p>Take one treat.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Using what you learned in school, you helped your family grow a garden this year. You can afford one treat.</p> <p>Take one treat.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Most of your family's crop was eaten by locusts this year, because you couldn't afford pesticide.</p> <p>Take no treat.</p>
<p style="text-align: center;"><b>Chance</b></p> <p>Your father/husband can't get a job because he cannot read or write; there was no school in your village when he was young.</p> <p>Take no treat.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Even though your parents are both unemployed, they get insurance payments.</p> <p>Take four treats.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Your father has been looking for a job every day, but there are always many people applying for the same jobs and he does not have one yet.</p> <p>Take no treat.</p>
<p style="text-align: center;"><b>Chance</b></p> <p>Your parents both work. Although their wages are not high, you can afford six treats.</p> <p>Take six treats.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Your husband/father works on a fishing boat, but the catches are sold to feed the pets of wealthy people.</p> <p>Take two treats, but eat only one. At the end of the game, give your second treat to the person who got the most.</p>	<p style="text-align: center;"><b>Chance</b></p> <p>Your father/husband works at an iron mine. Raising his wages would mean that the company would earn less profit for the owners in wealthy countries.</p> <p>Take one treat.</p>





<b>Chance</b>	<b>Chance</b>	<b>Chance</b>
<p>Your parents both have tuberculosis and are too ill to work.</p>	<p>You have harvested a big crop this year. You would be able to afford three treats if the farm were yours, but you have to give two-thirds of your income to the owner of the land, who lives in a big house in the city.</p>	<p>Ever since your father has malaria he has been too weak to work. Your mother is dead.</p>
<p>Take no treat.</p>	<p>Take one treat.</p>	<p>Take no treat.</p>

Source:

Game Concept and cards from

[www.ugandanetwork.org.uk/activity/scouts/health3s.htm#peanut](http://www.ugandanetwork.org.uk/activity/scouts/health3s.htm#peanut))



## Lesson # 9

### Citizens of the World

***Focus: Citizenship - rights and responsibilities and action in a global context***

#### Background Information for Teachers:

This lesson leads students to think about what they might be willing and able to do as an active citizen in response to an issue or problem. Students review what they know to be rights and responsibilities as a Canadian citizen and then take the concept a step further by applying it to a global context. The lesson concludes with the notion of translating “responsibility” into “action”.

Anticipated Completion Time: 2 classes

#### Required Resources/Materials:

Flip chart paper

Markers

Internet access

Photo posters (Use only 12, reserve others for assessment purposes)

Handouts:- Initial Gallery Walk

- Gallery Walk
- “After” Grid
- Group Work Discussion Questions
- Responding to Global Issues

#### In-class Activities and Teaching Strategies:

##### 1. Introduction: Gallery Walk

Display posters around the classroom. Have students circulate visiting each of the posters and recording their observations/responses on “Initial Gallery Walk” handout.

Following the recording of their observations, have students work in groups of 3-4 students to share and record group responses to the following questions on Handout “Group Work Discussion Questions”. Note: Have each group designate someone as Facilitator, Recorder, and Presenter.

What did you see?

Were you affected by what you saw? If so, in what ways?

Is there a common theme? If so, what is it?

How are we connected to what you see in the posters?

Do we have responsibilities here? If so, what are they?

2. Group presentations and discussion:

Presenters from each group make a general presentation on their group reactions and responses. Create a list of responsibilities presented by the groups.

3. Discussion, Internet Search (optional):

- What are our responsibilities as Canadian citizens? List results on chalkboard.
- Are there any similarities between these and those created in your group discussions? What are they?

Have students log on to the Citizenship and Immigration Canada website:

<http://www.cic.gc.ca/english/citizen/look/look-19e.html> to compare their list to those posted.

(This information could also be distributed as a handout or shown using the **included overhead** transparency if internet access is inconvenient)

According to Citizenship and Immigration Canada, these are our Citizenship responsibilities:

**All Canadian citizens have the responsibility to**

- **vote in elections;**
- **help others in the community;**
- **care for and protect our heritage and environment;**
- **obey Canada's laws;**
- **express opinions freely while respecting the rights and freedoms of others; and**
- **eliminate discrimination and injustice.**

4. Would you expect our responsibilities as citizens of the world to be similar or different? In what ways?

5. Based on what they have seen and the discussion to this point, have half the groups prepare a definition of:

What is a **global citizen**?

And the other half prepare a group definition on:

What is **global citizenship**?

6. Groups record their definitions on flip chart sheets as groups or through a teacher-directed activity which are then displayed for discussion, corrections and additions in the creation of one all-encompassing definition acceptable to all.

Comparison may be made to the definitions included below in Teacher Notes if desired. Tell students it is important to define these terms so that everyone begins to explore their role and responsibility towards their world as her/his citizens. With citizenship comes responsibility, which may lead to action.

#### Teacher Notes:

Global citizenship means many different things to many different people. The definitions provided here come from the Toronto YMCA Go Global Program, which amalgamated many definitions being used throughout education and non-governmental organizations.

(See Resources)

A **global citizen** is someone who is enraged when they see injustice, someone who respects and recognizes diversity, someone who is aware of the world and their role as its citizen, someone who values Earth and takes steps and measures to protect it, someone who is an active participant in their local community and has an understanding of how the world works in many aspects, and finally someone who takes responsibility for their actions.

**Global Citizenship** is the knowledge that we are citizens of the world and as such we have responsibilities to each other as human beings and to our home, the Earth. It is also more than just knowing, it is acting, behaving and thinking. Acting to eradicate injustice and inequality, valuing our Earth and making sure it is a place where our future generations can live, the thought and belief that we can all make a difference no matter how small the action; are all forms of global citizenship. It is a way of life.

7. How do we carry out these responsibilities in our school, community, province and country? List examples provided by students and compare to the list from the Citizenship and Immigration Canada website as follows:

#### *Getting involved in Canada*

*Being a Canadian citizen is more than voting and obeying laws. Being a citizen also means getting involved in your community and your country.*

*Everyone has something to give to make Canada a better place. Here are some ways to participate:*

- *join a community group such as an environmental group;*
- *volunteer to work on an election campaign for a candidate of your choice;*
- *help your neighbours;*
- *work with others to solve problems in your community; and*

8. Group Work

As Atlantic Canadians, are any of our actions contributing to problems for our global community? In groups of 3-4 , have students brainstorm and create list on chart paper.

**Local Action**

**Global Effect**

Post lists around the classroom and have groups now brainstorm ways of responding to and helping to resolve the concerns. Results may be tabulated by using Handout, “Responding to Global Issues” for each student and using an overhead transparency of that Handout for general discussion. (See partial sample below)

**Responding to Global Issues ( partial sample - not intended to be the complete response)**

<b>Local Action</b>	<b>Global Effect</b>	<b>Citizen Action/Response</b>
<b>purchasing cheap imported t-shirts</b>	<b>sweatshops child labour</b>	<b>- buy Canadian made t-shirts - refuse to purchase products from companies known to use sweatshops</b>
<b>fossil fuels used to generate electricity</b>	<b>pollution global warming</b>	<b>use of alternate fuels ( wind, solar, etc.) monitor/reduce energy use</b>
<b>purchasing of cheap coffee</b>	<b>small farmers out of business low prices for farm produce market flooding</b>	<b>use Fair trade coffee advocate for fair market prices for farmers</b>
<b>corporate farming</b>	<b>loss of small single family farms, reduction in employment opportunities</b>	<b>advocate for the family farm</b>
<b>big box stores</b>	<b>loss of jobs loss of small community businesses possible support for sweat shops</b>	<b>support locally owned businesses</b>

9. Debriefing:

What are some ways that individuals and communities can make a difference?

What are some of the most effective ways of making a difference?

What qualities and attributes do Atlantic Canadians need in order to become contributing members of the global community?

What problems do you see as being the most serious? What would be the consequences of ignoring those problems? How would that affect you?

Assessment:

Take the Gallery Walk again and complete the “After” Grid, and respond to the following questions:

- Do you agree with the statement, "We should all focus on local issues and what is important to our local communities rather than worrying about global issues."? Explain.
- “The most pressing international problem today is terrorism”. Do you agree? Justify your response.

Sources:

Citizen rights and responsibilities, Citizenship and Immigration Canada website:

<http://www.cic.gc.ca/english/citizen/look/look-19e.html>

The Go Global Program ([www.ymcatoronto.org/goglobal](http://www.ymcatoronto.org/goglobal)) comes from the YMCA of Greater Toronto. The site includes a Teacher's Kit, filled with activities, resources and tools for building a global perspective in a learner-centered classroom.

Prince Edward Island Department of Education, English Programs and Services Division, Atlantic Canada in the Global Community Grade 9, Atlantic Canada Social Studies Curriculum, Atlantic Provinces Education Foundation, 1998.





## *Responsibilities of Canadian Citizens*

According to Citizenship and Immigration Canada all Canadian citizens have the responsibility to:

- vote in elections;
- help others in the community;
- care for and protect our heritage and environment;
- obey Canada's laws;
- express opinions freely while respecting the rights and freedoms of others; and
- eliminate discrimination and injustice.

Source: <http://www.cic.gc.ca/english/citizen/look/look-19e.html>



## *Getting Involved in Canada*

Being a Canadian citizen is more than voting and obeying laws. Being a citizen also means getting involved in your community and your country.

Everyone has something to give to make Canada a better place. Here are some ways to participate:

- join a community group such as an environmental group;
- volunteer to work on an election campaign for a candidate of your choice;
- help your neighbours;
- work with others to solve problems in your community; and
- become a candidate in an election

Source: <http://www.cic.gc.ca/english/citizen/look/look-19e.html>



Name: \_\_\_\_\_

### INITIAL GALLERY WALK

(Retain this sheet for later comparison)

**Instructions:** For each poster that you visit on your walk, answer the following:

- Describe what you see.
- What thoughts or emotions do you have about what you see?
- What issue(s) might this photo portray? For whom is it an issue?

Poster # 1

Poster # 2

Poster # 3

Poster # 4

Poster # 5

**Poster # 6**

**Poster # 7**

**Poster # 8**

**Poster # 9**

**Poster # 10**

**Poster # 11**

**Poster # 12**

**Name:** \_\_\_\_\_

### GALLERY WALK - AFTER GRID

**Instructions:** For each poster that you visit on your walk, rate your responses to the following questions from 5 = Very Much to 1 = Very Little

- a. How much does it affect me?
- b. How much does it affect other people?
- c. How unfair is it?
- d. How urgent is it to act now?

QUESTION	a.	b.	c.	d.
POSTER #1				
POSTER #2				
POSTER #3				
POSTER #4				
POSTER #5				
POSTER #6				
POSTER #7				
POSTER #8				
POSTER #9				
POSTER #10				
POSTER #11				
POSTER #12				

*I think the overall message of the posters is ...*

*What did you see differently on this walk? (see answers on Before Grid)*





Name: \_\_\_\_\_

RESPONDING TO GLOBAL ISSUES - Work Sheet

Local Action	Global Issue	Citizen Action/Response



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## Section IV

### Positive Actions for Global Issues

- Lesson 10 - Millennium Development Goals - the world's response to specific global issues**
  - Lesson 11 - Kenya's Challenge in Meeting the MDG's by 2015**
  - Lesson 12 - Development Action in Kenya - two examples of action being taken**
  - Lesson 13 - The work of Canadian non-governmental organizations (NGOs)**
  - Lesson 14 - Global citizens taking action**
- 

In this section, students will learn the origin and development of the **Millennium Development Goals**. Following this, two examples of development projects in Kenya will be explored, namely the **Sauri Village Project** and projects of **Farmers Helping Farmers**. Students will research individual, national, and global actions that are being taken to help address current global issues.

This set of lessons will address the following outcome:

- 5.3 *Assess the individual qualities and attributes Atlantic Canadians need to become contributing members of the global community*
- ▶ identify qualities and attributes that individuals need to be effective global citizens
  - ▶ discuss the extent to which global citizenship values are reflected in his/her community or region
  - ▶ identify student activities that contribute to global citizenship
  - ▶ suggest ways that students can increase awareness of global citizenship in the community at large
  - ▶ evaluate the extent to which his/her peer group is prepared to contribute as global citizens to the next generation of leaders



## Lesson # 10

### Millennium Development Goals - The world's response to specific global issues

***Focus: Actions to help bring about change***

#### Background Information for Teachers:

This lesson helps students to develop a deeper awareness of how empathy can translate to action and how existing groups such as NGOs (non-governmental organizations) and others provide aid where people are in need. Students are introduced to the eight Millennium Goals as a means to understanding how setting goals and achievement benchmarks help to bring about progress and better conditions for many of the world's people. The lesson is linked to outcomes 5.2 (interconnected systems) and 5.3 (Atlantic Canadians as contributing global citizens) of the Atlantic Canada in the Global Community curriculum.

Anticipated Completion Time: one class

#### Required Resources/Materials:

Prioritizing List

Place mat template

pencils/pens

Notebooks (or duo tangs)

Teacher background on Millennium Development Goals (MGD's)

Overhead - Millennium Development Goals

#### In-class Activities and Teaching Strategies:

1. Provide students with a list of global issues in random order (attached). Go over the list of issues with the whole class first, asking short questions to make sure students understand the meaning of the terms and the issues.  
After students have completed their rankings, log their top issues on the board or overhead. Briefly discuss what and why certain issues were chosen as most important.
2. Introduce the Millennium Development Goals (on overhead). Do not explain them at this time but give some background to these goals.
3. Arrange class into 8 groups, each with a place mat template (enclosed), and assign one MDG goal to each group. Have them complete their section individually using the following questions as a guide:

- A) Why is this goal important?
- B) What do you think the goal means?
- C) Why do you think the UN chose this goal?
- D) What can you do to help accomplish this goal from your home on PEI? in Canada? around the world?

Each student should work individually first , then the group share the ideas. Individual ideas are to be written in the corners, then the group ideas in the centre of the mat.

When the individual place mats have been completed, form “expert teams” by making larger groups which will include all 8 goals. Have each person in the group share the thoughts from their small group so that all 8 goals have been discussed.

4. Deliver a short presentation on the 8 Millennium Development Goals adopted by the UN. A background is included and a transparency to guide teacher talk (or use the web-site, Millennium Development Goals -Cyber School Bus, for a visual/sound representation of the goals at <http://www.un.org/Pubs/CyberSchoolBus/mdgs/index.html> ).

Also included as Background information is the 2005 Progress Report on Millennium Development Goals - United Nations.

Assessment: Rating on class participation (1-5)

Rating on group interaction by individual students (1-5)

Rating on completion of tasks (1-5)

Take in Place mats with group member names on them and mark (Rubric provided)

## Global Issues - Priority List

From the items listed below, choose the top four, which in your opinion, are the issues of highest priority. You may add issues to the bottom for ranking if you see a need to do so.

Improving the health of mothers during pregnancy and childbirth. \_\_\_\_\_

Developing a better partnership between developed and developing countries. \_\_\_\_\_

Eliminating Racism. \_\_\_\_\_

Combating HIV/AIDS, malaria and other diseases. \_\_\_\_\_

Eliminating War. \_\_\_\_\_

Protecting the global environment. \_\_\_\_\_

Achieving universal primary education. \_\_\_\_\_

Reducing child mortality. \_\_\_\_\_

Eliminating extreme poverty and hunger. \_\_\_\_\_

Exploring outer space. \_\_\_\_\_

Promoting gender equality and empowering women. \_\_\_\_\_

Promoting democracy and human rights. \_\_\_\_\_

Ensuring security from terrorism in our country \_\_\_\_\_

Other: \_\_\_\_\_





## **TEACHER BACKGROUND INFORMATION**

### **Background to the Millennium Development Goals**

The Millennium Development Goals originated from the United Nations Millennium Summit, held in September 2000. World leaders, at the largest gathering of world leaders in history, agreed to set targets for combating poverty, hunger, disease, illiteracy, destruction of the environment, and discrimination against women. These targets came to be known as the Millennium Development Goals (MDG's).

Countries which are the targets of these development goals have themselves made plans to move their countries towards their achievement, and with assistance from developed countries, non-governmental organizations, and individuals are hoping to be able to reach the desired targets. The MDG's provide a framework for member countries to work together towards this set of common goals.

In addition, in July 2005, the G8 leaders at the Gleneagles Summit, agreed to double aid to Africa by 2010 and eliminate debts for the poorest countries.

Canada has pledged to give 0.7% of its GDP to foreign aid, but has yet to reach this level. This level of 0.7% is the contribution which is believed will allow the MDG's to be achieved.

### **MILLENNIUM DEVELOPMENT GOALS TO BE ACHIEVED BY 2015**

#### **1. HALVE EXTREME POVERTY AND HUNGER**

1.2 billion people still live on less than \$1 a day. But 43 countries, with more than 60 per cent of the world's people, have already met or are on track to meet the goal of cutting hunger in half by 2015.

#### **2. ACHIEVE UNIVERSAL PRIMARY EDUCATION**

113 million children do not attend school, but this goal is within reach; India, for example, should have 95 per cent of its children in school by 2005.

#### **3. EMPOWER WOMEN AND PROMOTE EQUALITY BETWEEN WOMEN AND MEN**

Two-thirds of the world's illiterates are women, and 80 per cent of its refugees are women and children.

Since the 1997 Microcredit Summit, progress has been made in reaching and empowering poor women, nearly 19 million in 2000 alone.

#### **4. REDUCE UNDER-FIVE MORTALITY BY TWO THIRDS**

11 million young children die every year, but that number is down from 15 million in 1980.

5. REDUCE MATERNAL MORTALITY BY THREE QUARTERS

In the developing world, the risk of dying in childbirth is one in 48. But virtually all countries now have safe motherhood programmes and are poised for progress.

6. REVERSE THE SPREAD OF DISEASES, ESPECIALLY HIV/AIDS AND MALARIA

Killer diseases have erased a generation of development gains. Countries like Brazil, Senegal, Thailand and Uganda have shown that we can stop HIV in its tracks.

7. ENSURE ENVIRONMENTAL SUSTAINABILITY

More than one billion people still lack access to safe drinking water; however, during the 1990s, nearly one billion people gained access to safe water and as many to sanitation.

8. CREATE A GLOBAL PARTNERSHIP FOR DEVELOPMENT, WITH TARGETS FOR AID, TRADE AND DEBT RELIEF

Too many developing countries are spending more on debt service than on social services. New aid commitments made in the first half of 2002 alone, though, will reach an additional \$12 billion per year by 2006.

Source:

<http://www.un.org/millenniumgoals/background.html>

Fact Sheet - Implementing the Millennium Declaration," The Millennium Development Goals and the United Nations Role", Published by the United Nations Department of Public Information -October 2002

## Background Questions and Answers regarding the MDGs

### **1. What are the Millennium Development Goals (MDGs)?**

The Millennium Development Goals (MDGs) are solemn pledges made by all countries in the world. They are distilled from the Millennium Declaration. They are people-centered, measurable and time-bound commitments to address the challenges facing humanity in the 21st century.

### **2. How did they come to be?**

In September 2000, the UN General Assembly gathered in New York for the Millennium Summit. At that meeting, 189 Heads of State or Government pledged to work together acknowledging their duty to all of the world's people. The Millennium Declaration is the landmark document resulting from this meeting. The Millennium Development Goals were born from this Millennium Declaration.

### **3. Are they new commitments?**

The Millennium Development Goals (MDGs) are not new commitments. Many of the goals re-articulate commitments already made at world conferences or summits, e.g., at the World Summit for Social Development in Copenhagen (1995), the World Conference on Women in Beijing (1995) or at the World Summit on Sustainable Development in Johannesburg (2002).

### **4. What are the underlying values of the MDGs?**

The underlying values of the MDGs are found in the Millennium Declaration which is narrative in nature. Since the Millennium Declaration provides the context for the MDGs, it is necessary to read the MDGs and the Millennium Declaration together.

In the Millennium Declaration the world leaders recognized their collective responsibility to uphold the principles of human dignity, equality and equity at the global level. They acknowledged that the main challenge of today is to ensure that globalization becomes a positive force for all. They agreed that the following values are fundamental to international relations: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility.

### **5. What issues do the MDGs address?**

The MDGs address the most critical problems that plague our world today: extreme poverty and hunger, illiteracy, gender inequality, child and maternal mortality, HIV/AIDS and malaria, the lack of safe drinking water, and others. In the last goal, MDG #8, governments pledged to develop an open trading and financial system, to work towards debt relief for the poorest countries, to be more generous in foreign development aid, and to address the special needs of the least developed countries in the world.

### **6. How many MDGs are there and what are targets?**

There are a total of eight MDGs which are directed at meeting specific, measurable targets. The goals and targets (18 in total) are to be achieved by 2015.

### **7. Are they achievable?**

According to Professor Jeffrey D. Sachs, Special Advisor to the Secretary General on the Millennium Development Goals and director of the UN Millennium Project, the MDGs are achievable. Prefacing his report *Investing in Development* he states: “The world community has at its disposal the proven technologies, policies, financial resources, and most importantly, the human courage and compassion to make it happen.”

### **8. Where can I find the MDGs and the Millennium Declaration?**

The text of the Millennium Development Goals can be found at [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals) (click on each individual goal to see the targets). Click on “background” to see the Millennium Declaration.

More information about the MDGs can also be found on the NGO Office page on [www.rscjinternational.org](http://www.rscjinternational.org) in the reports of the DPI/NGO conferences held in 2004 and 2005. Each report contains articles and reflections by IBVM and RSCJ conference participants.

## **TEACHER BACKGROUND INFORMATION**

### **2005 Progress Report on Millennium Development Goals - United Nations**

Source: <http://unstats.un.org/unsd/mi/pdf/MDG%20Book.pdf>

#### **Goal 1: Eradicate extreme poverty & hunger**

Global poverty rates are falling, led by Asia. But millions more people have sunk deep into poverty in sub-Saharan Africa, where the poor are getting poorer. Progress has been made against hunger, but slow growth of agricultural output and expanding populations have led to setbacks in some regions. Since 1990, millions more people are chronically hungry in sub-Saharan Africa and in Southern Asia, where half the children under age 5 are malnourished.

#### **Goal 2: Achieve universal primary education**

Five developing regions are approaching universal enrolment. But in sub-Saharan Africa, fewer than two thirds of children are enrolled in primary school. Other regions, including Southern Asia and Oceania, also have a long way to go. In these regions and elsewhere, increased enrolment must be accompanied by efforts to ensure that all children remain in school and receive a high-quality education.

#### **Goal 3: Promote gender equality & empower women**

The gender gap is closing — albeit slowly — in primary school enrolment in the developing world. This is a first step towards easing long-standing inequalities between women and men. In almost all developing regions, women represent a smaller share of wage earners than men and are often relegated to insecure and poorly paid jobs. Though progress is being made, women still lack equal representation at the highest levels of government, holding only 16 per cent of parliamentary seats worldwide.

#### **Goal 4: Reduce child mortality**

Death rates in children under age 5 are dropping. But not fast enough. Eleven million children a year — 30,000 a day — die from preventable or treatable causes. Most of these lives could be saved by expanding existing programmes that promote simple, low-cost solutions.

#### **Goal 5: Improve maternal health**

More than half a million women die each year during pregnancy or childbirth. Twenty times that number suffer serious injury or disability. Some progress has been made in reducing maternal deaths in developing regions, but not in the countries where giving birth is most risky.

**Goal 6: Combat HIV/AIDS, malaria & other diseases**

AIDS has become the leading cause of premature death in sub-Saharan Africa and the fourth largest killer worldwide. In the European countries of the Commonwealth of Independent States (CIS) and parts of Asia, HIV is spreading at an alarming rate. Though new drug treatments prolong life, there is no cure for AIDS, and prevention efforts must be intensified in every region of the world if the target is to be reached. Malaria and tuberculosis together kill nearly as many people each year as AIDS, and represent a severe drain on national economies. Ninety per cent of malaria deaths occur in sub-Saharan Africa, where prevention and treatment efforts are being scaled up. Tuberculosis is on the rise, partly as a result of HIV/AIDS, though a new international protocol to detect and treat the disease is showing promise.

**Goal 7: Ensure environmental sustainability**

Most countries have committed to the principles of sustainable development. But this has not resulted in sufficient progress to reverse the loss of the world's environmental resources. Achieving the goal will require greater attention to the plight of the poor, whose day-to-day subsistence is often directly linked to the natural resources around them, and an unprecedented level of global cooperation. Action to prevent further deterioration of the ozone layer shows that progress is possible. Access to safe drinking water has increased, but half the developing world still lack toilets or other forms of basic sanitation. Nearly 1 billion people live in urban slums because the growth of the urban population is outpacing improvements in housing and the availability of productive jobs.

**Goal 8: Develop a global partnership for development**

The United Nations Millennium Declaration represents a global social compact: developing countries will do more to ensure their own development, and developed countries will support them through aid, debt relief and better opportunities for trade. Progress in each of these areas has already begun to yield results. But developed countries have fallen short of targets they have set for themselves. To achieve the Millennium Development Goals, increased aid and debt relief must be accompanied by further opening of trade, accelerated transfer of technology and improved employment opportunities for the growing ranks of young people in the developing world.

**MILLENNIUM DEVELOPMENT GOALS  
( GOAL IS TO ACHIEVE THESE BY 2015)**

1. HALVE EXTREME POVERTY AND HUNGER
2. ACHIEVE UNIVERSAL PRIMARY EDUCATION
3. EMPOWER WOMEN AND PROMOTE EQUALITY BETWEEN MEN AND WOMEN
4. REDUCE UNDER-FIVE MORTALITY BY TWO-THIRDS
5. REDUCE MATERNAL MORTALITY BY THREE-QUARTERS
6. REVERSE THE SPREAD OF HIV/AIDS AND MALARIA
7. ENSURE ENVIRONMENTAL SUSTAINABILITY
8. CREATE A GLOBAL PARTNERSHIP FOR DEVELOPMENT, WITH TARGETS FOR AID, TRADE AND DEBT RELIEF





## Lesson # 11

### Kenya's Challenge in Meeting the MDGs by 2015

**Focus:** A closer look at specific issues - challenges and opportunities

Background Information for Teachers:

This lesson provides an opportunity for students to become more familiar with specific issues in a specific country - Kenya. While there is much work occurring in Kenya, there are also a number of challenges that prevent progress in some areas. In small groups, students study the issues at hand in Kenya and discuss the challenges and opportunities that exist. The lesson addresses outcome 5.2 (Atlantic Canadians as part of global interconnectedness).

Anticipated Completion Time: 1 class

Required Resources/Materials:

Summary: "Kenya's Challenges in meeting the Millennium Development Goals"

Note-taking template for class

In-class Activities and Teaching Strategies:

The procedure followed in this class will be a peer-teaching process.

1. Divide the summary, "Kenya's Challenges in meeting the Millennium Development Goals" into 6 to 8 sections by topic.
2. Divide the class into the same number of groups as sections from the article
3. Give each group one section of the summary that outlines challenges facing Kenya while working towards the MDG goals.
4. Each group should study the section for their given goal, prepare a summary on the template given on the overhead transparency.
5. When each group has completed this task, they are to present their findings to the class as the teacher completes the chart
6. As these are presented, the class will take notes using a similar template. For students who have difficulty in note-taking, the overhead transparencies can be used to assist them after the presentations have been completed.

## **Kenya's Challenges in meeting the Millennium Development Goals by 2015**

Sources:

<http://www.oneworld.ca/guides/kenya/development> ,

<http://devdata.worldbank.org> and *MDG Status Report for Kenya 2005*

### **Overview:**

Kenya remains in the bottom quartile of the Human Development Index rankings with nearly 60 percent of its more than 33 million people living on less than \$2 per day. While the economic performance of Kenya is improving, this has not stimulated significant progress towards achieving the Millennium Development Goals. Concern about government corruption both internally and with international donors has made the struggle even more difficult.

### **Reaching the MDGs:**

It does not appear that Kenya is likely to reach these goals by 2015. Using the Human Development Index as a measure, Kenya is worse off now than in 1980. In 2002, Kenya's HDI index was 134<sup>th</sup> out of 173 countries measured. In 2005 it had fallen to 154 out of 177 countries measured.

### **A Bright Spot:**

In education, there has been significant progress as Kenya instituted universal primary education (UPE) in 2003 (grade 1-7). When this occurred, 1.5 million children entered school who previously had not attended. Secondary school in Kenya is only possible for those who can afford to pay the fees as it is not free as in Canada.

Universal primary education has benefited girls in particular as they were often the ones 'left behind' for various reasons. Now nearly as many girls as boys attend school.

### **Child Mortality**

Child mortality (death) under 5 years of age has risen from 97 per 1000 in 1990 to 123 in 2003.

As a comparison, Canada's infant mortality rate for children under one year of age was 6 per 1000 in 1997, while Kenya's was 79 out of 1000 in 2003.

### **Hunger**

The root causes of hunger in Kenya are poverty (inability to produce own food and /or no money to buy food), unemployment, landlessness (do not own land to produce own food), weather problems (drought or floods), growth of maize as a staple food, low education level (especially among females who grow most food), inadequate sanitation, lack of health facilities and clean water.

## **Poverty**

In Kenya , the government has defined poverty as earning \$17 per month in rural area and \$36 per month in urban areas. In 1992, 45% fell below this line, 52 % in 1997, and 56% in 2002. Eighty two per cent of the poor live in rural areas.

Most at risk for poverty are:

- pregnant women and breast-feeding mothers (1.1 million)
- children under 5 (5.3 million)
- elderly people over 55 (1.8 million)
- people living with AIDS (2.2 million)
- those with TB (tuberculosis) (32,000)
- and malaria (6.7 million cases reported each year)

In 2005, 23 % of the population lived on less than \$1 per day and 60 % on less than \$2 per day.

## **Health**

The health gains that Kenya made in the 1980's and 1990's have been lost in recent years due to poverty, rapid population growth, child nutrition, HIV/AIDS, respiratory infections, malaria, diarrhea, the increase in TB (tuberculosis), malaria, and poor quality health services and facilities.

In 2004 there were 106,000 cases of TB reported in Kenya, up from 82,000 in 2002. Over 60% of those with TB are also infected with AIDS.

In 2004, Kenya had only 3 doctors for every 100,000 people. Many doctors and skilled health workers leave for better pay and opportunities in the private sector and abroad. Eighty per cent of the health workers are locate in urban centres, leaving some areas with little or no health care service. Although more resources may be available to purchase medicines, the shortage of skilled health workers reduces the ability of Kenya to make use of this additional money available for drugs.

The life expectancy for a Kenyan is around 48 years while for a Canadian it is 79 years. The population of Kenya has risen from 23 million in 1990 to 32 million in 2003. Canada has around the same population, but the 32 million Kenyans live in an area about the size of the Atlantic Provinces!

## **HIV/AIDS**

In Kenya, two people die of AIDS every 5 minutes. In 2003 it was estimated that 650,000 children were orphaned by AIDS. The rate of infection now is about 7 % of the adult population with some areas having a higher rate than others. Over 50% of the country's hospital beds are occupied by patients with AIDS- related infections ( such as TB). ARV ( antiretroviral drugs) were available to about 38,000 people in June 2005. The need is for drugs for about 233,000 people and the MDG goal is to provide drugs for 95,000 people. The supply of locally produced ARV drugs is limited.

## **Politics**

Kenya gained independence in 1963. The most recent election of Kibaki of the Rainbow Coalition (NARC) was considered to be free and fair. One task that this government has to tackle is the amount of government corruption which has made progress for Kenya difficult.

## **Economy**

Economic growth is very slow in Kenya and the distribution of wealth is very uneven. The richest 10% of the population controls almost half of the country's wealth, while the poorest 10% control have 1% of the money. The country is showing some improvement in its economy, with growth up from 1.9 % in 2002 to 4.3 % in 2004.

Over concern for the amount of corruption within government, the World Bank has withheld loans to Kenya.

Other reasons for Kenya's poor economic progress include the following: huge amounts of money needed to pay interest on the loans received from developing countries, unfair trading practices which do not allow Kenyans to export fairly, brain drain( the brightest leave to work in other countries), and funds being earned in Kenya but then being taken out of the country (capital flight).

## **Information and media:**

It is not generally considered that there is 'freedom of the press' in Kenya. In the spring of 2006, the government in fact forced the closure of the second largest media outlet. Reporters Without Borders downgraded Kenya's media freedom ranking from 75<sup>th</sup> in 2002 to 109<sup>th</sup> in 2005.

In 2003 only 60 out of every 1000 people had access to either a fixed line or cellular phone and only a few have access to computers. FM radio is a very important tool for informing and educating people in the rural areas ( 80 % of people live in rural areas).

## **Environment:**

The impact of global warming is felt intensely in Kenya as the weather patterns have become more unpredictable. Some areas in Kenya have had five years of below average rainfall followed by three years of severe drought. In the spring of 2006 this resulted in 3.5 million people needing food aid in order to survive, and thousands of animals dying from starvation. In addition to the impact of global warming, in-country problems such as:

- deforestation (cutting of trees for firewood and farming),

- erosion (loss of soil),

- soil depletion (loss of minerals in the soil needed for plant growth),

- contamination of fresh water,

- infestation of Lake Victoria with the rapid growth of water hyacinth, and the increase in the amount of desert are also major environmental concerns for Kenya.

## Kenya's Challenges in Meeting the Millennium Development Goals

Challenge	Description of the nature of this challenge
Overview	
Reaching the MDGs	
Health	
Child Mortality	
HIV/AIDS	
Hunger	
Poverty	
Politics	
Economy	
Information and media	
Environment	



## Lesson #12

### NGOs in Action

**Focus:** *NGOs in action - Sauri Millennium Research Village and Farmers Helping Farmers*

#### Background Information for Teachers:

This lesson provides information for students on two particular NGOs, both currently involved in development projects in Kenya. Through visual presentations, students are asked to look closely at the work of both organizations and reflect upon the efforts and impact that each is making in Kenya and whether these efforts are helping to achieve MDG targets. The lesson addresses outcome 5.2 (Atlantic Canadians as part of interconnected systems).

Anticipated Completion Time: 1 to 2 classes

#### Required Resources/Materials:

Slide show of the Sauri Millennium Research Village project

Sauri Village report (for teacher background)

Presentation of Farmers Helping Farmers work in Kenya in slide show format or a guest speaker from the organization

**Email:** [info@farmershelpingfarmers.ca](mailto:info@farmershelpingfarmers.ca)

**Tel:** (902) 838-4032      **Fax:** Attention: Teresa Mellish (902) 838-4112

Article: Reprinted courtesy of SPORTS ILLUSTRATED, "Nothing but Nets" by Rick Reilly, May 1, 2006, Copyright © 2006, Time Inc. All rights reserved.

#### In-class Activities and Teaching Strategies:

##### **DEFINITION OF NGOs**

A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differs depending on their goals, their venue and the mandate of a particular institution.

Source: <http://www.ngo.org/ngoinfo/define.html>

1. This class or two will consist of two slide show presentations describing development work in Kenya:
  - a) The Millennium Villages Research Project in Kenya, Sauri Village, which is an international effort in development through the United Nations and
  - b) the work of a P.E.I. non-governmental organization (NGO), Farmers Helping Farmers, which has more than 25 years experience in rural development in Kenya. A worksheet with guiding questions follows that the teacher may wish to have students use while viewing the slide shows.
  
2. After the presentations, discuss the two projects:
  - a) Highlights? What did you learn?
  - a) Similarities?
  - b) Differences?
  - c) What kind of development actually helps countries?
  - d) What do you think are the most important considerations when an organization is offering assistance to a developing country?
  - e) In what ways is the work of Farmers Helping Farmers helping Kenya reach the Millennium targets?  
(These questions are also on the worksheet.)

3. Assessment:

A. Respond to **one** of the following statements in written form. In your response, agree with or refute the ideas in this quote, stating why you agree or disagree, and defending your ideas using what you have learned or providing new information.

- a) “We want to have it all ways. We declare our support for the crusade to “Make Poverty History”; we say we want to get to the 0.7%, but we resolutely refuse to set a timetable .....The real immorality is for one of the most wealthy and privileged nations of the world to fail to respond adequately to the life and death struggle of hundreds of millions of impoverished people.” - **Stephen Lewis, “Race against Time” (p. 33)**
  
- b) "You can't fix every problem, but what you can fix, you must." - **Bono**
  
- c) "Poverty is the worst form of violence." - **Gandhi**
  
- d) “Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning



anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world." - **Eleanor Roosevelt**

B. Using the article, "Nothing but Nets", have students write about this global citizenship action using some of the same questions as were used to respond to the Sauri Village and FHF slide shows.



## A comparison of the work of two organizations in Kenya

Name: \_\_\_\_\_

Criteria	Sauri Millennium Research Village	Farmers Helping Farmers
1. Highlights? What did you learn?		
2. Similarities?		
3. Differences?		
4. Impact of these projects?		

5. What kind of development do you think actually helps countries? What does not?
  
6. What do you think are the most important considerations when an organization is offering assistance to a developing country?
  
7. In what ways is the work of Farmers Helping Farmers helping Kenya reach the Millennium targets?



## Lesson # 13

### Individuals, Canadian NGOs, and International Organizations

***Focus: Researching work efforts of individuals, NGOs, and international organizations***

Background Information for Teachers:

Through individual or group research, students become more aware of the work of certain individuals, Canadian NGOs, and international organizations involved in local, national or global citizenship in a variety of ways. The lesson is closely linked to outcome 5.2 in which students examine how Atlantic Canadians contribute to global efforts.

Anticipated Completion Time:

Introduction to assignment, research time plus presentation – the time required will depend upon the presentation format selected by the teacher. Estimated time 2-3 classes

Required Resources/Materials:

Access to the computer lab  
Web addresses for a variety of organizations  
P.E.I contacts for local organizations

In-class Activities and Teaching Strategies:

Assignment options:

1. From the list below, each student/group will select (or teacher selects, if preferred) one organization to research.

Each final report should address the following points:

- Describe this organization (when did it begin, where, why, who is involved)
- What are the goals of this organization?
- What global issue(s) are they working on? Where does this organization work?
- How is this organization financed?
- Describe projects in which they are currently involved
- How can an individual become involved?
- Other points of interest

2. OPTIONS for Project Completion:

- A. Complete a report/poster/newspaper article/slide show on their organization which will be presented to their peers at a scheduled time.

**OR**

B. Interview someone who works with an organization that is involved in local, provincial, national or international programs that address global issues (poverty, hunger, etc). Record, transcribe, or videotape the interview.

**OR**

C. Research careers and opportunities for youth to pursue a career in global studies, or international development. Describe three opportunities that are possible venues for youth to pursue after high school or university.

**A listing of Canadian organizations involved in development is included in the Appendix. For this project, it is recommended that students select from the following organizations/programs:**

Canadian Landmine Foundation	UNICEF
United Nations Association in Canada	Make Poverty History
Stephen Lewis Foundation	Oxfam
Free the Children	Save the Children
Foster Parents Plan	World Vision
Ryan's Well	Mikinduri Foundation of Hope
Doctors without Borders	Reporters without Borders
Engineers Without Borders	CODE
Ten Thousand Villages	CUSO
Canadian International Development Agency ( CIDA)	Katimavik
Canadian Association of Food Banks	Upper Room - P.E.I.
YMCA	EF/AFS/Rotary student exchanges
WUSC	Lions International
International Studies at a university	Salvation Army
United Way of P.E.I.	Nova Scotia -Gambia Association

others as approved by teacher.

*\*\*Sources of information for any organizations/programs not included in the directory follow this lesson.*

Assessment:

Assess class participation and presentation using appropriate rubrics.

## SUPPLEMENTARY to the APPENDIX DIRECTORY

### Katimavik - Canada's youth volunteer-service program

A program in which those 17 to 21 years of age spend 9 months helping in community projects in three different areas. Information for potential participants and community partners needing volunteers.

[www.katimavik.org](http://www.katimavik.org)

### Canadian Landmine Foundation

A foundation that makes the public aware of the global impact of **landmines**, works to ban their use, and helps in removal.

[www.canadianlandmine.org](http://www.canadianlandmine.org)

### United Nations Association in Canada

Everyday, UNA-**Canada** responds to public requests for information on the **United Nations, Canada's** international priorities, and a range of global issues.

[www.unac.org/en/index.asp](http://www.unac.org/en/index.asp)

### Ryan's Well Foundation

This Foundation was started by a Canadian youth who saw a need that he felt he could do something about!

[www.ryanswell.ca](http://www.ryanswell.ca)

### Mikinduri Children of Hope

The Mikinduri Children of Hope Foundation is a charity based in Prince Edward Island (P.E.I.), Canada. It was initiated in 2003 By Makena Ambassa who was born near Mikinduri and now lives in P.E.I..

[www.mikinduri.com](http://www.mikinduri.com)

### Canadian Association of Food Banks

Coordinates donations of food and transportation to ensure food is distributed quickly and efficiently to member food banks. Also provides liaison between the food banks and industry and government ...

[www.cafb-acba.ca](http://www.cafb-acba.ca)

### The Upper Room Hospitality Ministry Inc.

The Upper Room Hospitality Ministry Inc., founded in December 1984, is a registered charity with a constitution and by-laws. ( Prince Edward Island)

Its Mission is to "Provide some of the food requirements of needy people in Prince Edward Island."

Information at <http://www.gov.pe.ca/infoP.E.I./index>

## EF Education Language Schools and Study Abroad programs

Language travel, study abroad and cultural exchange programs in the US, UK, Europe, Australia and ... Brasil ; Denmark ; Deutschland ; Espagna ; Finland (Suomi) France ; Italia ; Mexico ; Norge( Norway) ...

[www.ef.com](http://www.ef.com)

## Lions International

[www.lions.org](http://www.lions.org) (see projects)

## Rotary International Youth Exchange

Information about the **student exchange** through this **International** service club

[www.rotary.org/programs](http://www.rotary.org/programs)

## UNITED WAY OF PRINCE EDWARD ISLAND

Neighbours...Getting A Helping Hand - Home. About Us. Community Building. Campaign. Donate Now. FAQ. Faces Of The United Way. Funding Distribution

[www.peiunitedway.com](http://www.peiunitedway.com)



## LESSON #14

### Global Citizens Taking Action

**Focus:** *Student-oriented action plans*

Background Information for Teachers:

This lesson, based upon outcome 5.3 in which students assess the qualities and attributes needed to become contributing global citizens, asks students to consider the level of impact that certain actions may have in attaining development goals, and to assess which actions may be accomplished by their own efforts. Students are then asked to create their own personal versions of action plans that could become part of the broader global effort.

Anticipated completion time: 2 classes

Required Resources/Materials:

- Flip chart and marker
- Action slips (worksheet)
- Impact matrix (worksheet) for each pair of students
- Questions for Consideration (worksheet)
- Glue sticks for each pair of students
- Blank sheets of paper
- Which Action? Student Worksheet (worksheet)
- Action Plan Worksheet (worksheet)

In-class Activities/Teaching Strategies:

1. **BRAINSTORMING ACTIVITY:** What can Atlantic Canadians, as global citizens, do to assist Canada and other countries around the world reach the targets of the Millennium Goals?

Note: This is meant to be a large group introductory warm-up discussion but can also be done as a small group (4-5 students) activity with presentations to the large group following the small brainstorming sessions.

Teacher acts as facilitator and records student suggestions on flip chart for later reference.

2. Provide pairs of students with 15-20 action slips (one item per slip) placed within an envelope. See **Action Slips of Global Citizenship** for ideas.

Note: You may wish to use some of the ideas generated in Step 1 - Brainstorming (above) by providing blank slips of paper and asking students to transfer those suggestions to the slips of paper and using them.

3. Students are now asked to place each slip on the **Impact Matrix** ( They will need glue sticks.) determining the level of impact for creating a better world and the level of difficulty for them to follow through with that action.
4. Students are now to consider the following questions based on information from Impact Matrix. See worksheet: **Questions for Consideration**

Which actions would have the biggest impact in the school? In the local area? In Atlantic Canada? In the country? In the world? Which actions are the most practical to do?

5. On a blank sheet of paper, students are now asked to create a continuum of the actions from the Impact Matrix. Statements on the left of the paper indicate actions that they feel are ineffectual (have low impact) or with which they would feel uncomfortable and those to the right indicate actions that they would take and with which they feel most comfortable.
6. Once finished their continuum, pairs gather together in groups of six and explain how they arranged their continuum.

Debriefing:

- Did all groups agree on the placement of statements?
- Are there similarities in the actions of global citizens? What are they? Are there differences? What are they?
- Which statements and actions did you agree with most/least? Explain.
- Have any of you taken part in any of these actions? Do you feel you made a difference?
- What conclusions can we make about the actions of global citizens?

7. Assessment: The Action Report

Students now go back to the brainstorming, Actions slips, Action Impact and Continuum for reflection. They are now asked to select one aspect on which they would like to take action. They individually need to determine what type of actions they feel will have the most impact in bringing about a more just world. Student worksheets are provided to assist students with this task. These may be submitted as part of their Action Report (Action Plan) & Which Action? student worksheets).

Having selected the area/issue they wish to address, each student will complete an Action Report that:

- defines what being an active global citizen means to them.
- explains why they selected this particular issue to address. What compels them to react?
- creates a "Continuum of Action" with a minimum of 5 distinct actions (use experience from Step 5) to address their specific issue (from less impact to more impact).
- focuses on one action from the 5 on the continuum and performs it (e.g. Learn more about the issue).

- summarizes or reflects upon the experience of taking a step forward for change.

Debrief:

You can invite students to share their experiences and /or anonymously select examples from the submitted Action Reports. Discuss the value of seeing small actions as part of a larger process, underscoring the notion that active global citizenship is a dynamic process of reflection and action

.

Sources:

Evans, Mark & Reynolds, Cecilia, *Educating for Global Citizenship in a Changing World* - a teacher's resource handbook, published as an online document by OISE/UT, 2004.

Christian Aid Organization, "TEPS WORKSHEETS, GET GLOBAL," n-line resource  
[www.christianaid.org.uk](http://www.christianaid.org.uk)



## ACTION SLIPS FOR GLOBAL CITIZENSHIP

Sponsor a child in another country.	Invite a guest speaker into school to talk about the issue, or to be part of a debate.	Put our arguments to (lobby) someone in a powerful position - e.g. write a letter, send a petition .
Find out which organizations can help and join their local, national or global campaigns.	Raise money and donate it to a charity working on the issue.	Try to produce no "trash" for a whole day and get friends to join you.
Buy Christmas gifts of animals, medical supplies, books and blankets through organizations like World Vision or CODE.	Volunteer in a local community agency - e.g. Food Bank.	Make a pamphlet, poster or collage on the issue and display it to people in school and the local community.
Join the military cadets.	Visit a country outside of North America.	Buy goods made outside of North America.
Get your family to recycle and/compost more completely.	Plan to study global development at post-secondary level.	"smart shopping" - e.g. Buying only fair trade coffee.
Get a subscription to a magazine that focuses on global events. Share it with your family.	Submit poetry, that challenges consumer habits, to the local newspaper.	Create a social justice, peace or environmental club in school.
Aim to be kind and just to every single person you encounter.	Donate to an international relief agency like the Red Cross.	Join a political party.
Prepare a presentation to the David Suzuki Foundation on a topic of concern.	Promote the work of a local NGO like Farmers Helping Farmers.	Learn more about what Canadian NGOs are doing around the world.



**IMPACT MATRIX**

Name: \_\_\_\_\_

<b>Level of Difficulty</b>	<b>High Impact</b>	<b>Medium Impact</b>	<b>Low Impact</b>
<b>Easy to do</b>			
<b>Moderate to do</b>			
<b>Hard to do</b>			





## **QUESTIONS FOR CONSIDERATION**

**Which actions would have the biggest impact in the school?**

**In the local area?**

**In Atlantic Canada?**

**In the country?**

**In the world?**

**Which actions are the most practical to do?**



### WHICH ACTION? STUDENT WORKSHEET

Action	How long will it take to plan?	How easy is it to do?	How much impact will the action have locally and globally?	Who can help?	Who or what might make it difficult?	Questions?

Name: \_\_\_\_\_



**ACTION PLAN WORKSHEET**

<b>Issue:</b> What is the situation?	<b>Goal:</b> What do I want to happen?
<b>Action:</b> What am I going to do?	<b>Evidence:</b> How will I record my work?
<b>Indicators:</b> What will happen if I am successful?	<b>Result:</b> What happened?



## Canadian Non-Governmental Organizations

**The descriptions for the organizations included in this directory of Canadian Non-Governmental Organizations have been taken from the organizations' web-sites and do not necessarily reflect the views of any of the partners in this Global Classroom Initiative.**

### **Adventist Development and Relief Agency Canada (ADRA Canada) - [www.adra.ca](http://www.adra.ca)**

The Adventist Development and Relief Agency Canada (ADRA Canada) is an independent humanitarian agency established by the Seventh-day Adventist Church for the specific purpose of individual and community development and disaster relief.

### **Africa Community Technical Service - [www.acts.ca](http://www.acts.ca)**

The Africa Community Technical Service (ACTS) is a Christian technical mission currently at work in Uganda, East Africa. Volunteers assist rural communities in achieving their development goals in cooperation with the local church and other grass roots organizations. Current development priorities are, rural water supply, agroforestry, income generation, skills transfer, rural clinics, access to land for widows and orphans, HIV/AIDS prevention, and environmental conservation.

### **Africa We Care - [www.africawecare.org](http://www.africawecare.org)**

Africa We Care is dedicated to the alleviation of the suffering of the most impoverished people of Africa by providing the basic necessities like clean water, and medicines; facilitate access to education; offer assistance to HIV/AIDS victims and their care-givers.

### **African Canadian Continuing Education Society (ACCES) - [www.acceskenya.org](http://www.acceskenya.org)**

The mission of ACCES is to help young Africans obtain the skills and education needed to benefit them and their society. One of their projects, Literacy For All (LIFA), is to foster social and economic development in Kakamega District of Western Province of Kenya through education and engagement of youth in leadership opportunities in their communities. ACCES provides three day workshops for primary school teachers in Kenya. The teachers are given the basic information about HIV/AIDS, how the virus is transmitted and how one can be protected from acquiring it. The major part of the workshop is training the teachers how to return to their communities and inform their students, their colleagues and the community about what they have learned.

### **AFS Interculture Canada - [afscanada.org](http://afscanada.org)**

AFS Interculture Canada is an educational movement that promotes global education and intercultural understanding through quality exchange programs for youth and adults. From one person to another and one culture to another, the AFS experience promotes the core values of their organization: dignity, respect for differences, harmony, sensitivity and tolerance. AFS enables its participants to act as responsible, global citizens working for peace and understanding in such a diverse world.

**Aga Khan Foundation Canada** - [www.akfc.ca](http://www.akfc.ca)

AKFC supports development initiatives in Eastern Africa and South and Central Asia. "Smart Solutions" programs tap the initiative, entrepreneurship, and resources of poor people in order to develop their capacity to improve the quality of life of their families and communities.

**Alberta Council for Global Cooperation (ACGC)** - [www.web.ca/acgc/](http://www.web.ca/acgc/)

Alberta Council for Global Cooperation is a coalition of voluntary sector organizations located in Alberta, working locally and globally to achieve sustainable human development.

**Alternative Poverty Eradication Bureau for Africa (A.P.E.B.A.)** - [www.apeba.ca](http://www.apeba.ca)

Its mission is to empower the underprivileged in war torn Southern Sudan by providing practical training, education and food to widows, orphans and disabled persons. Previous to Sudan's civil war women relied on husbands to provide for the family. The recent civil war has taken husbands from their wives and left many people disabled.

**Alternatives** - [www.alternatives.ca](http://www.alternatives.ca)

Alternatives works to promote justice and equality amongst individuals and communities located in the North and the South. Active in more than 35 countries, Alternatives supports local, community-based initiatives working toward the greater economic, social, and political rights of people and communities affected by poverty, discrimination, exploitation, and violence.

**Amnesty International** - [www.amnesty.ca](http://www.amnesty.ca)

Amnesty International is a worldwide movement of "ordinary" people who work together to achieve extraordinary results. Amnesty International is a worldwide movement of people dedicated to the protection and promotion of human rights.

**Association for Women's Rights in Development** - [www.awid.org](http://www.awid.org)

The Association for Women's Rights in Development (AWID) is an international membership organization connecting, informing and mobilizing people and organizations committed to achieving gender equality, sustainable development and women's human rights. Their goal is to cause policy, institutional and individual change that will improve the lives of women and girls everywhere. They do this by facilitating ongoing debates on fundamental and provocative issues as well as by building the individual and organizational capacities of those working for women's empowerment and social justice.

**Atlantic Council for International Cooperation (ACIC)** - [www.acic-caci.org](http://www.acic-caci.org)

Atlantic Council for International Cooperation (ACIC) is a coalition of individuals, organizations, and institutions working in the Atlantic region, which are committed to achieving global sustainability in a peaceful and healthy environment, with social justice, human dignity, and participation for all. ACIC supports its members in international cooperation and education through collective leadership, networking, information exchange, training and coordination, and by representing their interests when dealing with government and others.



**British Columbia Council for International Cooperation (BCCIC) - [www.bccic.ca](http://www.bccic.ca)**

The British Columbia Council for International Cooperation (BCCIC) is a coalition of international development organizations. Through relationship-building with other networks, BCCIC works toward its goal of achieving sustainable global development in a peaceful and healthy environment with social justice, human dignity and participation for all.

**Calmeadows - [www.calmeadow.com](http://www.calmeadow.com)**

Calmeadows core belief is founded on the assumption that providing access to affordable, responsive and sustainable financial services to low income self-employed people in underdeveloped regions of the world can make a positive and lasting contribution to their economic and social well being.

**Canada World Youth - [www.cwy-jcm.org](http://www.cwy-jcm.org)**

Canada World Youth designs and delivers international educational programs for youth (aged 17-29) with a focus on volunteer work and community development in a cross-cultural setting. Working in partnership with local organizations, the majority of Canada World Youth programs have a phase in Canada and a phase in one of more than 30 countries in Africa, Asia, Latin America, the Caribbean, and Central and Eastern Europe.

**CANADEM - [www.canadem.ca](http://www.canadem.ca)**

CANADEM, with assistance and funding from Foreign Affairs Canada's Human Security Program, supports Canada's determination to strengthen the activities of international organizations, in particular the UN, OSCE, other inter-governmental agencies and institutions, and their non-governmental partners, all working to advance the universal principles of the UN Charter, international peace & security, human rights and the responsibility to protect all individuals.

**Canadian Council for International Co-operation (CCIC) - [www.ccic.ca](http://www.ccic.ca)**

The Council is a coalition of Canadian voluntary sector organizations working globally to achieve sustainable human development. The Canadian Council for International Co-operation seeks to end global poverty, and to promote social justice and human dignity for all.

**Canadian Crossroads International - [www.cciorg.ca](http://www.cciorg.ca)**

Canadian Crossroads International works to create a more equitable and sustainable world by engaging and strengthening individuals, organizations and communities through mutual learning, solidarity and collective action.

**Canadian Federation for Sexual Health (CFSH) - [www.ppfca.ca](http://www.ppfca.ca)**

CFSH is a national network that takes leadership in advancing sexual and reproductive health and rights in Canada and abroad through: Public education and awareness, Support for the delivery of programs and services in Canada, Advocacy, and International projects and liaison with the International Planned Parenthood Federation (IPPF). CFSH has worked nationally and internationally to ensure that people have access to universal, reliable information and services in order to make informed decisions related to their sexual and reproductive health. CFSH is a pro-choice organization.

**Canadian Feed The Children** - [www.canadianfeedthechildren.ca](http://www.canadianfeedthechildren.ca)

Canadian Feed The Children work in partnership with communities around the world to develop and implement programs that meet locally identified needs. They emphasize long-term development without losing sight of the immediate interventions that are so critical in helping children who face daily poverty.

**Canadian Food for the Hungry International** - [cfh.ca](http://cfh.ca)

Canadian Food for the Hungry International (CFHI) is a registered, Christian, charitable organization dedicated to sustainable development and emergency response worldwide. CFHI is a non-profit/not-for-profit charity and provides opportunities for Canadians to help poor families, widows and orphans, including malnourished and starving children, in developing nations who have been affected by adversities such as famine, natural disasters - including earthquakes, hurricanes, floods, droughts - HIV/AIDS, and war.

**Canadian Harambee Education Society (CHES)** - [www.canadianharambee.ca](http://www.canadianharambee.ca)

CHES provides scholarships for poor, bright high school girls in Africa, supports special projects, such as the construction of libraries and dormitories, sends volunteers from the ranks of retired teachers and other professionals to act as agents, raises and administers donated funds.

**Canadian Hunger Foundation** - [www.chf-partners.ca](http://www.chf-partners.ca)

Canadian Hunger Foundations' goal is to deliver effective, sustainable and transformational development solutions via an approach called Three-Dimensional Development.

**Canadian International Development Agency (CIDA)** - [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca)

CIDA is Canada's lead agency for development assistance. It has a mandate to support sustainable development in developing countries in order to reduce poverty and to contribute to a more secure, equitable, and a prosperous world.

**Canadian Lutheran World Relief (CLWR)** - [www.clwr.org](http://www.clwr.org)

Canadian Lutheran World Relief has been serving the poor since 1946. In response to the love of God, CLWR works with partners around the world in providing emergency relief, refugee resettlement, and community development to those in need.

**Canadian Network for International Surgery**- [www.cnis.ca](http://www.cnis.ca)

The Canadian Network for International Surgery is a non-profit organization that promotes the delivery of essential surgical care to the underprivileged. Their vision is to empower low-income countries to create an environment where the risk of injuries is minimal and all people receive adequate surgical care.

**Canadian Peace Alliance (CPA) - [www.acp-cpa.ca](http://www.acp-cpa.ca)**

The Canadian Peace Alliance (CPA) is Canada's largest umbrella peace organization. Since its foundation in 1985 the organization has been helping member groups to act as a broad network, in order to provide a strong, coordinated voice for peace issues at the national level.

**Canadian Physicians for Aid and Relief (CPAR) - [www.cpar.ca](http://www.cpar.ca)**

CPAR's work started out as emergency relief in the form of food aid and medical intervention, but it has since evolved into an international development organization, committed to building healthy communities in Africa. With the idea of a healthy planet in mind, the majority of CPAR's work is focused on integrated health and sustainable development programs in the southeast region of Africa.

**Canadian Society for International Health (CSIH) - [www.csih.org](http://www.csih.org)**

CSIH has established a solid reputation as an efficient and effective manager of projects funded bilaterally (CIDA), multilaterally (World Bank), and internationally (Pan American Health Organization, the Department of Foreign Affairs and International Trade, and Industry Canada) in Latin America, Central and Eastern Europe, Africa and Asia. Each of these projects contributes directly to an overall program that emphasizes capacity building for health systems reform.

**CARE Canada- [www.care.ca](http://www.care.ca)**

CARE Canada's mission is to serve individuals and families in the poorest communities in the world. Drawing strength from their global diversity, resources and experience, they promote innovative solutions and are advocates for global responsibility. They facilitate lasting change by strengthening capacity for self-help, influencing policy decisions at all levels, providing economic opportunity, addressing discrimination in all its forms, and delivering relief in emergencies.

**Change for Children - [www.changeforchildren.org](http://www.changeforchildren.org)**

Change for Children's purpose is to identify, in cooperation with the indigenous people of other countries, the root causes of their poverty and to assist them in finding long-term solutions; to support projects in various parts of the developing world which lead to self-sufficiency and a more just distribution of the world's resources; to maximize the effectiveness of each donated dollar by applying to government agencies for matching grants and by ensuring appropriate administration of funds; and to educate Canadians about the developing world to bring about an awareness of their global interdependence and solicit support for greater justice and equity.

**Childcare Worldwide - [www.childcareworldwide.ca](http://www.childcareworldwide.ca)**

Childcare Worldwide's unique programs not only help feed hungry children and their families, they also help children receive an education that leads to employment.

**Chin Human Rights Organization - [www.chro.org](http://www.chro.org)**

Chin Human Rights Organization promotes Human Rights and democratic principles among Chin people. To empower the people, especially the victims of human rights violations, who have been suffering so long under the Burmese military regime. They provide accurate and reliable information about human rights situations in Chin state and western part of Burma to the international community.

**Christian Aid for Under-assisted Societies Everywhere (CAUSE) - [www.cause.ca](http://www.cause.ca)**

CAUSE Canada is an International Relief and Development Organization which strives to empower communities and individuals in disadvantaged regions to overcome poverty and improve quality of life. CAUSE Canada is working in West Africa and Central America. Their development priorities include primary health care, water and sanitation, reforestation, gender-specific development initiatives (women's projects), and micro-enterprise projects.

**Christian Blind Mission International (CBMI) - [www.cbmi-can.org](http://www.cbmi-can.org)**

Christian Blind Mission International is the world's leading organization rescuing and restoring people trapped in poverty by disability, regardless of race, age, gender or religion. Founded in 1908, CBMI helps more than 11 million sick and disabled people each year at more than 1,000 projects in more than 100 of the world's poorer countries.

**Christian Children's Fund of Canada - [www.ccfcanada.ca](http://www.ccfcanada.ca)**

Christian Children's Fund of Canada reaches out around the world to children in need, families and communities of all faiths to demonstrate Christ's love. Working side by side with colleagues in developing countries, they emphasize child and community development starting with basic assistance and leading to programs stressing self help and eventual independence.

**Christian Reformed World Relief Committee (CRWRC) - [www.crwrc.org](http://www.crwrc.org)**

The Christian Reformed World Relief Committee (CRWRC) is a relief, development, and educational ministry of the Christian Reformed Church in North America. CRWRC partners with local agencies that understand local needs. Together CRWRC and its partners find ways to provide lasting change for people in more than 30 countries around the world. CRWRC believes that by helping people help themselves the chains of poverty can be stripped away.

**Coady Institute - [www.coady.stfx.ca](http://www.coady.stfx.ca)**

Established by St. Francis Xavier University in 1959, the Coady International Institute is world-renowned as a centre of excellence in community-based development. Working on the ground with partner organizations around the world to help them strengthen their ability to educate and train local development workers. They also provide programs for young Canadians that encourage them to become active global citizens.

**CODE - [www.codecan.org](http://www.codecan.org)**

CODE (Canadian Organization for Development through Education) is a Canadian charitable organization that has been promoting education and literacy in the developing world for more than 40 years. CODE builds the bridge of literacy by developing partnerships that provide resources for learning, promote awareness and understanding, and encourage self-reliance.

**CoDevelopment Canada (CoDev) - [www.codev.org](http://www.codev.org)**

CoDev is a BC-based non-profit agency that works for social change and global education in the Americas. CoDev was founded in 1985 by a group of activists who wanted to go beyond simply sending financial aid to countries in the South. They believe that partnerships between like-minded organizations, in the North and South can be vehicles for learning, social change, and personal empowerment.

**Compassion Canada - [www.compassioncanada.ca](http://www.compassioncanada.ca)**

Compassion Canada exists as an advocate for children to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled Christian adults.

**Consultative Group on Early Childhood Care and Development - [www.ecdgroup.com](http://www.ecdgroup.com)**

The Consultative Group on Early Childhood Care and Development, is a diverse consortium of agencies, donors, NGOs and foundations that links with regional-based Early Childhood Care and Development networks comprising individuals and organizations involved in programming, research, policy-advocacy, monitoring and evaluation for young children (0-8) at risk in the Majority World.

**Cooperation Canada Mozambique (COCAMO)- [www.cocamo.com](http://www.cocamo.com)**

COCAMO is a coalition of non-governmental organizations, church-based development organizations, unions and others that: engages the public on Mozambican and African development and social justice issues and supports Mozambican civil society organizations to be effective and responsive to the marginalised in northern Mozambique.

**Covenant House - [www.covenanthouse.org](http://www.covenanthouse.org)**

Covenant House is a privately-funded childcare agency in the United States and Canada providing shelter and service to homeless and runaway youth, in addition to food, shelter, clothing and crisis care. Covenant House provides a variety of services to homeless youth including health care, education, vocational preparation, drug abuse treatment and prevention programs, legal services, recreation, mother/child programs, transitional living programs, street outreach and aftercare.

**Cultural Survival - [www.cs.org](http://www.cs.org)**

Cultural Survival promotes the rights, voices, and visions of indigenous peoples. Their goal is to increase global understanding of indigenous peoples' rights, cultures, and concerns, to empower indigenous peoples to be better self-advocates, and to partner with them to advocate for their human rights.

**CUSO - [www.cuso.org](http://www.cuso.org)**

CUSO is a Canadian-based international development organization and one of the leading volunteer-sending organizations in the country. They work with partner groups and individuals seeking to foster equality and freedom, safeguard cultures and communities, and protect the environment.

**Department of Foreign Affairs and International Trade** - [www.dfait-maeci.gc.ca](http://www.dfait-maeci.gc.ca)

The Department of Foreign Affairs and International Trade develops and implements strategies to promote the Government of Canada's agenda abroad: global peace and security, prosperity and employment for Canadians. They also work to better worldwide understanding of Canada, our values, our culture and our capabilities.

**Developing Countries Farm Radio Network** - [www.farmradio.org](http://www.farmradio.org)

Developing Countries Farm Radio Network is a Canadian-based, not-for-profit organization working in direct partnership with approximately 250 radio broadcasters in more than 35 African countries to fight poverty and food insecurity. Their materials are also available electronically to broadcasters and to rural development organizations in Africa, Asia and Latin America. Their program supports broadcasters in meeting the needs of local small-scale farmers and their families in rural communities, and helps broadcasters build the skills to develop content that responds to local needs.

**DEVELOPMENT AND PEACE** - [www.devp.org](http://www.devp.org)

DEVELOPMENT AND PEACE is the official international development agency of the Canadian Catholic Church. It is a membership-based organization founded in 1967 by Canada's bishops, laity and clergy to fight poverty in the countries of the South, and to promote greater international justice. The goals of DEVELOPMENT AND PEACE are to support initiatives by people in the Global South to take control of their lives and to educate Canadians about North-South issues.

**Development Through Dialogue** - [www.dgroups.org](http://www.dgroups.org)

'Dgroups' is the starting point for fostering groups and communities in international development. They are a partnership which caters to both individuals and organizations by offering tools and services that bring people together. Whether you are trying to support a team, a group, a network, a partnership or a community, they hope to provide you with the capacity to do this in an environment which is simple, non-commercial, respectful of privacy, and targeted at low bandwidth users in the South

**Emmanuel International** - [www.e-i.org](http://www.e-i.org)

Emmanuel International is an international, interdenominational, evangelical agency which assists local churches worldwide to meet the physical and spiritual needs of the poor. Founded in 1975 by Rev. George Middleton, EI has a proven record of commitment, care and compassion in meeting these needs.

**Engineers Without Borders** - [www.ewb.ca](http://www.ewb.ca)

Engineers Without Borders helps people in developing communities gain access to technologies that will improve their lives. For the 800 million people who go hungry each day and the one billion who lack access to clean water, poverty is an absence of opportunity. Engineers Without Borders responds to this need, helping people gain access to technologies that will improve their lives. They believe that technology, when appropriately incorporated into each community's social, cultural, economic and political context, can drive extraordinary change.

**Equitas - International Centre for Human Rights Education - [www.equitas.org](http://www.equitas.org)**

Equitas was established as a non-profit, non-governmental organization in 1967 by a group of leading Canadian scholars, jurists and human rights advocates with a mandate to advance democracy, human development, peace and social justice through educational programs.

**ETC Group - [www.etcgroup.org](http://www.etcgroup.org)**

ETC group (Action Group on Erosion, Technology and Concentration) is dedicated to the conservation and sustainable advancement of cultural and ecological diversity and human rights. To this end, ETC group supports socially responsible developments of technologies useful to the poor and marginalized and it addresses international governance issues and corporate power.

**Eyesight International - [www.eyesightinternational.com](http://www.eyesightinternational.com)**

Eyesight International is dedicated to eliminating blindness and bringing self-sustaining eye care to rural communities in the developing world. Eyesight International works with partners both in Canada and internationally. They have introduced several innovative initiatives to reduce the incidence of blindness and restore sight to thousands of people. Eyesight International (Canada), in a joint project with the Canadian International Development Agency, is working with its southern partners, the L.V. Prasad Eye Institute and the International Centre for the Advancement of Rural Eye Care, in Hyderabad, India, to transform two small and inefficient facilities into financially self-sustaining centres delivering high quality eye care services.

**Farmers Helping Farmers - [www.farmershelpingfarmers.ca](http://www.farmershelpingfarmers.ca)**

Farmers Helping Farmers is a nationally recognized, award-winning organization of community-minded people with an agricultural background from Prince Edward Island, Canada. Their goal is to assist Kenyan and Tanzanian farmers in becoming more self-reliant in agricultural food production. Together, they develop small-scale, practical agricultural projects, focusing on direct, person-to-person interaction, with little or no government structure. Members of Farmers Helping Farmers volunteer their time to coordinate projects and help raise the necessary funds. Most projects that are undertaken are partnered with the Canadian International Development Agency.

**Plan Canada (formerly Foster Parents Plan) - [www.fosterparentsplan.ca](http://www.fosterparentsplan.ca)**

Plan is one of the world's largest international, child-centred development organizations. They work in 45 developing countries where, worldwide, their long-term community programs benefit 1.3 million children and impact the lives of 13 million people. Plan is non-religious, non-political and has no government affiliations.

**Free the Children - [www.freethechildren.com](http://www.freethechildren.com)**

Free the Children was founded by 12-year-old Craig Kielburger in 1995 when he gathered 11 school friends to begin fighting child labour. Ten years later Free the Children is the largest network of children helping children through education in the world, with more than one million young people involved in their programs in 45 countries.

**Gems of Hope** - [www.gemsofhope.org](http://www.gemsofhope.org)

Gems of Hope is a not-for-profit, non-governmental organization whose mandate is to advance the standard of living for marginalized women in developing countries. To that end, Gems, in partnership with local non-profit agencies from various countries, implements women's initiatives that empower women to break the cycle of poverty for good.

**Global Citizens for Change** - [www.citizens4change.org](http://www.citizens4change.org)

The Global Citizens for Change website has the objective to better inform, educate and prepare educators, their students and prospective volunteers, through virtual means, about global education issues and volunteering in developing countries. Global Citizens for Change promotes volunteering overseas as the ultimate global learning experience.

**Global Development Group** - [www.globaldev.org](http://www.globaldev.org)

GDG is an independent, not-for-profit corporation that provides effective and affordable information-technology tools, and expertise in human-resource management and international trade to governments, development agencies and NGOs.

**Guatemala Canada Solidarity Network** - [www.gcsn.org](http://www.gcsn.org)

The Guatemala Canada Solidarity Network is a coalition of committees and grassroots organizations from across Canada working together to support peace building initiatives of the Guatemalan popular movement. Member groups of the GCSN conduct activities of solidarity which include: the sharing and dissemination of information and resources, organizing and supporting delegations/visitors between Guatemala and Canada, initiating Urgent Action and lobbying campaigns around issues of human rights, and public education and advocacy.

**Habitat for Humanity** - [www.habitat.ca](http://www.habitat.ca)

Habitat for Humanity is an independent, charitable, faith-based housing program dedicated to the elimination of poverty housing by building homes in partnership with families in need. They build simple, decent, and affordable houses and provide interest-free mortgages to families who would otherwise not be able to purchase their own home. The Habitat program is about home ownership and providing a long-term solution designed to break the poverty cycle.

**Health Partners International of Canada (HPIC)** - [www.hpicanada.ca](http://www.hpicanada.ca)

HPIC is a Canadian humanitarian organization that has shipped more than \$190 million (wholesale value) in donated medicines, vaccines, medical supplies and devices around the world. They partner with Canadian companies and individuals from across the country to provide medical aid. Together they are improving the health and lives of children and adults in the developing world.

**Help the Aged** - [www.helptheaged.ca](http://www.helptheaged.ca)

Help the Aged (Canada) is a non-denominational, non-profit international development organization and is the only registered charity in Canada dedicated exclusively to assisting elderly people living in poverty in both Canada and the developing world since 1975.



**HOPE International Development Agency** - [www.hope-international.com](http://www.hope-international.com)

HOPE's mandate is to provide alternative technological and educational support to people in developing countries where environmental, economic, and/or social circumstances have interfered with the ability of local communities to sustain themselves by using traditional methods. Every project they do is initiated by requests from local representatives.

**Horizons of Friendship** - [www.horizons.ca](http://www.horizons.ca)

Horizons of Friendship is a community-based, International development organization, located in Cobourg, Ontario, Canada, supporting community development work in Central America and Mexico (Mesoamerica). Horizons works with people living in poverty in both rural and urban areas. Self-help community development projects include safe water, health, housing and skills training.

**Human Concern International (HCI)** - [www.humanconcern.org](http://www.humanconcern.org)

HCI is a Canadian, federally registered, charitable organization existing "to help alleviate human suffering" by investing in humanity. HCI has contributed more than \$40 million dollars towards facilitating sustainable development through long term development projects, and maintaining human dignity by providing immediate relief assistance to many poor and strife torn countries and to local causes in Canada. HCI's development projects have helped communities become more self-sufficient and the emergency assistance provided has helped communities during dire need.

**Human Rights International (HRI)** - [www.hri.ca](http://www.hri.ca)

HRI is a leader in the exchange of information within the worldwide human rights community. Launched in the United States, HRI has its headquarters in Ottawa, Canada. From Ottawa, HRI communicates by phone, fax, mail and the internet with more than 5,000 organizations and individuals around the world working for the advancement of human rights.

**Humura** - [www.humura.ca](http://www.humura.ca)

Humura's mission, as approved by its founding members, comprises four major objectives; to keep alive and honor the memory of the victims of the 1994 genocide against Rwandan Batutsi, to fight impunity by denouncing and bring to justice genocide perpetrators hiding in Canada, to raise awareness among the Canadian public, the youth in particular, about the horror of genocide, and the need to remain vigilant in a world where ideologies of hatred are proliferating, to assist genocide survivors who live with physical and psychological trauma resulting from genocide both in Canada and in Rwanda (where extreme poverty and health conditions make life unbearable), with a special reference to widows and orphans.

**Imagine Canada** - [www.imaginecanada.ca](http://www.imaginecanada.ca)

Imagine Canada is a new organization that springs from a simple, yet powerful, idea. Every day, charitable and nonprofit organizations work to make Canada a better place to live, supported by forward-looking businesses, foundations, governments and individuals -- all of which have a stake in helping create stronger, more vibrant communities. Imagine Canada focuses on three key areas. They help charities and nonprofit organizations fulfill their missions, they champion corporate citizenship and help businesses partner in the community, and they help Canadians and

their governments understand how the work of charities, nonprofit organizations and community-minded businesses is important to our country and its future.

**Institute on Governance (IOG) - [www.iog.ca](http://www.iog.ca)**

The IOG works to develop and apply its knowledge relating to governance both in Canada and abroad. All of their knowledge areas - Aboriginal governance; Accountability and Performance Measurement; Board Governance; Building Policy Capacity; Technologies and Governance; and Values, Ethics, and Risk Management - have applications not only in Canada but also in other countries.

**Interagency Coalition on AIDS and Development - [www.icad-cisd.com](http://www.icad-cisd.com)**

ICAD is a network of 151 Canadian international development non-governmental organizations (NGOs), AIDS service organizations and individuals who are concerned about global HIV/AIDS issues. ICAD helps Canadians contribute to international HIV/AIDS work and to ensure that lessons learned from the global response to AIDS are utilized by Canadian organizations to improve prevention, care, treatment and support work in Canada.

**International Development and Refugee Foundation - [www.idrf.ca](http://www.idrf.ca)**

IDRF provides relief assistance to refugees and other victims of man-made chaos such as wars and conflicts, or natural disasters such as floods, typhoons and earthquakes. But the major focus of IDRF is development programs aimed at poverty reduction, literacy, and healthcare, as a means of helping families and communities equip themselves with the tools to overcome barriers and become self-reliant and self-sufficient.

**International Development Enterprises (IDE) - [www.ideorg.org](http://www.ideorg.org)**

IDE's identity derives from a common set of beliefs that are shared throughout the organization: markets are a powerful force for fighting poverty, the rural poor are customers, producers, and entrepreneurs, not charity recipients, development efforts will succeed by learning from the people needing help, innovation and entrepreneurship are key to sustainability, and demand-driven, decentralized, private-sector led efforts succeed where others fail.

**International Development Research Centre (IDRC) - [www.idrc.ca](http://www.idrc.ca)**

The International Development Research Centre (IDRC) is a public corporation created by the Parliament of Canada in 1970 to help developing countries use science and technology to find practical, long-term solutions to the social, economic, and environmental problems they face. Support is directed toward developing an indigenous research capacity to sustain policies and technologies that developing countries need to build healthier, more equitable, and more prosperous societies.

**International Campaign to Ban Landmines - [www.icbl.org](http://www.icbl.org)**

The International Campaign to Ban Landmines is committed to an international ban on the use, production, stockpiling, and sale, transfer, or export of antipersonnel landmines.

### **International Federation of Red Cross and Red Crescent Societies**

<http://www.ifrc.org/>

The International Federation of Red Cross and Red Crescent Societies is the world's largest humanitarian organization, providing assistance without discrimination as to nationality, race, religious beliefs, class or political opinions.

Founded in 1919, the International Federation comprises 185 member Red Cross and Red Crescent societies, a Secretariat in Geneva and more than 60 delegations strategically located to support activities around the world. There are more societies in formation. The Red Crescent is used in place of the Red Cross in many Islamic countries.

The Federation's mission is to improve the lives of vulnerable people by mobilizing the power of humanity.

The **Canadian Red Cross** <http://www.redcross.ca/article.asp?id=000318&tid=019>

is a division of the International Red Cross and Red Crescent Societies.

### **International Organization for Migration - [www.iom.int](http://www.iom.int)**

IOM is committed to the principle that humane and orderly migration benefits migrants and society. As the leading international organization for migration, IOM acts with its partners in the international community to; assist in meeting the growing operational challenges of migration management, advance understanding of migration issues, encourage social and economic development through migration, and uphold the human dignity and well-being of migrants.

### **Inter Pares - [www.interpares.ca](http://www.interpares.ca)**

Since 1975, Inter Pares has built relationships of common cause with activist groups around the world who share their analysis that poverty and under-development are caused by structural inequalities among and within nations and who are working to promote social and economic justice in their communities and societies. They support communities in developing countries to create healthy, safe and secure futures. They support people's struggles for self-determination and their efforts to challenge structural obstacles to change. Their work includes humanitarian assistance and human rights protection for people caught up by violence and insecurity in areas of civil conflict, including internally displaced people and refugees. Inter Pares also relates to social and economic issues in Canada, linking social action at home with social change work globally.

### **Jamaican Self-Help - [www.jshcanada.org](http://www.jshcanada.org)**

Jamaican Self-Help is an organization of Canadians working in solidarity to foster the development of healthy Jamaican communities through partnership based on mutual respect, understanding and a shared vision of self-determination, and fostering an understanding of global forces North and South and their interconnectedness.

### **Jesuit Refugee Service (JRS) - [www.jesref.org](http://www.jesref.org)**

The Jesuit Refugee Service (JRS) is an international Catholic organization with a mission to accompany, serve and defend the rights of refugees and forcibly displaced people. JRS undertakes services at national and regional levels with the support of an international office in Rome.

**KAIROS** - [www.kairoscanada.org](http://www.kairoscanada.org)

KAIROS works with its members, partners, and community-based network in the following areas: Aboriginal Rights, Anti-Poverty, Corporate Issues, Ecology, Education and Animation, Global Economic Justice, International Human Rights, Partnerships, and Refugees and Migration.

**London Cross Cultural Learner Centre** - [www.lcclc.org](http://www.lcclc.org)

The CCLC has educational programs to help Londoners understand other cultures and learn about global issues. The CCLC is a settlement service agency. Each year they help more than 2,000 newcomers to Canada. They offer settlement counselling, English language testing, translation of documents, employment counselling, social support, advocacy and assistance in accessing local medical, educational and social services. The full-time staff includes more than 25 people from a variety of countries and cultures who speak many languages including Arabic, Chinese, French, Persian, Polish, Spanish and Vietnamese.

**Leprosy Mission Canada** - [www.leprosy.ca](http://www.leprosy.ca)

Leprosy Mission Canada's work now still includes prayer, support, diagnosing and bringing the cure. But it is so much more. It includes rehabilitation, small business loans, training, running self help groups and teaching people to live with the effects of leprosy.

**Level Ground Trading Ltd.** - [www.levelground.com](http://www.levelground.com)

Level Ground Trading Ltd. was started in 1997 in response to trade inequity and a lack of communication between producers in developing countries and North American consumers. The company is a direct importer and roaster of coffees, naturally dried tropical fruit and cane sugar. Their mission is to trade fairly and directly with small-scale producers in developing countries, and to market their products in North America, offering their customers ethical consumer choices.

**Lifeline Malawi** - [www.lifelinemalawi.com](http://www.lifelinemalawi.com)

Lifeline Malawi is dedicated to providing medical aid without discrimination to the people of Malawi through a community-based medical clinic delivery model, operating through complementary partnerships and the motivation of Christian Love.

**Make Poverty History** - [www.makepovertyhistory.ca](http://www.makepovertyhistory.ca)

Make Poverty History is part of The Global Call to Action against Poverty ([www.whiteband.org](http://www.whiteband.org)), a worldwide alliance committed to making world leaders live up to their promises, and to making a breakthrough on poverty.

**Manitoba Council for International Cooperation (MCIC)** - [www.mcic.ca](http://www.mcic.ca)

MCIC's mission as a coordinating structure is to promote public awareness of international issues, to foster member interaction, and to administer funds for international development.

**Maytree Foundation** - [www.maytree.com](http://www.maytree.com)

The Maytree Foundation is a private Canadian charitable foundation established in 1982. The Foundation is committed to reducing poverty and inequality in Canada and to building strong civic communities. The Foundation seeks to accomplish its objectives by identifying, supporting

and funding ideas, leaders and leading organizations that have the capacity to make change and advance the common good.

**Médecins Sans Frontières (MSF) - [www.msf.ca](http://www.msf.ca)**

Médecins Sans Frontières (MSF) also known as Doctors Without Borders are the world's leading independent international medical relief organization, with 5 operational centres in Europe and 14 national sections worldwide. Their mandate concerns emergency relief. They launch their operations in areas where there is no medical infrastructure or where the existing one cannot withstand the pressure to which it is subjected. In most cases, relief programs change to rehabilitation projects that may run for several years after the most urgent needs have been met.

**Medical Ministry International (MMI) - [www.mmint.org](http://www.mmint.org)**

MMI is committed to meet the need for medical care among the world's poor with lasting solutions through excellence in medicine, patient care, and health education. They do this by mobilizing volunteers on short-term medical missions, and establishing and equipping permanent medical centers.

**Mennonite Central Committee (MCC) - [www.mcc.org](http://www.mcc.org)**

MCC's development work around the world is in areas such as education, health, agriculture, peace and justice issues, relief work and job creation. Ten Thousand Villages, MCC's Fair Trade store, purchases crafts from developing world artisans and craftspersons and makes them available for sale in North America.

**Mennonite Economic Development Associates (MEDA) - [www.meda.org](http://www.meda.org)**

MEDA is an association of Christians in business and the professions committed to addressing human needs around the world through business-oriented economic development programs, and to applying biblical teachings in the marketplace.

**Mercy Ships - [www.mercyships.org](http://www.mercyships.org)**

Mercy Ships, a global charity, has operated hospital ships in developing nations since 1978. Following the example of Jesus, Mercy Ships brings hope and healing to the forgotten poor, mobilizing people and resources worldwide, and serving all people without regard for race, gender or religion.

**Millennium Relief & Development Services - [www.mrds.org](http://www.mrds.org)**

Millennium Relief & Development Services is a network of international development centers and field workers who live among the people they serve. These workers speak the local language and are experts in the local culture. By listening to and understanding the needs of the people, field workers design social investment projects to help solve human problems at the local level.

**Mission Aviation Fellowship (MAF) - [www.mafc.org](http://www.mafc.org)**

Mission Aviation Fellowship is a worldwide team of specialists, meeting the aviation and communications needs of overseas missions and relief and development organizations serving those living in the poorest and most remote parts of the world. More than 450 missionary staff families including more than 30 Canadians and their families, perform specialized tasks which aid the ministries of local churches and relief and development agencies through aviation, and radio and internet-based communications.

**Mosaic.net International - [www.mosaic-net-intl.ca](http://www.mosaic-net-intl.ca)**

Mosaic.net International, Inc. is a private consulting firm based in Ottawa, Canada offering innovative solutions to development issues. Development is a complex process requiring a wide range of skills and experience. Mosaic's network is comprised of partners from Latin America, Africa and Asia.

**MSMF (Manjari Sankurathri Memorial Foundation) - [www.msmf.ca](http://www.msmf.ca)**

MSMF was created in 1989 as a registered charitable organization in Canada. The Foundation has taken the mandate to promote rural community development through education, health care and disaster relief programs. Since 1996, MSMF has worked with Help the Aged Canada with its Primary Health Care Projects in India. Since 1989, MSMF has worked with Sankurathri Foundation, an NGO in India, in developing its Education, Health Care, and Disaster Relief Programs.

**National Action Committee on the Status of Women (NAC) - [www.nac-cca.ca](http://www.nac-cca.ca)**

The National Action Committee on the Status of Women (NAC) is the largest feminist organization in Canada. A coalition of more than 700 member groups, NAC has been fighting for women's equality for 27 years. NAC struggles for the eradication of poverty for women & children; the implementation of quality, universal childcare; an end to violence against women & children; full participation of women in governance & democratic control of international financial institutions; the protection of the rights of indigenous women, immigrants, refugees and migrant workers, and women with disabilities; end racism and protect the rights of women of colour; end homophobia and protect the rights of lesbians; promote women's rights to health, education, training, employment and housing; full sexual and reproductive autonomy of women; and the promotion of women's decision-making in environmental protection.

**NetCorps Canada International - [www.netcorps-cyberjeunes.org](http://www.netcorps-cyberjeunes.org)**

NetCorps Canada International responds to young peoples' needs for work experience and career development; supports developing countries' efforts to enhance their information and communication technologies capacity; supports developmental objectives of partners to improve their information and communication technologies capacity abroad in fields such as health, education and agriculture; AND profiles Canadian leadership in the use of information technology for social and economic development.

**Networked Intelligence for Development** - [www.networkedintelligence.com](http://www.networkedintelligence.com)

Networked Intelligence for Development is a Toronto-based network of independent consultants and trainers specializing in new media, information and communication technologies (ICTs), the creative industries and international development. Their consultants have held senior positions in multilateral organizations, governmental and intergovernmental organizations, broadcasting and media institutions, research institutes and non-governmental organizations. They provide advice and know-how on a wide range of human, social and economic development concerns offering a first-hand understanding of grassroots, small business and government-level policy planning. Established in 1997 with a commitment to promoting economic and social equity, they work with a wide spectrum of communities at different levels in developing and transition countries.

**Nonprofit and Voluntary Sector Network (NVSN)** - [www.nvsn.org](http://www.nvsn.org)

The goal of the Nonprofit and Voluntary Sector Network (NVSN) is to support cross-sectoral research by building and strengthening relationships between individual, nonprofit, voluntary and community sector academics, consultants and practitioners across Canada based on a Community of Inquiry (COI) model.

**Nonprofitscan.ca** - [www.nonprofitscan.ca](http://www.nonprofitscan.ca)

Nonprofitscan.ca is Canada's leading source of information on the nonprofit and voluntary sector. NonprofitsCan is the public information portal of Imagine Canada (formerly the Canadian Centre for Philanthropy) and an important national repository for Canada's nonprofit sector knowledge base.

**North-South Institute (NSI)** - [www.nsi-ins.ca](http://www.nsi-ins.ca)

The North-South Institute (NSI) is dedicated to eradicating global poverty and enhancing social justice through research which promotes international cooperation, democratic governance, and conflict prevention. It is Canada's first independent, non-governmental and non-partisan research institute focused on international development.

**Nova Scotia-Gambia Association** - [www.novascotiagambia.ca](http://www.novascotiagambia.ca)

The Nova Scotia-Gambia Association is a non-profit development organization based in Canada which works in partnership with West Africans to pursue initiative for equitable and sustainable futures for youth.

**Oikocredit** - [www.oikocredit.org](http://www.oikocredit.org)

Oikocredit is today one of the largest financiers of the microfinance sector worldwide. Oikocredit is one of the few ethical investment funds, which finances development projects in the South benefitting disadvantaged and marginalised people.

**One Sky** - [www.onesky.ca](http://www.onesky.ca)

One Sky's mission is to foster a global perspective on environmental and social issues with a particular emphasis on the links between the developing world and Canada. One Sky explores and promotes practical solutions and appropriate technologies for our environmental, social and economic challenges.

**Ontario Council for International Cooperation (OCIC) - [www.ocic.on.ca](http://www.ocic.on.ca)**

The Ontario Council for International Cooperation (OCIC) is a coalition of Ontario-based not-for-profit voluntary organizations working both in the North and South for global justice. OCIC members include development NGOs with overseas programming, volunteer-sending organizations, solidarity groups, global education centres, faith organizations as well as networks and individuals working in international cooperation and global education.

**Operation Eyesight - [www.operationeyesight.ca](http://www.operationeyesight.ca)**

Operation Eyesight has worked with local organizations in Africa, Asia and Central America to prevent and treat blindness. Operation Eyesight was among the first organizations to focus on eye health in the developing world. Most of the conditions that cause blindness can be dealt with easily and inexpensively. Support from individuals and organizations has enabled them to restore sight worldwide. They reached more than 1.5 million people with prevention strategies and surgeries in 2003 alone.

**Opportunity International - [www.opportunitycanada.ca](http://www.opportunitycanada.ca)**

The Opportunity Mission is to provide opportunities for people in chronic poverty to transform their lives. The Opportunity Strategy is to create jobs, stimulate business and strengthen communities among the poor. The Opportunity Method is to work through indigenous Partner Organizations that provide small business loans, training and counsel. Opportunity International's Commitment is motivated by Jesus Christ's call to serve the poor - without regard to faith, race or gender.

**Overseas Missionary Fellowship (OMF) - [www.ca.omf.org](http://www.ca.omf.org)**

OMF International is 1000 members from 30 nations reaching 70 people groups in East Asia. OMF care for the uncared-for: sick people; alcoholics; exploited, abused, poor, prosperous but lonely people; young and old; religious and non-religious.

**Oxfam Canada - [www.oxfam.ca](http://www.oxfam.ca)**

Oxfam Canada is a non-profit international development organization that supports community programmes in food security, health, nutrition and democratic development with an emphasis on working with women.

**Palestinian Refugee ResearchNet - [www.arts.mcgill.ca/mepp/new\\_prnr/](http://www.arts.mcgill.ca/mepp/new_prnr/)**

Palestinian Refugee ResearchNet is a non-partisan project devoted to the dissemination of ideas and scholarly information, in an effort to foster scholarly collaboration, policy research, and innovative thinking on the Palestinian refugee issue.

**Panos Institute Caribbean - [www.panoscaribbean.org](http://www.panoscaribbean.org)**

The Panos Institute Caribbean is a regional organization that works to strengthen civil society by helping journalists to cover sustainable development issues that are overlooked and misunderstood, in particular those whose impact transcends national boundaries. Panos coordinates seminars and production of print, broadcast and electronic materials on themes such as child rights, HIV/AIDS, environmental degradation, gender issues and community solutions to



development challenges. Panos undertakes these activities in partnerships with local and regional associations, journalists and NGOs.

**Parliamentary Centre** - [www.parlcent.ca](http://www.parlcent.ca)

A global leader in the field of parliamentary development, the Parliamentary Centre is a Canadian not-for-profit organization devoted to improving the effectiveness of representative assemblies and governance mechanisms in Canada and around the world. The Centre has served parliaments and legislatures for more than three decades. Founded in 1968 to strengthen the capacity of Canada's Parliament, the Centre is now a global agency that also supports democratic institutions in Asia, Africa, Latin America, Eastern Europe and the Middle East.

**PARO Centre** - [www.paro.ca](http://www.paro.ca)

PARO Centre for Women's Enterprise is a not-for-profit charitable organization - a unique grassroots, community economic development organization with members involved in decision-making at every level. It provides programs and services designed to increase the economic independence and self-sufficiency of women and their families.

**Participatory Development Forum** - [www.pdforum.org](http://www.pdforum.org)

The Participatory Development (PD) Forum/ Forum sur le développement participatif (DP) is a leading edge international network of several hundred development practitioners, non-governmental organizations, academics/action researchers, private sector representatives, and policy makers interested in advancing reflection and practice in the area of participatory development. Formed in 1996, PD Forum was established as a non-profit organization in 1999. Their mission is to promote a philosophy of participation that advocates for people's capacity and right to define and control their own development, in order to achieve social justice and equality.

**Partners International** - [www.partnersinternational.ca](http://www.partnersinternational.ca)

Partners International brings Canadians into partnership with indigenous Christian ministries to advance the Kingdom of God. Their partners share and demonstrate God's love in the world's difficult places, often in a context of poverty. They feed children, help women start small businesses, provide clean water and establish churches that will care for entire villages. Partners International offers Canadians an opportunity to share their resources with these national partners.

**Partnership Africa Canada** - [www.pacweb.org](http://www.pacweb.org)

Partnership Africa Canada works in partnership with organizations in Africa, Canada and internationally to build sustainable human development in Africa. Partnership Africa Canada works to strengthen African and Canadian efforts in research and policy dialogue relating to sustainable human development in Africa, to facilitate, among African, Canadian and international decision-makers, the adoption and implementation of policies that foster sustainable human development in Africa, and to promote greater understanding of and commitment to sustainable human development in Africa.

**PATH Canada** - [www.pathcanada.org](http://www.pathcanada.org)

PATH (Programme for Appropriate Technology in Health) Canada is a non-profit, non-governmental organization whose goal is to improve health, especially the health of women and children, in developing regions of the world. Their mission is to increase the effectiveness, availability and appropriateness of practices and technologies used in primary health care. PATH Canada's definition of "technology" includes: the systems and practices through which health care is delivered, the equipment and devices used in primary health care, and the information and skills that must accompany each technology.

**PEN Canada** - [www.pencanada.ca](http://www.pencanada.ca)

PEN Canada is an association of writers and supporters formed in 1926 to defend freedom of expression and raise awareness of that right. It is one of 141 centres of International PEN in 99 countries, and uses the power of the word to assist writers around the world persecuted or exiled for the expression of their thoughts.

**Philanthropic Foundations Canada** - [www.pfc.ca](http://www.pfc.ca)

Philanthropic Foundations Canada is a national membership organization for Canada's independent, grant making foundations. PFC is a registered charity. Their mission is to promote the growth and development of effective and responsible foundations and to foster a social and regulatory environment that encourages philanthropic contribution.

**Philippine Development Assistance Programme (PDAP)** - [www.pdap.net](http://www.pdap.net)

The Philippine Development Assistance Programme, Inc., started as a consortium of Filipino and Canadian non-government organizations (NGOs). It was founded in 1986 as a non-stock, non-profit organization, to become an effective instrument in reducing poverty and inequity in the Philippines. PDAP seeks the economic empowerment (increased decision-making over economic assets, increased employment, increased household income and enhanced food security) of enterprising rural poor communities and their residents, particularly those emerging out of post-conflict situations.

**Primate's World Relief and Development Fund (PWRDF)** - [pwrdf.org](http://pwrdf.org)

The Primate's World Relief and Development Fund (PWRDF) is the Canadian Anglican agency for development, relief, refugees, and justice. With the support of Anglican parishes across Canada, PWRDF makes financial and human resources available to support their partners' initiatives and to promote knowledgeable actions of solidarity at home and around the world.

**Probe International** - [www.probeinternational.org](http://www.probeinternational.org)

Probe International exposes the devastating environmental, social, and economic effects of Canada's aid and trade abroad. In a democracy, there is no greater guarantee of justice than the free flow of information. Probe International names “names” because they aren't dependent on governments or industry for funding, they are free to reveal exactly who is doing what, and when. Probe International works to hold accountable government agencies such as the Canadian International Development Agency, the Export Development Corporation, and the World Bank, as well as Canadian corporations, for damages they inflict on developing nations.

**Project Ploughshares** - [www.ploughshares.ca](http://www.ploughshares.ca)

Project Ploughshares is an ecumenical agency of the Canadian Council of Churches established in 1976 to implement the churches' calls to be peacemakers and to work for a world in which justice will flourish and peace abound. The mandate given to Project Ploughshares is to work with churches and related organizations, as well as governments and non-governmental organizations, in Canada and abroad, to identify, develop, and advance approaches that build peace and prevent war, and promote the peaceful resolution of political conflict.

**Pueblito** - [www.pueblito.org](http://www.pueblito.org)

Pueblito is a well respected international development agency dedicated to providing quality Early Childhood Development (ECD) programs and services for young children in poor communities in Latin America. Working in partnership with local non-governmental organizations, Pueblito provides capacity building and financial assistance to develop culturally appropriate, innovative ECD programs that benefit children directly. At the same time, they involve and mobilize the family and community.

**Results Canada** - [www.results-resultats.ca/](http://www.results-resultats.ca/)

Results Canada is democracy in action. It involves citizens lobbying their elected representatives to create the political will to end hunger, eliminate poverty and debilitating disease, and create a better world. They are committed to demonstrating that individual citizens, working together, can make a huge difference.

**Right to Play** - [www.righttoplay.com](http://www.righttoplay.com)

Right to Play is an athlete-driven international humanitarian organization that uses sport and play as a tool for the development of children and youth in the most disadvantaged areas of the world. Right to Play is committed to improving the lives of these children and to strengthening their communities by translating the best practices of sport and play into opportunities to promote development, health and peace. Right to Play programs foster the healthy physical, social and emotional development of children and build safer and stronger communities. Rights to Play's guiding principles are inclusion, which recognizes the importance of children who may be marginalized for reasons of gender, religion, ability, ethnicity, disability, or social background; and sustainability, which ensures lasting impact of their programs.

**Rights & Democracy** - [www.ichrdd.ca](http://www.ichrdd.ca)

Rights & Democracy (International Centre for Human Rights and Democratic Development) is a non-partisan organization with an international mandate. It was created by Canada's Parliament in 1988 to encourage and support the universal values of human rights and the promotion of democratic institutions and practices around the world. Rights & Democracy works with individuals, organizations and governments in Canada and abroad to promote the human and democratic rights defined in the United Nations' International Bill of Human Rights.

**Rooftops Canada** - [www.rooftops.ca](http://www.rooftops.ca)

Rooftops Canada is the international development program of co-operative and social housing organizations in Canada. Rooftops Canada works with partner organizations to improve housing conditions, build sustainable communities and develop a shared vision of equitable global development. Rooftops Canada's focus is on disadvantaged communities in Africa, Asia, Latin America, the Caribbean and Eastern Europe.

**SalvAide (Canada)** - [www.salvaide.ca](http://www.salvaide.ca)

SalvAide is made up of Canadians and Salvadorans working together to foster social and economic development in El Salvador. Their mission is to build social and economic justice, democracy and dignity with the people of El Salvador. SalvAide is a registered Canadian charitable organization composed of a network of communities and supporters that stretches from coast to coast.

**Salvation Army (Canada)** - [www.salvationarmy.ca](http://www.salvationarmy.ca)

Salvation Army strives to meet the needs of vulnerable groups and those overlooked or ignored in our communities. They accept that showing compassion may threaten those who benefit from present arrangements of power. Their desire is for God to work through their ministries to renew broken families, empower the poor and transform neighbourhoods. They do this through disaster relief, community and family services, family tracing services, camps, street youth services, homeless services, addiction services, safe houses, palliative care, services for the mentally and physically challenged, corrections and justice, and young parent resource centres.

**Samaritan's Purse (Canada)** - [www.samaritanspurse.ca](http://www.samaritanspurse.ca)

Samaritan's Purse is a nondenominational evangelical Christian organization providing spiritual and physical aid to hurting people around the world. Since 1970, Samaritan's Purse has helped meet the needs of people who are victims of war, poverty, natural disasters, disease, and famine with the purpose of sharing God's love through His Son, Jesus Christ.

**SAP Canada** - [www.sapcanada.org](http://www.sapcanada.org)

SAP Canada (South Asia Partnership) is a member of SAP International (SAP I), an international non-governmental organization with its Secretariat in Colombo, Sri Lanka. SAP I was created in 1995 by its constituent national SAP organizations in six countries - including Bangladesh, India, Nepal, Pakistan, Sri Lanka and Canada - that had worked together since the early 1980s. SAP I's purpose is to focus the aggregate SAP work in the region, strengthen and support the SAP organizations, and promote regional programming. In this past year, the SAP network has adopted

"governance" as its unifying theme for work at the local through international levels. Within the theme are the emphases on the participation of women in political processes and citizen's activism to strengthen civil society. In 1999, with its members, SAP International launched its first regional program on local governance: parallel community-based actions linked through SAP International.

**Saskatchewan Council for International Cooperation** - [www.earthbeat.sk.ca](http://www.earthbeat.sk.ca)

Saskatchewan Council for International Cooperation SCIC disburses international development funds provided by the Government of Saskatchewan, leads and supports cooperative local activities in government relations, public education, and fundraising, facilitates communication among member agencies in Saskatchewan and across the country, and explores new opportunities for Saskatchewan people to get involved in international cooperation and development.

**Save a Family Plan (Canada)** - [www.safp.org](http://www.safp.org)

Save a Family Plan is working toward the empowerment of the poor - irrespective of caste, creed, gender or political affiliation. Save a Family Plan is facilitating the implementation of a number of developmental programs for participating families, individuals and communities to achieve self reliance and to increase the productivity of the poor and the marginalized. Save a Family Plan began as an attempt by a small group of people to alleviate the suffering of a few poor families in India.

**Save the Children Canada** - [www.savethechildren.ca](http://www.savethechildren.ca)

Save the Children works for - a world that respects and values each child, a world that listens to children and learns, and a world where all children have hope and opportunity. Save the Children fights for children's rights and delivers immediate and lasting improvements to children's lives worldwide.

**SDP Group** - [www.sdpgroup.com](http://www.sdpgroup.com)

The mission of SDP Ltd. (Social Development & Policy Group) is to foster informed, innovative and sound policy decisions that lead to equitable, just and sustainable social and human development. They contribute to the production, organization and dissemination of scientific and technical knowledge and information for their application in capacity building and poverty reduction efforts.

**Serving in Mission** - [www.sim.ca](http://www.sim.ca)

SIM Canada has concentrated resources into approximately twenty priority projects spread over 3 continents; Africa, Asia, South America. SIM merge compassion with skills training to enable individuals to develop holistically, while equipping local churches to become active agents of transformation in their communities.

**Seva Canada** - [www.seva.ca](http://www.seva.ca)

Seva's mission is the elimination of preventable blindness. Currently they work in India, Tibet, Nepal and Tanzania. Most of that blindness is from treatable conditions. Ninety percent of the world's blind live in developing countries. Two thirds of the world's blind are women yet they represent less than half of those that get treated. The restoration of sight is the single most economically effective method of reducing poverty.

**S.H.A.R.E. Agriculture Foundation (Canada)** - [www.shareagfoundation.org](http://www.shareagfoundation.org)

S.H.A.R.E. Agriculture Foundation is an effective Canadian not-for-profit organization.

S.H.A.R.E. stands for Sending Help and Resources Everywhere. S.H.A.R.E. provides funding and guidance to community-based agricultural projects in developing countries, with a focus on Central and South America. Currently they have projects in Brazil, Belize and El Salvador. Their projects are in the poorest, most isolated communities. These communities are often made up of refugees who have left their homelands due to war and poverty. SHARE chooses communities where the projects will have the greatest impact.

**Sisterhood is Global Institute** - [www.sigi.org](http://www.sigi.org)

The Sisterhood is Global Institute, an international NGO with Consultative Status to the United Nations. The Institute pioneered the first Urgent Action Alerts regarding women's rights; the first global campaign to make visible women's unpaid labor in the census; and the first human rights manuals (in 12 languages) specifically for women in Muslim societies.

**Sisters of Charity** - [www.sisters-of-charity.org](http://www.sisters-of-charity.org)

The Sisters of Charity Federation in the Vincentian-Setonian tradition embrace the reality of their lives both in the context of membership and mission - In solidarity with the poor, to intentionally use their corporate energy as a federation for witness, advocacy and system change on a global and local level.

**Social Investment Organization (SIO)** - [www.socialinvestment.ca](http://www.socialinvestment.ca)

The SIO's mandate is to promote the practice of socially responsible investment, sometimes known as responsible investment, which is the integration of environmental, social and governance factors in the selection and management of investments.

**SOCODEVI** - [www.socodevi.org/eng](http://www.socodevi.org/eng)

In 1985, some of Quebec's cooperatives and mutual societies came together to create an organization that would allow them to share their experience and expertise with cooperative and mutual organizations from developing countries in their development activities. This was the creation of SOCODEVI: Société de coopération pour le développement international, a Canadian nonprofit corporation. Through the involvement of its member institutions and through promotion of the cooperative and mutual movement and other forms of association, SOCODEVI contributes to sustainable development in partner countries with a view to empowering their inhabitants.

**SOPAR** - [www.sopar.ca](http://www.sopar.ca)

SOPAR (Society for Partnership) is a non-profit organization working towards reducing poverty in developing countries and promoting solidarity and cooperation in Canada.

**SOS Children's Villages (Canada)** - [www.soschildrensvillages.ca](http://www.soschildrensvillages.ca)

SOS Children's Villages is an independent, non-governmental and social development organization, which has been active in the field of children's needs, concerns and rights since 1949. Its activities focus on neglected and abandoned children and orphans, as well as disadvantaged families. If a child cannot stay with his/her biological family, his/her right to care, protection and equal opportunities should still be guaranteed. This is the basic principle according to which SOS Children's Villages carries out its activities in 132 countries and territories. SOS Children's Villages makes it possible for children to be part of a family once again by providing family-based care.

**Stephen Lewis Foundation** - [www.stephenlewisfoundation.org](http://www.stephenlewisfoundation.org)

The Stephen Lewis Foundation works to provide care at the community level to women who are ill and struggling to survive, so that their lives can be free from pain, humiliation and indignity; to assist orphans and other AIDS-affected children in every possible way, from the payment of school fees to the provision of food; to support the unrecognized heroes of Africa, the grandmothers, who bury their own children and care for their orphan grandchildren; to support associations of people living with HIV/AIDS.

**Street Kids International** - [www.streetkids.org](http://www.streetkids.org)

Street Kids International is a non-profit agency founded in Canada that is a global leader in developing and disseminating the strategies and tools needed to give street kids around the world the choices, skills, and opportunities to make a better life for themselves.

**Susila Dharma International** - [www.susiladharm.org](http://www.susiladharm.org)

Susila Dharma International Association (SDI) coordinates the humanitarian services of their member network – 25 national organizations and 70 locally initiated projects. The Susila Dharma approach to development supports the ability of all people to have basic needs met, to participate in the social, economic and political life of their communities, and to attain their human potential in freedom and peace.

**Sustainable Development Communications Network** - [www.sdcn.org](http://www.sdcn.org)

The Sustainable Development Communications Network (SDCN) is a group of leading civil society organizations seeking to accelerate the implementation of sustainable development through broader, integrated information and communications about what they know.

**Tabitha Foundation** - [www.tabitha.ca](http://www.tabitha.ca)

The Tabitha Foundation is a non-profit, non-denominational Christian organization, respecting all faiths, seeking to help the suffering in various nations. The aim is to reach out to the despairing in their communities and enable them to address their needs in a holistic and sustainable way, thereby transforming their lives to fruitfulness, dignity and beauty.

**TakingITGlobal** - [www.takingitglobal.org](http://www.takingitglobal.org)

TakingITGlobal.org is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. It is now the world's most popular online community for young people interested in making a difference, with hundreds of thousands of unique visitors each month.

**Ten Thousand Villages** - [www.villages.ca](http://www.villages.ca)

Ten Thousand Villages provides vital, fair income to Third World people by marketing their handicrafts and telling their stories in North America. Ten Thousand Villages works with artisans who would otherwise be unemployed or underemployed, providing sustainable income through fair trade. This income helps pay for food, education, health care and housing. Thousands of volunteers in Canada and the United States work with Ten Thousand Villages in their home communities.

**THP (The Hunger Project)** - [www.thp.org](http://www.thp.org)

In more than 10,000 villages, The Hunger Project empowers local people to create lasting, self-reliant improvements in health, education, nutrition, food production and family income. They have pioneered large-scale, low-cost strategies that have proven effective for meeting the Millennium Development Goals.

**TLF (The Lazarus Foundation)** - [www.hivafrica.org](http://www.hivafrica.org)

The Lazarus Foundation is a non-profit organization which serves to combat HIV/AIDS and its related diseases, by funding various prevention, education, treatment and research programs worldwide.

**TransFair Canada** - [www.transfair.ca](http://www.transfair.ca)

TransFair Canada's vision is a world where Fair Trade principles are practiced globally and locally. TransFair Canada is a national non-profit certification and public education organization promoting Fair Trade Certified to improve the livelihood of developing world farmers and workers.

**Transparency International** - [www.transparency.org](http://www.transparency.org)

Transparency International, the global civil society organization leading the fight against corruption, brings people together in a powerful worldwide coalition to end the devastating impact of corruption on men, women and children around the world. TI's mission is to create change towards a world free of corruption.



**UNA-Canada** - [www.unac.org](http://www.unac.org)

The United Nations Association in Canada strives for a better world through a variety of national projects focused on specific issues and audiences. They work closely with the educational communities in every province and territory to build their capacity to educate young people from a global perspective. They also work directly with youth, challenging them to develop the tools and skills necessary to confront some of the world's most complex problems.

**UNESCO** - <http://portal.unesco.org>

UNESCO - the United Nations Educational, Scientific and Cultural Organization - is working to create the conditions for genuine dialogue based upon respect for shared values and the dignity of each civilization and culture. This role is critical, particularly in the face of terrorism, which constitutes an attack against humanity. The world urgently requires global visions of sustainable development based upon observance of human rights, mutual respect and the alleviation of poverty, all of which lie at the heart of UNESCO's mission and activities.

**UNICEF Canada** - [www.unicef.ca](http://www.unicef.ca)

UNICEF (United Nations International Children's Emergency Fund) has direct working relations with government ministries, community leaders and policy makers in 155 countries and territories. Thanks to UNICEF, millions of children are living better lives today – three million fewer children under five die each year than 10 years ago and 50 million more children are enrolled in primary school than in 1990. Guided by the United Nations Convention on the Rights of the Child, UNICEF believes that the survival, protection and development of children must be a global priority, and that every child has the right to health, education, equality and protection. UNICEF is funded entirely by the voluntary contributions of individuals, foundations, businesses and governments.

**UNIFEM** - [www.unifem.org](http://www.unifem.org)

UNIFEM (United Nations Development Fund for Women) is the women's fund at the United Nations. It provides financial and technical assistance to innovative programmes and strategies to foster women's empowerment and gender equality. Placing the advancement of women's human rights at the centre of all of its efforts, UNIFEM focuses its activities on four strategic areas: (1) reducing feminized poverty, (2) ending violence against women, (3) reversing the spread of HIV/AIDS among women and girls, and (4) achieving gender equality in democratic governance in times of peace as well as war.

**Uniterra** - [www.uniterra.org](http://www.uniterra.org)

Uniterra is an international cooperation programme mobilizing partners, volunteers, and the Canadian public to reduce world poverty by 50%, by 2015. They foster partnerships between organizations and networks in Canada and in the South. They support the mobilization of communities so that they may actively participate in determining development orientations and exercise positive influence on their political leaders and governmental structures.

**University of Victoria - IICRD** - <http://web.uvic.ca/iicrd>

IICRD (INTERNATIONAL INSTITUTE FOR CHILD RIGHTS & DEVELOPMENT) began in 1994 at the University of Victoria, Canada as the Unit for Research and Education on Child Rights (URECRC). Since then, they have advanced the realization of children's rights by: accumulating recognized expertise across major children's issues and child rights strategies; carrying out culturally grounded child rights field-based research and technical assistance; convening national and international conferences on topics such as sexual exploitation, families, children and their environments, child rights and participation; and developing a variety of culturally grounded rights-based programs and resources.

**USC Canada** - [www.usc-canada.org](http://www.usc-canada.org)

USC (Unitarian Service Committee) Canada is a voluntary organization working to promote strong, healthy, and just communities in developing countries. They work with partner organizations in Africa, Asia, and Latin America to strengthen community livelihoods, promote food security, and support peoples' actions for social justice and equality. In Canada, they build awareness and support for international social change through public education and policy dialogue.

**Ve'ahavta** - [www.veahavta.org](http://www.veahavta.org)

Ve'ahavta: The Canadian Jewish Humanitarian & Relief Committee is a registered non-profit organization based in Toronto. Over their ten-year history, they have developed the infrastructure and expertise to implement international and local projects that are seen as models to be replicated in other parts of the world.

**VIDEA** - [www.videa.ca](http://www.videa.ca)

VIDEA (Victoria International Development Education Association) has been involved in the promotion and delivery of global education in Victoria and the Southern Vancouver Island area since 1977. VIDEA has actively engaged teachers, students, youth and the general public in learning about-and becoming involved in-international issues, with a particular focus on the need for socially just and sustainable global development.

**Voluntary Sector Initiative (VSI)** - [vsi-isbc.ca](http://vsi-isbc.ca)

The Voluntary Sector Initiative (VSI) was a five-year joint initiative between the Government of Canada and the voluntary sector that was launched in June 2000. The overall goal of the initiative was to improve the quality of life in Canada. Specifically, the VSI focused on strengthening the relationship between the sector and the government and enhancing the capacity of the voluntary sector.

**Volunteer Canada** - [www.volunteer.ca](http://www.volunteer.ca)

Volunteer Canada is the national voice for volunteerism in Canada. Since 1977, Volunteer Canada has been committed to supporting volunteerism and civic participation through ongoing programs and special projects.

**VSO Canada** - [www.vsocanada.org](http://www.vsocanada.org)

VSO Canada is proud to be the Canadian partner of Voluntary Service Overseas (VSO). VSO is an international development agency that works through volunteers. They promote volunteering to fight global poverty, by supporting people to share skills, creativity and learning with communities around the world. Through personal commitment and practical action, volunteers help build a fairer world.

**WFTO The World Federation of Technology Organizations** - [www.wfto.org](http://www.wfto.org)

WFTO purpose is to promote and enhance the recognition and careers of technicians and technologists; support technology education and training and the transfer of credentials; encourage continuing education and professional development; enhance opportunities in science and technology for women; and, promote a maintenance culture particularly as it applies to developing countries.

**WomenAction Network** - [www.womenaction.org](http://www.womenaction.org)

WomenAction is a global information, communication and media network that enables NGOs to actively engage in the Beijing+5 review process with the long term goal of women's empowerment, with a special focus on women and media.

**World Accord** - [www.worldaccord.org](http://www.worldaccord.org)

World Accord is a not-for-profit, non-governmental international development organization. The Official name is "Canadians for Sustainable Opportunity and Development." They raise money from donors, other philanthropic organizations and CIDA (Canadian International Development Agency). Their focus is on development – helping people build up their capacity to improve their own lives over the long term. They work through partners and grassroots community groups to create education, training and self-help programs for the poor. They place decision making and implementation responsibility in local hands helps to ensure programs become self-sustaining.

**World Hope International Canada** - [www.worldhope.ca](http://www.worldhope.ca)

World Hope International Canada is a faith-based relief and development organization, seeking to bring hope and healing to a hurting world. World Hope Canada volunteers partner with individuals and organizations from around the world to promote justice, encourage self-sufficiency, and inspire hope through programs such as economic development, leadership and skills training, child sponsorship, and community health education.

**World Job and Food Bank** - [www.wjfb.org](http://www.wjfb.org)

The World Job and Food Bank is a charitable and non-profit Canadian organization whose goal is to alleviate poverty, chronic unemployment, disease, hunger, homelessness, and their causes in Canada and the less developed countries.

**World Literacy of Canada - [www.worldlit.ca](http://www.worldlit.ca)**

World Literacy of Canada is a non-profit voluntary organization that promotes international development and social justice. WLC supports community-based programs that emphasize adult literacy and non-formal education for both children and adults.

**World Relief Canada - [www.wrcanada.org](http://www.wrcanada.org)**

World Relief Canada (WRCanada) is on the front lines, providing relief and development (R&D) assistance to the poorest of the poor around the world. WRCanada was created in 1982 when the Evangelical Fellowship of Canada brought together Share Canada and World Relief Commission of Canada. Unlike many R&D organizations, WRCanada does not establish itself as an organization in the countries in which they are active. Instead, they work with and through local networks, ensuring that local leaders are made partners in meeting local needs.

**World Vision Canada - [www.worldvision.ca](http://www.worldvision.ca)**

World Vision is a Christian relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice. As followers of Jesus, they are motivated by God's love for all people regardless of race, religion, gender or ethnicity.

**WREN-Winnipeg Refugee Education Network - [www.winnipegrefugee.org](http://www.winnipegrefugee.org)**

The Winnipeg Refugee Education Network (WREN) is an organization dedicated to raising awareness of issues affecting refugees. The group was founded in the year 2000 after members became aware of the horrors that many refugees have lived through. WREN provides ongoing support for refugees in Winnipeg and works in partnership with other groups to raise awareness and assist with refugee sponsorship.

**WUSC -World University Service of Canada - [www.wusc.ca](http://www.wusc.ca)**

WUSC is a network of individuals and post-secondary institutions who believe that all peoples are entitled to the knowledge and skills necessary to contribute to a more equitable world. Their mission is to foster human development and global understanding through education and training.

**Youth Challenge International - [www.yci.org](http://www.yci.org)**

Youth Challenge International builds the skills, experience and confidence of young people by involving them in substantive overseas international development projects in partnership with local youth-serving organizations.

**YMCA Canada - [www.ymca.ca](http://www.ymca.ca)**

The YMCA in Canada is dedicated to the growth of all persons in spirit, mind and body, and in a sense of responsibility to each other and the global community.

**YWCA** - [www.worldywca.info](http://www.worldywca.info)

Since 1855, the YWCA has been at the forefront of empowering women and girls who advocate for their rights and lead social, political, economic and civic change. Today the YWCA reaches more than 25 million women and girls in 122 countries, providing them with the space and skills to develop leadership for the benefit of entire communities. The YWCA's purpose is to develop the leadership of women and girls around the world to achieve human rights, health, security, dignity, freedom, justice and peace for all people.



## Definitions

**Absolute poverty** - A level of poverty of those who do not have the resources to meet the basic needs for healthy living. They do not have the income to provide the food, shelter and clothing needed to preserve health.

**Aid** - The transfer of goods, services and money between entities such as nations, commercial banks, international agencies or non-governmental agencies. Aid is a highly generalized term, covering both grants and loans.

**Asia-Pacific Economic Cooperation (APEC)** - A group of 29 countries on the Asia Pacific rim, which meets periodically to discuss trade issues and to increase the free flow of trade between Pacific and Asian Nations.

**Bilateral Aid** - Aid that flows directly between donor and recipient countries

**British Commonwealth** - an association of nations consisting of the United Kingdom and its dependencies and many former British colonies that are now sovereign states but owe allegiance to the British Crown

**Canadian International Development Agency (CIDA)** - Canada's lead agency for development assistance, CIDA administers approximately 80 percent of Canada's aid budget

**Cash Crops** - Crops that are produced only for the market

**Chapati** - A flat round unleavened bread, lightly fried in oil or butter

**Colonization** - The process of a country being taken over and becoming a colony of another

**Debt** - The accumulated deficits of a government which is the principal amount owed to domestic and international creditors (the people who lend the government money)

**Deregulation** - The removal of laws and regulations that govern corporations, public utilities and industries in order to facilitate the free flow of trade

**Developed Countries** - A country that enjoys a relatively high standard of living derived through an industrialized, diversified economy. Countries with a very high Human Development Index (HDI) are generally considered developed countries. This usually coincides with countries that have a high gross domestic product (GDP) per capita. Synonyms: First World, The North, Western World, The West.

Developing Countries - A country with a relatively low standard of living, undeveloped industrial base, and moderate to low Human Development Index (HDI). Synonyms: Third World, The South, Global South, less developed countries, Majority World

Development - The process of improving the quality of all people's lives within a country

Ecological footprint - A measure of how much productive land and water an individual, city, country, or humanity requires to produce all the resources it consumes and to absorb all the waste it generates. The ecological footprint is measured in "global hectares," or units that correspond to one hectare of biologically productive space with world average productivity.

External debt - the total amount of private and public foreign debt owed by a country

Free Trade - Trade arrangements in which tariffs or other barriers to the free flow of goods and services are eliminated

FTA (North American Free Trade Agreement) - Agreement between the United States and Canada, in effect since 1989

Foreign Aid - A form of donation from one country to another country. The main recipients of foreign aid are developing countries (i.e., "the Third World"), and the main contributors are developed countries.

Gender-related development index (GDI) - measures human development by combining three dimensions of development - longevity (life expectancy at birth), knowledge (adult literacy and mean years of schooling), and income. It also takes into account the sociological inequalities between men and women, such as differences in income and education.

Gross domestic product (GDP) - A measure of economic performance (measure of National Income). It is the total value of all goods and services produced within a country during a given year. To avoid counting the same output more than once, GDP includes only final goods and services - not those which are used to make another product. For example, GDP would not include the wheat used to make bread, only the bread itself.

Gross national income (GNI) - Formerly gross national product or GNP. (GNI) is made up of GDP plus the net income earned from investments abroad (minus similar payments made to non-residents who contribute to the domestic economy).

GNI at purchasing power parity (PPP) - is the GNI converted into a rate of exchange that allows a standard comparison of price levels between countries. One PPP dollar has the same purchasing power in the domestic economy that the U.S. dollar has over U.S. economy.



Human Development Index (HDI) - measures human development by combining three dimensions of development: longevity (life expectancy at birth), knowledge (adult literacy and mean years of schooling), and income

Imports - Goods, services and capital assets purchased from overseas countries. The purchase of imports results in the loss of foreign exchange to pay for the goods and is recorded as debits on the balance of payments account.

International Development Research Centre (IDRC) - is a Canadian crown corporation that supports researchers from the developing world in their search for the means to build healthier, more equitable, and more prosperous societies

International Monetary Fund (IMF) - A United Nations agency which promotes trade by increasing the exchange stability of the major currencies. It provides emergency loans to countries that find themselves unable to meet current international payments, in exchange for the imposition of Structural Adjustment Programs (SAPS).

Least Developed Countries (LLDC) - The very poorest of the Less Developed Countries

Less Developed Countries (LDC) - Countries who are generally characterised by low levels of GDP and income per head. LDCs usually have a heavy dependence on the primary sector of the economy.

Maize - corn

Majority World - is an alternative term to "Third World," "Developing," or the "Global South"; however, it is considered a more accurate and politically correct word. It refers to the fact that 83 percent of the world population lives in developing countries, and that 76 percent of the world's nations are developing.

Millennium Development Goals - signed in September 2000, are eight goals that all 191 United Nations member states have agreed to try to achieve by the year 2015. 1. Eradicate extreme poverty and hunger. 2. Achieve universal primary education. 3. Promote gender equality and empower women. 4. Reduce child mortality. 5. Improve maternal health. 6. Combat HIV/AIDS, malaria, and other diseases. 7. Ensure environmental sustainability. 8. Develop a global partnership for development.

Multilateral Aid - is assistance given to poor countries through international organizations such as the world bank, the international monetary fund, or the EU development fund. Each organization has its own aid programme and is funded by the world's richer, more developed countries.

Non Governmental Organizations (NGOs) - Privately owned organizations involved in providing financial and technical assistance to less developed countries

North-South divide - is the socio-economic and political division which exists between the wealthy developed countries, known collectively as "The North," and the poorer developing countries, or "The South." Although most nations comprising the "North" are in fact located in the Northern Hemisphere, the divide is not primarily defined by geography.

OECD (Organization for Economic Cooperation and Development) - A Paris-based research organization providing the 30 developed country members, including Canada, with information and advice about economic policy

Per capita - means "for each person" and is usually used to indicate the average per person of any given statistic, commonly income.

Population density - is the number of persons per unit of area.

Purchasing Power Parity (PPP) - At the PPP rate the GDP of a country has been adjusted so that it reflects the internal purchasing power of the currency.

Relative poverty - The level of poverty in a country expressed in terms of a certain level of income, such as half of the average wage

Rural urban migration - The migration of people from rural areas to urban areas

Sanction - Government's refusal to import goods from a country it is protesting or boycotting. Often it is used to punish members of a free trade area for violating trading agreements.

Shamba - Kiswahili (official Kenyan language) for a farm

Structural Adjustment Programmes (SAPs) - are policy reforms created by the IMF that are conditions for getting loans from the IMF and the World Bank for many developing countries. These changes are designed to promote economic growth, to generate income, to pay off the debt which the countries have accumulated. Critics claim that SAPs threaten the sovereignty of national economies because an outside organization is dictating a nation's policy and are responsible for much of the economic stagnation in borrowing countries.

Subsidy - Money given to producers to reduce costs hence the market price of a good or service

Subsistence farming - Farming in which the output is produced for consumption of the farmer and its family members and not for cash sale

Sustainable development - Development where consideration is given to the quality of life of future as well as current generations

Tariff - A tax on goods imposed on the exporting country/corporation and collected by the importing country. Implemented in order to strengthen local economies and promote the sale of nationally made products by making foreign products comparatively more expensive.

The North - The wealthy and technologically advanced nations of the world, as opposed to the South, which is poorer and less developed. See Developed Countries.

The South - See Developing Countries.

Third World - A term first coined in 1952 to distinguish nations that aligned themselves with neither the West nor the Soviet Bloc during the Cold War. Today, however, the term is frequently used to denote nations with a low UN Human Development Index (HDI), independent of their political status. The term is now regarded to be derogatory or out-of-date. See Developing Countries.

Ugali - a favourite meal of Kenyans, made up of ground maize flour and water. It takes the form of a cake after it has been cooked.

Urbanisation - The economic and demographic processes involved in the growth of towns and cities.

World Bank - a United Nations agency created to assist developing nations by loans guaranteed by member governments

World Health Organization (WHO) - the United Nations specialized agency for health

World Trade Organization (WTO) - A Geneva-based free trade association with 140 member nations, formed in 1995 to administer the GATT, as well as trade in services and intellectual property. WTO secret panels rule on trade disputes among member nations.



## Group Work Rubric

Assignment: \_\_\_\_\_

Name: \_\_\_\_\_

Criteria	4	3	2	1
Cooperation	Always helped group members get work done	Helped group members most of the time	Sometimes helped group members	Needed assistance from teacher to work within group
Respect	Always showed respect for group members	Almost always showed respect for group members	Sometimes showed respect	Needed assistance from teacher to work within group
Work habits	Always stayed on task	Stayed on task most of the time	Stayed on topic some of the time	Needed assistance from teacher to work within group
Language	Always used appropriate language when in group	Almost always used appropriate language when in group	Sometimes used appropriate language during group work	Needed assistance from teacher to work within group

Assignment: \_\_\_\_\_

Name: \_\_\_\_\_

Criteria	4	3	2	1
Cooperation	Always helped group members get work done	Helped group members most of the time	Sometimes helped group members	Needed assistance from teacher to work within group
Respect	Always showed respect for group members	Almost always showed respect for group members	Sometimes showed respect	Needed assistance from teacher to work within group
Work habits	Always stayed on task	Stayed on task most of the time	Stayed on task some of the time	Needed assistance from teacher to work within group
Language	Always used appropriate language when in group	Almost always used appropriate language when in group	Sometimes used appropriate language during group work	Needed assistance from teacher to work within group



Collage Rubric (sample)

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Audience</b>	all images in collage are appropriate for target audience	most images in collage are appropriate for target audience	some images in collage are appropriate for target audience	none of the images in collage are appropriate for target audience
<b>Appearance</b>	all images are cut creatively and glued neatly and precisely	most images are cut creatively and glued neatly and carefully	some images have been cut creatively and glued neatly	few images have been cut or glued neatly
<b>Purpose</b>	collage very clearly communicates how Atlantic region is dependant on the rest of the world	collage clearly communicates how Atlantic region is dependant on the rest of the world	collage somewhat communicates how Atlantic region is dependant on the rest of the world	collage purpose is unclear
<b>Organization</b>	strong examples are used; whole collage is unified and coherent	good examples are used; collage is coherent	good examples are used; collage appears unorganized or incoherent	poor examples are used; collage appears unorganized
<b>Design Elements</b>	design is creative and original; form, colour, shape of pictures and text are used to create a clear impact	most of the elements (form, colour, shape of pictures and/or text) are used to create an impact	some of the elements (form, colour, shape of pictures and/or text) are used	very few elements (form, colour, shape of pictures and/or text) are used





## QUOTES FOR INCLUSION INTO LESSONS

“Give a man a fish; you have fed him for today. Teach a man to fish; and you have fed him for a lifetime.”— **Old Chinese Saying**

“Bad ideas flourish because they are in the interest of powerful groups”— **Paul Krugman**

“There's enough on this planet for everyone's needs but not for everyone's greed”  
- **Mahatma Gandhi**

“I destroy my enemy by making him my friend”— **Abraham Lincoln**

“Those with power are frequently least aware of - or least willing to acknowledge - its existence [and] those with less power are often most aware of its existence”— **Delpit**

“More! More! is the cry of a mistaken soul.”— **William Blake**

“Live life simply so that others may simply live”— **Gandhi**

“All that it takes for evil to triumph is for good people to do nothing.” -- **Sir Edmund Bur**

“Today’s impossibilities are tomorrows miracles.”— **Dr. Robert H. Schuller**

“Most of the things worth doing in the world have been declared impossible before they were done.”— **L. Brandeis**

“There is nothing noble in being superior to your fellow men - true nobility is being superior to your former self.”— **Anon**

“There is a common tendency to ignore the poor or to develop some rationalization for the good fortune of the fortunate.”— **John Kenneth Galbraith**

“Never doubt for a moment that a small group of dedicated citizens can change the world. Indeed, it’s the only thing that ever has...” - **Margaret Mead**

"The opposition to globalization in the world is rooted in the feeling of some people that they are left out, left behind and stepped on by other countries." - **Bill Clinton**, former U.S. president, on globalization

"The comfort of the rich depends on an abundant supply of the poor." - **18th century French philosopher Voltaire**, on social inequality

"The \$40 trillion world economy is dangerously out of balance, America is guilty of excess consumption — whereas the rest of the world suffers from under-consumption." - **Stephen Roach**, Morgan Stanley chief economist

"Too often, we fail to react to global crises because of difficulties in reaching a common accord. In this, we miss out on key opportunities to influence global developments." - **Danuta Hübner**, Polish EU commissioner, April 2004

"Here in a nutshell is why Africans are poor: Their leaders keep them that way." - **Robert Guest**, Africa editor for The Economist, October 2004

"The rich countries have a choice. Either let Africa have real access to your markets — or acknowledge that you prefer to keep us dependent on your handouts." - Uganda's President **Yoweri Museveni**, November 2003

"Agriculture is, for Africa, not just a source of food. It is the continent's major occupation, its economy and culture — and the key to its future." - **Alpha Oumar Konare and Peter McPherson**, head of the African Union and former head of the U.S. Agency for International Development, respectively, October 2004

"The development of Africa has been stunted by its debt burden — and 99% of this debt is owed to Europe." - Nigeria's Vice President **Atiku Abubaker**, September 2004

"Africa's begging bowl is punched with holes. What comes as foreign aid and investment eventually leaks away." - **George B.N. Ayittey**, professor of economics at American University, July 2003

"Remember, Africa is just 20 miles from Europe." - **Clare Short**, former British Secretary of State for International Development, October 2003

Africa's condition confronts our sense of common humanity; threatens global peace, prosperity, health and environmental protection; and squanders unrealized potential. - **Lee H. Hamilton**

We must ensure that the global market is embedded in broadly shared values and practices that reflect global social needs, and that all the world's people share the benefits of globalization. - **Kofi Annan**

### **Quotes by Bill Clinton, former President of the United States:**

- “Global poverty is a powder keg that could be ignited by our indifference.”
- “We cannot build our own future without helping others to build theirs.”
- “Globalization is not something we can hold off or turn off . . . it is the economic equivalent of a force of nature -- like wind or water.”
- “By lifting the weakest, poorest among us, we lift the rest of us as well.”
- “We need to help younger people recognize their own capacity to do good, and help them discover the rewards of generosity”
- “Everybody counts, everybody deserves a chance, everybody has a responsible role to play and we all do better when we work together.”

### **Quotes by the Dalai Lama**

Head of the Dge-lugs-pa order of Tibetan Buddhists, 1989 Nobel Peace Prize

- “In the present circumstances, no one can afford to assume that someone else will solve their problems. Every individual has a responsibility to help guide our global family in the right direction. Good wishes are not sufficient; we must become actively engaged.”
- “Our prime purpose in this life is to help others. And if you can't help them, at least don't hurt them.”
- “Happiness is not something ready made. It comes from your own actions.”

Sources:

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## Did you know?

- A fifth of the world's population lives in desperate poverty, more than 1.1 billion people with the largest burden falling on women and children. **United Nations**
- Today, 82% of the world's people can read and write - the highest percentage in history. But we still have a long way to go. More than 800 million adults are illiterate, and 115 million children - the majority of them girls - have never seen the inside of a school. **United Nations**
- In Africa, in 2004, 46 million primary-school-aged children were not enrolled in school. **United Nations**
- Around the world, 800 million people go to bed hungry every night. **United Nations**
- Every minute, one woman dies during pregnancy or childbirth because she doesn't receive adequate or prompt care. **United Nations**
- 35,000 of the world's children die every day from diseases that could be prevented through access to adequate nutrition and basic health care. In other words, 12,775,000 children die every year because they are poor. **United Nations**
- The United States has the highest infant mortality rate and child poverty rate of all the industrialized countries. Roughly one hundred thousand people die each year in the U. S. because they cannot pay for needed medical care. **United Nations**
- African-American men living in Harlem are less likely to reach the age of 65 than men in Bangladesh. **United Nations**
- The world population is currently growing at 80 to 85 million people per year. **United Nations**
- If we keep growing at current rates (what demographers call a "constant fertility scenario") it will take just over 40 years for the world population to double. **United Nations**
- The number of people living in the world's 50 poorest countries is expected to triple by 2050. **United Nations**
- Almost one-third of the world's population today is under the age of 15. More than 13 million of these young people have lost one or both parents to AIDS. **United Nations**
- Educating women is an important part of lowering birth rates. **United Nations**
- There are now more people of child-bearing age than ever before in history. **United Nations**

- A primary reason why many people have large families is because they are poor and children help them meet their needs. **United Nations**
- We have the knowledge, technology, and resources to stabilize population growth, if we choose to. **United Nations**
- There are 1.1 billion people without safe water, and 2.4 billion without access to sanitation. In Africa, women and girls can spend up to three hours a day fetching clean water - which for the girls means time missed from school. **United Nations**
- Between 1990 and 2000, more children died from diarrhea - the result of unsafe water and inadequate sanitation - than all the people killed in armed conflicts since the Second World War. **United Nations**
- Diseases related to unsafe drinking water kill four million children under the age of five every year. **United Nations**
- More than 20 million people have died as a result of AIDS; another 38 million, of which 2.1 million are children, are living with HIV/AIDS. Almost 70% of these people are in sub-Saharan Africa, where twice as many young women as men are reported to be HIV-positive. **United Nations**
- As of 2003, AIDS killed almost 9,000 people every day. That is the equivalent of 17 fully-booked 747 flights going down every day. **United Nations**
- About 95% of India's children enroll in primary school — but by the age of 10, 40% drop out. **Indian Government**
- By 2007, the majority of the world's population will live in cities for the first time in human history. **United Nations Population Division**
- In 2003, while 625 people were killed in terrorist attacks, ten million died of starvation. **U.S. Embassy to the Holy See**
- In 2004, global trade flows amounted to almost \$30 million a minute — or about \$15 trillion a year. **The Globalist**

- According to 2004 projections, the global economy is expected to grow from \$54 trillion in 2005 to \$143 trillion in 2030 — an annual growth rate of 4%. **World Bank**
- Over the last 43 years, Africa has received \$568 billion in foreign aid (in 2004 dollars). Some 25% of this aid went toward consultant salaries. **Washington Post**
- The continent of Africa has 1.4 health workers per 1,000 people — compared with 9.9 per 1,000 in North America. **Washington Post**
- As of 2004, tobacco kills 4.9 people million a year. By 2020, the figure is likely to increase to 10 million per year — with 70% of tobacco related deaths occurring in developing countries. **World Health Organization**
- Of 187 countries studied by the World Health Organization, 93 are on track to meet the United Nations goal of reducing under-five child mortality by two-thirds, and 51 are making slow progress. In 43 mostly African nations, however, mortality rates are stagnant or increasing. **Financial Times**
- The ten warmest years on record all occurred after 1991. **European Commission**
- Due to global warming, plants worldwide are blooming an average of 5.2 days earlier per decade. **Stanford University**
- Under the Kyoto Protocol, Canada is required to cut greenhouse gas emissions down to 6% below 1990 levels by 2012. However, Canada's overall emissions are about 20% above 1990 levels as of 2005. **Wall Street Journal**
- In mid-August 2004, air pollution in Hong Kong was so severe that visibility in the harbor fell to 550 meters — and contributed to eight collisions in the harbor. **Earth Policy Institute**
- While the world population has tripled during the past century, the use of water has increased sevenfold. **Wall Street Journal**
- The Colorado River, the Rio Grande, the Indus in India and Pakistan and the Yellow River in China no longer consistently reach the sea. **Wall Street Journal**

- As of 2004, the amount of raw sewage entering India's Ganges river every minute is 1.1 million liters — or just under 300,000 gallons. **World Health Organization**
- Some 40 billion working hours in Africa each year are used up to collect drinking water. **UK Treasury**
- As of 2004, less than 2% of the population of the Middle East has access to the Internet. **The 9/11 Commission Report**
- As of 2003, the number of people younger than 24 years of age in developing countries today is larger than the entire world population was 50 years ago. **Washington Post**
- A single year of primary education correlates with a 10-20% increase in women's wages later in life. And an extra year of a women's education has been shown to reduce the risk that her children will die in infancy by 5-10%. **Council on Foreign Relations**
- In Iran, women comprise more than 50% of college graduates — but just 14% of workers. **Business Week**
- As of 2004, young women comprised 75% of those between the ages of 15 and 24 who are infected with HIV globally. **U.S. National Intelligence Council**
- In Uganda, women produce roughly 80% of food crops, 60% of traditional exports such as coffee, tea and cotton, and as much as 80% of non-traditional exports such as maize, vanilla and chilies — but only own 7% of the land. **Financial Times**
- In the September 2003 parliamentary elections in Rwanda, women secured 49% of seats in the legislature — the highest number of women parliamentarians anywhere in the world — overtaking Sweden with 45% and well above the world average of 15%. **Inter-Parliamentary Union**
- Of the 32 women who have served as presidents or prime ministers during the 20th century, 24 were in power in the 1990s. **Foreign Policy**

- The 2004 Nobel Peace Prize recipient Wangari Maathai became the first woman in eastern and central Africa to earn a doctorate when she received a Ph.D. in anatomy from the University of Nairobi in 1971. She also was the first female professor at the University of Nairobi. **Washington Post**
- Even though dowry has been illegal in India since 1961, every year about 6,000 women are killed — often doused with kerosene and set on fire in staged kitchen “accidents” — by husbands and in-laws angered by unmet dowry demands. **Washington Post**

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