Ethical Consumer Choices in the Global Village

A Global Education Lesson Aid Prepared By
Ethical Consumer Choices in the Global Village

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Overview of Lesson Aid

➢ Subject Area and Intended Learners

This lesson aid is intended for students in grades 2 – 5, in two discrete classes, one of which is senior in grade level to the other (in the case of the pilot project, a grade 3/4 class and a grade 4/5 class), working together as “buddy classes.” The lesson aid describes two streams of teaching/learning activities that are each undertaken by one of the two buddy classes. The two streams join at the conclusion of the unit of study, for the culminating activity that involves both classes working together on a cooperative project. Because the lesson aid is intended for students in elementary school, and because the activities involve integration of various subject areas, the lesson aid touches on learning outcomes in the following subject areas: English Language Arts, Social Studies, Fine Arts, and Personal Planning.

➢ Rationale

This lesson aid is based on an educational approach described as “global education.” Global education originated in the peace education movement, but it has now grown to encompass teaching students about social justice, human rights, equality, and ecological sustainability, as well as peace and harmony between people. The idea of global interdependence is central to the approach that global education takes in the classroom.

Global education is an approach to teaching that stresses the interconnection of all things on this planet. According to the theory behind global education, we are all related to one another in a network of links, interactions, and connections that encircle the planet like a web. Global education stresses the importance of looking at the world and the relationships of people and things in the world as integrated systems that are dynamic and inseparable. It exposes the relationship between and unity of familiar dualisms like “local” vs. “global” and “past” vs. “future.” According to the theory of global education offered by Graham Pike and David Selby, building on the ideas of physicist David Bohm, everything causes everything else, and what happens anywhere affects what happens everywhere (see Graham Pike & David Selby, Global Teacher, Global Learner (London: Hodder & Stoughton, 1988)).

Through the lens of global education, students are encouraged to look at the world clearly and see the reality of suffering and injustice, like the unequal distribution of wealth between the North and the South, the existence of sweat shops where workers are abused and exploited, the devastation of war, and the consequences of racism, sexism, and discrimination. More importantly, it is an approach that encourages students to do something about the injustice that they see in the world; global education encourages social responsibility by teaching students how to shape the future through their actions.

Through participation in some or all of the activities described in this lesson aid, students will be able to see their (and their community’s) relationship to other communities in the world in terms of how their choices and actions have implications and consequences for people in other places. The interrelationship and interdependence of communities around the world should become apparent.
## Learning Outcomes

### Grade 3/4
It is expected that students will:

**Social Studies:**
- identify an issue and provide several reasons to support a position
- describe ways members of a community meet one another’s needs
- explain their roles, rights, and responsibilities within the community
- describe ways in which communities are interdependent (e.g., the nature of exchange between communities)
- describe the influence of mass media on their choices as consumers

**English Language Arts:**
- demonstrate their understanding of and abilities to use a variety of forms and styles of communication that are relevant to specific purposes and audiences
- demonstrate a willingness to experiment with communication forms to respond to, inform, and entertain others
- create a variety of personal communications, including charts, journals, lists, illustrations, and stories

**Personal Planning:**
- identify thoughtful and caring behaviours

**Fine Arts:**
- exploring a variety of media, make 2-D and 3-D images to communicate ideas about a topic
- demonstrate a willingness to display individual and group artworks in a variety of ways

### Grade 4/5
It is expected that students will:

**Social Studies:**
- identify and clarify a problem, issue or inquiry
- gather and record information from a variety of sources
- design and implement strategies to address community problems or projects
- analyze how people are influenced by and influence mass media messages
- assess effects of lifestyles and industries on global environments
- demonstrate understanding of equality & fairness with respect to Human Rights

**English Language Arts:**
- identify connections between their own ideas, experiences and knowledge and a variety of literary and mass media works
- draw reasoned conclusions from information found in various communications and defend their conclusions rationally
- use a variety of forms and styles of communication that are relevant to specific purposes and audiences
- use language to explore thoughts, ideas, feelings and experiences to prepare for their roles in the world

**Personal Planning:**
- describe possible consequences of various forms of exploitation and abuse
- demonstrate responsibility for their choices

**Fine Arts:**
- make 2-D and 3-D images, using a variety of media, to communicate ideas
Links

To global education objectives (see http://www.egi.org/ & http://www.members.shaw.ca/globalteaching/):
- To raise systems consciousness and involvement consciousness and preparedness:
  This lesson aid achieves this objective, because students will understand the interdependence of communities and empathize with others.

To CIDA (Canadian International Development Agency) themes (see http://www.acdi-cida.gc.ca):
- Respect for and understanding of human rights,
- Protection and preservation of the rights of children, and
- Child labour:
  This lesson aid addresses these themes directly by making them the subject matter of a unit of study.

To B.C. Performance Standards for Social Responsibility (see http://www.bced.gov.bc.ca/perf_stands/social_resp.htm):
- Valuing diversity and defending human rights, and
- Exercising democratic rights and responsibilities:
  This lesson aid addresses these objectives by involving students in process-oriented activities that develop these attitudes and skills.

Description of Lesson Aid

This lesson aid has been created with three components:
- a grade 3/4, or junior, component (which could also be a grade 2, 3, or 2/3 component);
  - Throughout the lesson aid, these lessons will start with the letter C, since the focus for this component is community.
- a grade 4/5, or senior, component (which could also be a grade 4, 5, or 5/6 component);
  - Throughout the lesson aid, these lessons will start with the letter H, since the focus for this component is human rights.
- a joint component (conceived of as a collaborative approach between two “buddy classes,” i.e., the two classes participating in the other two components);
  - Throughout the lesson aid, these lessons will start with the letter J, standing for “joint,” as in joint component.

See figure 1.

These components can be adapted, modified, mixed, and matched to meet the needs of other groups of learners (e.g., grade 2 and 6 buddy classes could use the grade 3/4 and joint components, modifying the grade 4/5 component to meet grade 6 learning outcomes).

The Grade 3/4 Component: The Needs of Communities and Their Members

The Grade 4/5 Component: Human Rights & the Responsibility of Children in the Global Village

The Joint Component: Creating a Consumer-Awareness Information Campaign
**Timeline and Interconnections**

The Grade 3/4 Component (The Needs of Communities and Their Members) and the Grade 4/5 Component (Human Rights & the Responsibility of Children in the Global Village) should run concurrently in their respective classes, and can take 4 – 8 weeks (or even longer), depending on how much class time one cares to devote to this unit of study and on how many supplementary activities one wishes to implement to enhance and deepen the understanding of the ideas and themes addressed by the activities described in the lesson aid and in the field of global education generally.

For instance, during the pilot project, in addition to the activities described in the lesson aid, the senior buddy class also undertook a novel study relating to The Breadwinner, a novel by Deborah Ellis that addresses many of the central ideas and themes of global education (see [http://www.achuka.co.uk/can/canadaellis.htm](http://www.achuka.co.uk/can/canadaellis.htm) for more information about this book). As the pilot project took place in Autumn (around Remembrance Day and Peace Week), both classes also took time out to explore issues surrounding peace and conflict resolution. These activities, although tangential, enhanced learning in relation to the lesson aid and extended the period of time devoted to implementing the unit of study in class.

Once the junior class poses the research question to the senior class, the senior class should take 2 - 3 weeks to research the question and prepare a report for the junior class. Then the classes should get together to work collaboratively on the culminating joint project, and, depending on schedules, this may take another week to 3 weeks.

Over all, the unit can be finished in as little as a month or 5 weeks, if the unit of study is the primary curricular focus of classroom planning, the components are overlapped somewhat, and the activities are implemented with minimal enhancement or supplementation. However, for students to get the most out of the activities and unit of study, we recommend that the activities and ideas described in this lesson aid be implemented over a significant period of time (2 – 3 months), alongside supplementary, theme-related activities that enhance and extend the learning taking place surrounding the lesson aid activities. Planning and implementing supplementary
activities will be especially important if, at the outset, the students do not have sufficient background knowledge relating to the themes and ideas addressed by the lesson aid.

The bibliography describes a list of recommended resources that can provide ideas for such supplementary activities, ranging from novels and stories that relate to the themes and ideas addressed by the lesson aid to websites with lesson plans and stand-alone activities that complement the activities described in this lesson aid.

**Assessment and Evaluation**

Each individual lesson plan describes suggested criteria that can be used to assess and evaluate student performance in relation to the learning outcomes addressed by that lesson. Teachers may wish to utilize various evaluation methods throughout the unit. These can include evaluating journal entries and other writing or student products using a rating scale based on the criteria suggested in the lesson plan, and they can include observing students during a lesson in order to record anecdotal comments about their performance in relation to the relevant criteria.

When evaluating student work using a rating scale, teachers may wish to use the following four-point rating scale, that corresponds to the rating scale utilized in the performance standards rubrics:

- 1/4 – not yet meeting expectations (poor work)
- 2/4 – minimally meeting expectations (competent work)
- 3/4 – fully meeting expectations (very good work)
- 4/4 – exceeding expectations (excellent work)

When assigning letter grades to intermediate students on the basis of work evaluated using such a rating scale, 1/4 corresponds to an I, 2/4 corresponds to a C, 2.5/4 corresponds to a C+, 3/4 corresponds to a B, and 4/4 corresponds to an A.

The assessment criteria and evaluation plan proposed by this lesson aid do not address all of the learning outcomes addressed by this unit of study (described above) or all the learning outcomes that this unit of study can be modified to address, for that matter. Therefore, teachers may wish to modify some activities (or the order of activities) and/or evaluation strategies as desired to target different learning outcomes for assessment and evaluation.

**Bibliography**

Books and Magazines


Melissa Schweisguth, *Fair Trade Chocolate Activity Book* (San Francisco: Global Exchange, 2002). This book can be ordered by e-mailing melissa@globalexchange.org.


*POP! Magazine*, Fall, 2002 Issue.

**Websites**


Candy USA: [http://www.candyusa.org](http://www.candyusa.org)


Check Your Head: [http://www.checkyourhead.org/](http://www.checkyourhead.org/)
World Cocoa Foundation: [http://www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)

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

Divine Education!: [http://www.divinechocolate.com/edu.htm](http://www.divinechocolate.com/edu.htm)

Dubble - Fair Trade Chocolate Bar: [http://www.dubble.co.uk](http://www.dubble.co.uk)


Global Education Links: [http://www.egi.org/links.html](http://www.egi.org/links.html)


The Fairtrade Foundation Education Packs: [http://www.fairtrade.org.uk/education.htm](http://www.fairtrade.org.uk/education.htm)


UNICEF – give it up 4 Kids: [http://www.giveup4kids.ca/](http://www.giveup4kids.ca/)


Jigsaw Classroom: [http://www.jigsaw.org/](http://www.jigsaw.org/)


New Internationalist Magazine Online: [http://www.newint.org](http://www.newint.org)


Oxfam Canada: [http://www.oxfam.ca/](http://www.oxfam.ca/)

Welcome to Chokky Central: [http://www.oxfam.org.uk/coolplanet/ontheline/schools/chocbix/index.htm](http://www.oxfam.org.uk/coolplanet/ontheline/schools/chocbix/index.htm)

Pop! Magazine Online: http://www.popmagazine.com

Rethinking Schools Online: http://www.rethinkingschools.org

Kate Lyman, “Exploring Child Labor With Young Students”: http://www.rethinkingschools.org/archive/17_02/Labo172.shtml


TransFair Canada: http://www.transfair.ca/

UNICEF Canada: http://www.unicef.ca/

Victoria International Development Education Association: http://www.videa.ca/

Real Alternatives Information Network: http://www.web.net/rain/


Individual Lesson Plans Within the Unit of Study

The Grade 3/4 (Junior) Component: The Needs of Communities and Their Members

Lesson C-1: Introducing the Idea of “Community”

- Learning outcomes:
  - It is expected that students will:
    - describe ways members of a community meet one another’s needs
    - demonstrate their understanding of and ability to use posters to provide information
    - demonstrate a willingness to experiment with posters to inform and entertain others
    - as a member of a group, create a personal communication, including illustrations and informative titles and captions

- Links:
  - To B.C. Performance Standards for Social Responsibility:
    - Exercising democratic rights and responsibilities:
      - This lesson addresses this objective by involving students in a process-oriented activity that requires them to work cooperatively with others to achieve a group goal.

- Brief Overview:
  - In this lesson, the students, as a class, will explore the idea of “community,” making personal meaning of the term as it relates to their experiences and background knowledge, by making posters to explain and describe various aspects of community life.

- List of Required Materials:
  - Sentence strips, markers, large poster paper, several sheets of 11” X 17” paper, felt pens, crayons, pencil crayons, and pencils.

- Time Required:
  - 1.5 hours or two 45-minute periods.

- Procedure:
  - The teacher facilitates a discussion about the term “community,” eliciting from students descriptions of different communities and what they have in common that make them communities (e.g., they are groups of people with things in common).
  - The students brainstorm and the teacher records (on sentence strips) different categories of things that communities have. Our list included the following:
    - people and families;
    - places;
    - stores and buildings;
    - supplies and vehicles; and
    - jobs and activities.
  - The teacher then assigns groups of students to create a visual mini-poster (using a sheet of the 11” X 17” paper) that uses pictures and words to give information about a particular aspect of communities that was generated in
the brainstorm session (e.g., one group will make a mini-poster about people and families).
  o At the end, the mini-posters of each of the groups will be combined (on the large piece of poster paper) to make a large classroom poster about community that includes the ideas and efforts of all the students in the class.

• Assessment and Evaluation Strategies:
  o Criteria for mini-posters:
    ➢ The mini-posters should be colourful, neat, and attractive, with images (pictures) and words (titles and captions) that communicate information about the aspect of community assigned to the group.
  o Criteria for group work (can be generated by the class):
    ➢ Group members should work together, be patient, use manners, listen to others, share their thoughts respectfully, share materials, speak kindly, and help others.

• Lesson Resources:
  o N/A
Lesson C-2: Roles, Rights, and Responsibilities of Community Members

- Learning outcomes:
  - It is expected that students will:
    - explain the roles, rights, and responsibilities of members of a community
    - demonstrate their understanding of and ability to use a booklet with pictures and writing to provide information
    - demonstrate a willingness to experiment with booklets to respond to, inform, and entertain others
    - create a booklet, including lists, illustrations, and writing (captions and titles)

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness:
      - This lesson achieves this objective, because students will understand the interdependence of members of communities.
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights, and
    - Protection and preservation of the rights of children:
      - This lesson addresses these themes directly by making them the subject matter of study.

- Brief Overview:
  - In this lesson, the students create individual community booklets, with information about roles, rights, and responsibilities within communities.

- List of Required Materials:
  - Chart paper or a white-board/chalk board, markers, 8-1/2” X 14” paper (two pieces for each student), crayons, felts, and pencils.

- Time Required:
  - 1.5 hours or two 45-minute periods.

- Procedure:
  - The students brainstorm and the teacher records (on a chart or board divided into three columns with appropriate headings) roles, rights, and responsibilities within communities.
  - Students take the two 8-1/2” X 14” pieces of paper and slide the top piece so that it overlaps part, but not all of the bottom one (the top part of the bottom piece should stick out approximately 3 cm).
  - Then, students fold the two pieces of paper so that they form a layered, indexed booklet (this idea has been adapted from Dr. Michele Borba, Character Builders: Respect for Self and Others (Torrance: Jalmar Press, 2001) at page 32, where there is a diagram of a completed booklet).
  - Staple the booklets along the top edge.
  - Students print the following headings on the booklet:
    - The cover: Community
    - The first index: Roles
- The second index: Rights
- The third index: Responsibilities
  - Students fill in each page of the booklet with pictures and words or phrases describing the topic described by that page’s index.

- Assessment and Evaluation Strategies:
  - Criteria for community booklets:
    - The cover and each index are colourful, neat, and attractively decorated with images relating to the topic described in that section.
    - Each index has at least three examples of either roles, rights, or responsibilities.
    - The writing in relation to the topic is related to the topic (i.e., it demonstrates understanding of either the roles, rights, or responsibilities of community members) and spelled correctly.

- Lesson Resources:
  - N/A
Lesson C-3: Reading About Children in Other Communities

- **Learning outcomes:**
  - It is expected that students will:
    - describe ways members of other communities meet one another’s needs and the life conditions of children in other communities
    - demonstrate their understanding of and ability to read and use informational writing or fiction to gather information about a topic

- **Links:**
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour:
      - This lesson addresses these themes directly by making them the subject matter of study.

- **Brief Overview:**
  - In this lesson, students read about children in other communities and/or countries to find out about the lives and conditions of those children.

- **List of Required Materials:**
  - Class sets of relevant texts, magazines, or story books, or a copy for the teacher to read aloud, markers, and chart paper with a Venn diagram (two overlapping circles) drawn on it (this can be drawn on a white board/chalk board).

- **Time Required:**
  - Unlimited potential, depending on the number of text selections chosen; at least 1.5 hours or two 45-minute periods recommended.

- **Procedure:**
  - Choose a piece (or pieces) of literature or a non-fiction text that contains information about children living in a completely different community/life situation than the students in your class. One possibility is an article entitled “The Other Half” that appeared in the Fall, 2002 issue of POP! Magazine (see [http://www.popmagazine.com/index.html](http://www.popmagazine.com/index.html)).
    - It was described in this fashion: “The Canadian International Development Agency (CIDA) has developed an exercise to help strengthen your students reading skills. This activity will also provide them with an opportunity to learn what other, less fortunate kids around the world experience every day. The article entitled "The Other Half" helps students explore what it is like for kids living in Ghana, Sri Lanka and Haiti. Reading allows them to discover these new worlds and these new experiences. But unfortunately, for most kids who live in places like Ghana and Sri Lanka, reading is a luxury they cannot afford. This feature will help your students grasp the essential ideas communicated in a piece of writing while also encouraging them to later apply these ideas in new contexts...like perhaps teaching kids in Ghana, Sri Lanka and Haiti to read!”
The students read the selection (you may wish to use reading strategies/approaches that fit into your classroom approach to literacy, including guided reading groups, literature circles, whole-class read aloud, echo reading, buddy reading, or simply students taking turns reading sentences).

As the class reads the text, students engage in discussions about the ideas and issues raised by the selection, making meaning out of the text and relating it to their own experiences and background knowledge.

Students brainstorm similarities and differences between Canadian children and children in poor countries (or a particular country/community or group of countries/communities discussed in the text or texts read by the class), and the teacher records responses in a large Venn Diagram drawn on chart paper.

- **Assessment and Evaluation Strategies:**
  - Criteria for participation in reading and class discussion:
    - Students listen attentively to the contributions of others.
    - Students enthusiastically contribute to the discussion/reading process.
    - Students’ contributions to discussions are polite, thoughtful, and relevant.

- **Lesson Resources:**
Lesson C-4: The Unequal Distribution of…. Popcorn?

- Acknowledgements: This lesson idea was modified from ideas shared by Marlene Nelson and Lori Villeneuve at the 2002 Peace and Global Educators P.S.A. Conference, who, in turn, credited Eco Education BC for the ideas (see their website for the Eco Education in Action resource: http://bccf.com/ecoed/action/action.html). A similar idea ("The Global Cake Game") can also be found in Jerry Diakiw et al., Children’s Literature: Springboard to Understanding the Developing World (York: UNICEF Canada, 1988) at 45.

- Learning outcomes:
  - It is expected that students will:
    - identify an issue and provide several reasons to support a position
    - understand the plight of and empathize with people in the world who have access to fewer resources than those of us privileged enough to live in North America
    - understand the way in which communities are interdependent based on the distribution of resources amongst them

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness:
      - This lesson achieves this objective, because students will understand the interdependence of communities and empathize with others.

- Brief Overview:
  - A bowl of popcorn representing the world’s resources is distributed to the students in the class in an unequal fashion, giving rise to a discussion of the unfair distribution.

- List of Required Materials:
  - Popcorn (hot air popper and popcorn kernels or bag of popcorn – this can be substituted with some other treat item, ranging from chips to cake), melted butter, salt, bowl, can of pop, 5 small cups, markers, and chart paper.

- Time Required:
  - 45 minutes – 1 hour.

- Procedure:
  - The teacher facilitates a class discussion (with the students sitting in a circle, perhaps on the carpet) about resources, eliciting from students a definition of the term and several examples (e.g., “things we use to meet our needs,” including food, shelter, clothes, toys, and books).
  - The teacher explains that the bowl of popcorn represents (“stands for”) all the resources in the world, and the students represent all the people in the world.
  - The teacher chooses four students to sit in the centre of the circle; these students get most of the popcorn and a cup of pop each (pour the can into the four small cups).
The remaining students share popcorn from one of the small cups (a small amount, perhaps 2-3 pieces each).

The teacher serves and waits on the students in the middle.

After all students have had a chance to eat their popcorn, go around the circle, giving each student a chance to express how he or she is feeling (start with the students in the middle).

The students brainstorm and the teacher records ideas in the following categories on a piece of chart paper broken into four sections:

- Things we buy;
- Things we need;
- Ways that rich people feel; and
- Ways that poor people feel.

If the discussion does not naturally progress towards the idea of unfairness and ways to address it, elicit from students ideas about how to make the situation fairer for all the people around the circle.

**Assessment and Evaluation Strategies:**

- Criteria for participation in activity and class discussion:
  - Students listen attentively to the contributions of others.
  - Students enthusiastically contribute to the discussion.
  - Students honestly express feelings about the activity.
  - Students’ contributions to discussions are polite, thoughtful, and relevant.

**Lesson Resources:**

Lesson C-5: Profiles of Children (including Child Labourers) in Other Communities

- Learning outcomes:
  - It is expected that students will:
    - describe ways members of other communities meet one another’s needs
    - explain the roles, rights, and responsibilities of children within the community
    - demonstrate their understanding of and abilities to non-fiction, informational texts to learn about a topic
    - collect and record information about a particular child from an informational profile and a role-playing experience

- Links:
  - To global education objectives:
    - This lesson achieves this objective, because students will understand the interdependence of people within communities and empathize with others.
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour:
      - This lesson addresses these themes directly by making them the subject matter of study.
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities:
      - This lesson addresses these objectives by involving students in process-oriented, cooperative activities that develop these attitudes and skills.

- Brief Overview:
  - In this lesson, students read profiles of children in other countries and communities that have different lifestyles and circumstances than the students, recording information about those children and dramatizing hypothetical interactions with those children.

- List of Required Materials:
  - Multiple copies of the text of several different profiles of international children and three copies of the Interview Question and Answer Sheet (see Lesson Resources) for each child in the class.
  - There are countless places that one can find profiles of children in other countries and cultures that can be used or modified to be used for this lesson. These include:
  - There is an insert with a list of Case Studies.
- [http://us.ilo.org/ilokidsnew/wage.html](http://us.ilo.org/ilokidsnew/wage.html)
- [http://www.freethechildren.org/campaigns/cl_realstories.html](http://www.freethechildren.org/campaigns/cl_realstories.html)
- [http://www.unicef.ca/](http://www.unicef.ca/)
  - Click on “Global Schoolhouse” and
  - Scroll down to and click on “2001 Halloween Teacher's Guide - Put Your Handprint on the World!”
    - Then click on “Activity 1: Making promises” (the profiles are at [http://www.unicef.ca/eng/unicef/sch_activites/2001/PDF/Profiles.pdf](http://www.unicef.ca/eng/unicef/sch_activites/2001/PDF/Profiles.pdf))
    - or
  - Scroll down to and click on “1998 Halloween Teacher's Guide - Child Labour”
- [http://www.unicef.org/voy/meeting/lab/labexp.html](http://www.unicef.org/voy/meeting/lab/labexp.html)
  - Time Required:
    - Unlimited potential, depending on the number of profiles chosen; at least 3.75 hours or five 45-minute periods recommended.
  - Procedure:
    - *Part One: Jigsaw Method (One Class Period Recommended)*
    - Use a set of profiles about children from other countries or cultures who have different lifestyles than the children in your class (perhaps the profiles located at [http://www.unicef.org/voy/meeting/lab/labexp.html](http://www.unicef.org/voy/meeting/lab/labexp.html), which break child labour into these four categories: (1) in factories and mines, (2) on the streets, (3) in the home, and (4) on the farm, or the profiles located at [http://www.unicef.ca/eng/unicef/sch_activites/2001/PDF/Profiles.pdf](http://www.unicef.ca/eng/unicef/sch_activites/2001/PDF/Profiles.pdf)).
Students work in groups to discover information about the child/laborer/category of child labor that each group has been assigned to read about in order to collect information about that child to present to the group (for information about the jigsaw method, see http://www.jigsaw.org/).

Part Two: Written Interviews (Three Class Periods Recommended)

Students answer questions about themselves relating to food, education, shelter, work, and health care on one of their copies of the Interview Question and Answer Sheet.

By eliciting responses from students, the teacher uses a particular profile of a child to demonstrate how to complete the Interview Question and Answer Sheet to record information about that child from the profile, with the students copying the information on one of their copies of the Interview Question and Answer Sheet.

Students read a profile of Fiam, a fictitious 9-year-old from Ghana who works on a cocoa plantation with her family (see Lesson Resources) and record information from the profile in the form of answers to interview questions relating to food, education, shelter, work, and health care (as well as any other topics that the students wish to formulate questions about) on their remaining Interview Question and Answer Sheet.

Part Three: Dramatic Interpretations (One Class Period Recommended)

In partners, students role-play either a reporter asking the questions on the Interview Question and Answer Sheet (or similar ones) or one of the children described in one of the profiles explored by the class, switching roles after 3 – 5 minutes.

The class role-plays a television show with host(s) interviewing other students pretending to be children described in the profiles explored by the class; students in the studio audience can also pose questions to the panelists.

Assessment and Evaluation Strategies:

Criteria for group work during jigsaw process:

- Group members should work together, be patient, use manners, listen to others, share their thoughts respectfully, share materials, speak kindly, and help others.

Criteria for responses on Interview Question and Answer Sheets:

- Responses should be accurate, complete, and appropriate (i.e., relating to the appropriate person).
- Where appropriate, responses should show the ability to make inferences about information that was not explicitly provided.

Criteria for participation in role playing:

- Students participate enthusiastically.
- Students make contributions to discussions in role (i.e., as if they are the person that they are role-playing).

Lesson Resources:

- Interview Question and Answer Sheet (see black line master, adapted from Mary Tarasoff, Reading Instruction That Makes Sense: Black Line Masters).

- Profile of Fiam, a fictitious child laborer who works on a cocoa plantation in Ghana (see black line master, adapted from information
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you get enough to eat?</td>
<td></td>
</tr>
<tr>
<td>How many meals a day do you eat?</td>
<td></td>
</tr>
<tr>
<td>Do you go to school?</td>
<td></td>
</tr>
<tr>
<td>What is your school like?</td>
<td></td>
</tr>
<tr>
<td>Where do you live?</td>
<td></td>
</tr>
<tr>
<td>What kind of shelter (home) do you have?</td>
<td></td>
</tr>
<tr>
<td>Do you have any jobs?</td>
<td></td>
</tr>
<tr>
<td>How long do you have to work?</td>
<td></td>
</tr>
<tr>
<td>How much money do you make?</td>
<td></td>
</tr>
<tr>
<td>Do you have good health care?</td>
<td></td>
</tr>
<tr>
<td>Do you get medicine when you need it?</td>
<td></td>
</tr>
</tbody>
</table>

**Interview Question and Answer Sheet**

Name: ______________________

Person Being Interviewed: ______________________

Country or Place: ______________________
Profile of Fiam, Age 9

Fiam lives in Ghana, a country in Africa, across the Atlantic Ocean from North America. She has a brother who is eleven. She is nine years old, and last year she attended school outside, under a tree. Even though she is nine, she cannot read, because when she attended school, she did not have any books to read or write in. Even so, she misses school. She misses the chance to learn things and to visit and play with friends her own age. She does not get the chance to do that any more, because now, she is working on a **cocoa plantation**.

<table>
<thead>
<tr>
<th>Vocabulary words:</th>
<th>Definitions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cocoa plantation</td>
<td><strong>A cocoa plantation</strong> is a farm or field where cocoa beans are grown.</td>
</tr>
<tr>
<td>Cocoa</td>
<td><strong>Cocoa</strong> is a bean that comes from the cacao tree that is used to make chocolate.</td>
</tr>
<tr>
<td>Pesticides</td>
<td><strong>Pesticides</strong> are poisons that are used to kill bugs that eat plants grown on farms.</td>
</tr>
<tr>
<td>Slave</td>
<td>A <strong>Slave</strong> is a person who is owned by his or her boss and does not get paid for the work that he or she does.</td>
</tr>
</tbody>
</table>

Fiam’s family is very poor, and she is lucky to eat one meal each day. Since only 64% of people in Ghana have access to clean drinking water (that’s 64 out of every 100 people), Fiam doesn’t always have clean water to drink either; often she has to drink dirty water from the stream by the hut that her family lives in. She spends much of the day being hungry and thirsty. Because her family is so poor, her parents needed to get jobs for the whole family working on a **cocoa plantation**.

Fiam and her family work on the **cocoa plantation** using sharp knives and **pesticides** that are dangerous. Some other workers on the plantation have been injured or have gotten sick from the poison. They have to work very hard, and they work long hours. They have to pick cocoa pods, slice them open, and scoop out the cocoa beans that are used to make chocolate. They start work at 6:00 a.m. (in the morning) and work until 6:30 p.m. (in the evening), a total of 12 ½ hours. Sometimes, Fiam or her family members are beaten by the owners of the plantation. Even though Fiam works hard every day, she only makes $30 for a whole year’s worth of work. Compare that to the $220 that the average North American 10-year-old gets every year for **allowance**.

Compared with some children in West Africa, Fiam is lucky to get paid at all. In the Ivory Coast, a country just west of Ghana, many children are **slaves** on cocoa plantations and don’t get paid anything. Some of the chocolate that we eat comes from cocoa plantations like the one that Fiam works on, and some chocolate comes from plantations where children work as **slaves**.
Lesson C-6: Comparing and Contrasting Children in Other Communities to Ourselves

- Learning outcomes:
  - It is expected that students will:
    - demonstrate their understanding of and ability to use informational writing and notes to organize information to make further meaning
    - create a personal communication, in the form of a Venn Diagram graphic organizer
    - explain their roles, rights, and responsibilities within their community, comparing them to the roles, rights, and responsibilities of a child in another community

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness:
      - This lesson achieves this objective, because students will understand the interdependence of people within communities and empathize with others.
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour:
      - This lesson addresses these themes directly by making them the subject matter of study.
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities:
      - This lesson addresses these objectives by involving students in a process-oriented activity that develops these attitudes and skills.

- Brief Overview:
  - In this lesson, students will use the information that they recorded on the Interview Question and Answer Sheets that they completed in relation to themselves and in relation to Fiam (see Lesson C-5, above) to compare and contrast their own circumstances with those of Fiam.

- List of Required Materials:
  - Transparencies of a completed Interview Question and Answer Sheet (in relation to a child other than Fiam) and a Venn Diagram, and an overhead projector.
  - Class set of Venn Diagrams, labeled with one circle representing Fiam and the other circle representing “you” (i.e., the student); you may wish to include topical prompts in the margins, such as food, school, shelter, work, health, family, country, play, water, books.
  - The students will need their completed Interview Question and Answer Sheets in relation to themselves and Fiam (see Lesson C-5, above).

- Time Required:
• 1.5 hours or two 45-minute periods.

• Procedure:
  o By eliciting responses from students, the teacher uses the completed Interview Question and Answer Sheet from the demonstration (of how to complete the Interview Question and Answer Sheet) in Lesson C-5 to demonstrate how to use a Venn Diagram to organize information about similarities and differences between two people (the teacher and the child profiled in the completed Interview Question and Answer Sheet).
  o The students use their completed Interview Question and Answer Sheets in relation to themselves and Fiam to compare and contrast themselves with Fiam, organizing the information on a Venn Diagram.

• Assessment and Evaluation Strategies:
  o Criteria for Venn Diagrams:
    ➢ Information about the student and Fiam is accurate.
    ➢ Information is organized properly (i.e., it is in the appropriate place in the Venn Diagram – the similarities are shown in the interconnecting area of the circles, and the differences are shown in the respective areas of the circles that are not interconnecting).
    ➢ There are at least five pieces of information in each section of the Venn Diagram (you may wish to replace this with a more general criterion that the information be complete).

• Lesson Resources:
  o See the following websites for a Venn Diagram black line master:
    o http://www.teachervision.com/lesson-plans/lesson-2281.html
    o http://www.teachervision.com/lesson-plans/lesson-6292.html
Lesson C-7: Students as Consumers/The Relationships Between Communities

- Learning outcomes:
  - It is expected that students will:
    - describe ways in which communities are interdependent
    - demonstrate their understanding of and ability to use a journal entry to articulate questions that they wish to know the answers to

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness:
      - This lesson achieves this objective, because students will understand the interdependence of communities and will lay groundwork to make decisions and choices that demonstrate empathy for others.
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour:
      - This lesson addresses these themes directly by raising questions about these issues.
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities:
      - This lesson addresses these objectives by involving students in the process of considering the importance of acting in accordance with these attitudes and skills.

- Brief Overview:
  - In this lesson, the students will discuss where consumer products come from, and they will articulate questions for the senior class to research in order to help them make good choices about what to buy.

- List of Required Materials:
  - The shirts on the students’ backs, the shoes on their feet, globes and/or world maps, a white board/overhead projector/black board (or chart paper), markers, journals/paper, a Cause-Effect graphic organizer transparency, and an overhead projector.

- Time Required:
  - 45 minutes – 2 hours, which can be broken up into several periods.

- Procedure:
  - The teacher explains that tags and/or labels in clothes and shoes usually tell where those things were made.
  - The students work with partners to look at the tags in their shirts, shoes, and sweaters to see where these things were made.
  - The students then share with the class where their clothes were made, and the teacher records the names of the countries on a white board or a piece of chart paper (we recorded the places in two columns, one for shoes and the other for shirts).
The countries that we listed included Indonesia, Bangladesh, China, Canada, the United States, the Philippines, and Australia.

- Small groups of students (approximately 4) use world maps and/or globes to try to locate the countries on the list.
- As a class, discuss the resulting connections that we have with other countries in other parts of the world (i.e., people in Indonesia make our shoes, and people in India make our shirts). See if anyone can think of other connections (i.e., where do mandarin oranges come from?).
- The teacher introduces the question of where chocolate comes from (Cocoa is grown in places like Latin America, including Belize, Ecuador, and Nicaragua, Africa, including the Ivory Coast, Cameroon, and Ghana, and Southeast Asia, including Indonesia).
- The teacher attempts to elicit from the students the idea that our choices as consumers and how much we spend on items made elsewhere impacts or has an effect on people in those places.
- The teacher explains the research project aspect of the unit: We are going to develop questions for another class to research for us. The answers to these questions will help us decide how to make consumer choices (about what to buy) that will help other people (including children in other countries) and not hurt them.
- The teacher poses the following journal questions to the class:
  - What can we ask our buddy class about where chocolate comes from that will help us make good choices when buying chocolate?
  - How will the answers help us make good choices?
- Define a “good choice” as one which helps people in other countries rather than hurts them.
- Examples of the research questions that my class posed (with some elaboration by me) are included as a lesson resource.
- As a follow-up to the posing of these questions (perhaps even after the senior class has presented their research findings to the junior class in Lesson J-1), the teacher can use a Cause-Effect graphic organizer to generate a discussion about how our choices about what chocolate we buy cause, or result in, certain working conditions for cocoa plantation workers.

**Assessment and Evaluation Strategies:**
- Criteria for journal entry responding to questions:
  - The student articulates at least one question that relates to where chocolate comes from.
  - The student’s question(s) and explanation show that student understands how our choices of what to buy have an impact on people in other countries.

**Lesson Resources:**
- See the following website for a Cause-Effect black line master:
- List of possible research questions posed by students and clarified/elaborated upon by the teacher (see Division 5’s Research Questions About Where Chocolate Comes From).
Division 5’s Research Questions About Where Chocolate Comes From

We want to get information that will help us decide which is the best kind of chocolate to buy.

1. Where does chocolate come from?
   - Where is it grown?
   - Where is it made?
   - What kinds of chocolate are there?
2. How do you make chocolate?
   - What do people have to do to make chocolate from cocoa beans?
   - What kinds of machines are used?
   - How much chocolate is made in a day?
3. How many hours a day do workers on a cocoa plantation have to work?
   - What are the working conditions like on a cocoa plantation?
4. How much do people get paid when they make chocolate?
   - What do the plantation workers get?
   - What do the plantation owners get?
   - What do the chocolate companies get?
   - Why do people who work on cocoa plantations get paid so little and have to work so hard?
   - Why do people have to be slaves?
5. What kind of chocolate should I buy?
   - Should I buy chocolate from a store?
   - What kind of chocolate can I buy so that the poor people get more money (which kind of chocolate gives the most money to the plantation workers)?
   - What kind of chocolate can I buy so that people won’t have to be slaves?
   - What kind of chocolate can I buy so that people won’t have to work in dangerous conditions (like working with pesticides)?
6. How can we help people who work on plantations?
   - Should we buy lots of chocolate so that poor people will get more money, or will they just have to work harder to make more chocolate?
   - If I pay double for chocolate bars, do the cocoa plantation workers get the extra money?
Lesson C-8: Developing Awareness of the Purpose of Ads & Commercials

- Learning outcomes:
  - It is expected that students will:
    - describe the influence of mass media on their choices as consumers
    - demonstrate their understanding of and ability to use commercials and advertisements to gain information and make meaning

- Links:
  - To B.C. Performance Standards for Social Responsibility:
    - Exercising democratic rights and responsibilities:
      - This lesson addresses this objective by facilitating in students the development of attitudes and skills that allow them to make conscious and informed choices.

- Brief Overview:
  - In this lesson, the students will discuss and explore the role of advertising and commercials in their choices as consumers.

- List of Required Materials:
  - Examples of print advertisements and perhaps a video tape with some examples of television commercials (preferably for chocolate products that the students consume), copies of Cause-Effect graphic organizers for each student in the class (labeled with “advertisements/commercials” on the cause side and “feelings/thoughts/actions/choices” on the effects side).

- Time Required:
  - 45 minutes – 1.5 hours.

- Procedure:
  - The teacher generates a discussion about advertisements and commercials:
    - What are “ads”?
    - What is the purpose of ads/commercials?
    - What are some examples of ads/commercials?
    - Who are they aimed at?
    - How do they make you feel?
    - What effect do they have?
  - The students examine and discuss a collection of print ads and/or television commercials and expand upon the earlier discussion.
  - The teacher shares with the students several techniques of advertising persuasion (depending on the sophistication of the students, the teacher may wish to choose only two or three that might apply to relevant ads and simplify the name/explanation relating to the techniques):
    - Buzz words
    - Regular folks
    - Technical “facts” and words
    - Appeal to experts
    - Positive symbols
    - Famous folks
    - Bandwagon
    - Snob appeal
    - Glittering generality
Fear
Implicit criticism of competition
- This list of techniques was taken from the Critical Challenge “Behind the Image” in John Harrison, Neil Smith and Ian Wright, eds, Critical Challenges in Social Studies for Upper Elementary Students (Richmond: Critical Thinking Cooperative, 1999) at 121. This critical challenge offers ideas about making meaning of advertisements and facilitating student-created advertisements. The techniques are listed and described on page 127.
- The students discuss whether the advertisements that they see utilize any of these techniques and which ones are effective.
- The students choose an ad/commercial and complete a Cause-Effect graphic organizer in relation to that ad/commercial:
  - Cause boxes (left-hand side):
    - What product is the ad/commercial selling?
    - What images, sounds, and words/slogans does it use?
    - What technique of persuasion does it use?
  - Effect boxes (right-hand side):
    - What feelings does the ad/commercial cause?
    - What thoughts does it cause?
    - What actions/choices does it cause?
- Assessment and Evaluation Strategies:
  - Criteria for participation in activity and class discussion:
    - Students listen attentively to the contributions of others.
    - Students enthusiastically contribute to the discussion.
    - Students honestly express feelings and thoughts about the ads/commercials.
    - Students’ contributions to discussions are polite, thoughtful, and relevant.
  - Criteria for Cause-Effect graphic organizer:
    - A relevant advertisement or commercial is chosen as the subject-matter of the Cause-Effect graphic organizer, and information is provided about that advertisement or commercial, including the name of the product(s), the images/sounds/words/slogans used, and the technique of persuasion utilized.
    - Information is organized properly (i.e., it is in the appropriate place in the Cause-Effect graphic organizer – information about the advertisement/commercial chosen is contained in the squares on the left, and information about the effects of the advertisement/commercial chosen is described in the squares on the right).
    - There are at least three pieces of information on each side of the Cause-Effect graphic organizer (you may wish to replace this with a more general criterion that the information be complete).
- Lesson Resources:
  - See the following website for a Cause-Effect black line master:
Lesson H-1: Tackling a Statement: Rights of the Child

- Learning outcomes:
  - It is expected that students will:
    - begin to think about Human Rights and how they apply to themselves.
    - begin to defend their conclusion about Human Rights.
    - use language to explore their thoughts and ideas about Human Rights.

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities

- Brief Overview:
  - In this activity students will be introduced to the idea that people have rights. They will start to develop opinions about whether children should have special rights and be treated differently than adults. The main purpose of the activity is to get students thinking and justifying their positions for what they think.

- List of Required Materials:
  - A class set of small labels (address labels cut into 3 parts work well)

- Time Required:
  - 30 – 45 minutes, depending on the level of discussion and questioning of the students

- Procedure:
  - Before beginning this activity make sure your students understand the proper meaning of the word “right.” Also, students will be up and moving around during this activity so be prepared for a little energy!
  - On the overhead write the statement “Children should have special rights.” Have one student read the statement out loud. Follow the activity guidelines below.

  - Tackling a Statement Activity
  - Label options:
    - ++ strongly agree
    - + agree
    - ? not sure
    - - disagree
    - - - strongly disagree
Reflect alone on the statement for a few minutes.

Choose a symbol and write it on your label. Wear the label that reflects your response.

On the teacher’s cue, find someone (can be more than 1 person) with the same label to discuss your position with. Explain why you chose the symbol you did and listen to why the other person chose the same symbol.

On the teacher’s cue discuss your position with someone who is one position removed from yours. Again, explain your reasoning and listen to your partner’s reasoning. You may do this with as many people as you can in the allotted time.

On the teacher’s cue discuss your position with someone wearing a badge 2-3 positions removed from yours. Once again explain your reasoning and listen to your partner’s.

Return to the first person you spoke to with the same position as you.

**Guideline:** before beginning remind students to engage in positive, constructive discussion and listening rather than argument.

Have students return to their seats for the follow up discussion. The follow up discussion can use any or all of the following questions to engage the students.

- What are the most important issues in this question? Summarize the issue.
- What were the main points you did not agree with or agree with?
- What was the most important point supporting your own opinion?
- What did you find out about this issue you didn’t know before?
- Did you change your mind about the issue or any part of it as we went through the activity? Why?
- If you didn’t change your mind, explain why not.

** This activity was borrowed from Pat Clarke at BCTF.

- **Assessment and Evaluation Strategies:**
  - Students should be engaging in mutual dialogue discussion the statement. Students should be justifying and defending their positions as well as actively listening to another person’s point of view.

- **Lesson Resources:**
  - N/A
Lesson H-2: Rights vs. Responsibilities

- Learning outcomes:
  - It is expected that students will:
    - begin to demonstrate an understanding about the difference between rights and responsibilities.
    - gather information from a dictionary as a source of information
    - record information accurately on a T-chart

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities

- Brief Overview:
  - In this activity students will develop their understanding of rights and responsibilities. They will begin to see the difference between the two and will come up with examples to support both definitions.

- List of Required Materials:
  - Dictionaries
  - Pencil and paper
  - Rights/Responsibility T-chart

- Time Required: 60 minutes (can be broken up into 2 smaller lessons)

- Procedure:
  - In partners students will use dictionaries to look up the proper definition for “rights” and “responsibilities.” Once they locate the proper definition they write it down on a piece of paper.
  - Once all students have completed this task, discuss the definitions they came up with, ensuring everyone has the proper definitions to work with.
  - Ask students if anyone can come up with examples for a right and a responsibility. Listen to a variety of student responses guiding some that are not quite right and pointing out those that fit with the definition.
  - On the overhead, draw a chart with 2 columns and 3 rows. The heading of the first column is Rights and the heading of the second column is Responsibilities. In the first row of the first column write the statement “We have the right to a clean environment.” Have students brainstorm at least 3 responsibilities go along with this right. I.e. it is our responsibility to pick up litter, it is our responsibility to keep our streams clean etc. Choose two more rights to add to the chart and have students individually choose 3 responsibilities for each right. Early finishers can choose one more right on their own and 3 responsibilities to go with it.
• Assessment and Evaluation Strategies:
  o Students will demonstrate an understanding of the difference between rights and responsibilities. Students will give accurate examples for each definition.

• Lesson Resources:
  o N/A
Lesson H-3: Declaration of Human Rights and Rights of the Child

- Learning outcomes:
  - It is expected that students will:
    - further develop their understanding of human rights and the rights of the child.
    - identify connections between their own experiences and the Declaration of Human Rights/ Rights of the Child

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities

- Brief Overview:
  - In this lesson students will actually see what the Declaration of Human Rights and the Rights of the Child look like. They will be able to compare these rights to their own lives and discuss which rights they believe to be most important. Students will then look for examples of pictures that fit with the different rights

- List of Required Materials:
  - Copies of the Declaration of Human Rights and the Rights of the Child for each student and one copy for the overhead (copied from Global Citizens text book pp. 9 and 27).
  - National Geographic magazines (1 per pair)
  - Scissors, pencils, paper, glue

- Time Required: 45-60 minutes (can be broken into 3 smaller lessons)

- Procedure:
  - **Part 1:** Hand out copies of the Declaration of Human Rights and the Rights of the Child to each student. Discuss with the students how and why these documents were developed. Together as a class have students read through the Declaration and the Rights of the Child. Have students mark off which rights they have and do not feel they have and discuss. In partners have students discuss which rights they feel are most important and why. Discuss these results as a whole class.
  - **Part 2:** In pairs, students look through pictures in National Geographic magazines finding examples of human rights. Once they find a picture that matches a certain right they have to cut out the picture, glue it onto a separate piece of paper and label which right is being met or violated. All pictures can be stapled onto a bulletin board.
  - **Part 3:** Once all students are finished gather students around the pictures. Have each pair of students explain what right their picture demonstrates and whether the right is being met or violated. Student justifications are
important in this part of the activity to demonstrate their understanding of human rights.

- Assessment and Evaluation Strategies:
  - Students will accurately match human rights to pictures in magazines. Students will then be able to justify if the rights are being met or violated.

- Lesson Resources:
  - Sharon Sterling and Steven Powrie, *Global Citizens (Outlooks; 6)* (Don Mills: Oxford University Press, 2001) at 9 & 27.
Lesson H-4: Rights From the Heart

- Learning outcomes:
  - It is expected that students will:
    - identify and issue relating to Human Rights
    - gather information from a video about Human Rights
    - communicate ideas about Human Rights, in the form of drama, to an audience of their peers.

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities

- Brief Overview:
  - In this activity students will view a video demonstrating an example of one of the Rights of the Child. They will need to decide which right it is and be able to justify why. Students will then work in groups to act out the video using words to demonstrate their understanding of the events.

- List of Required Materials:
  - TV/VCR
  - Video: Rights for the Heart (vol. 1) and teacher’s guide

- Time Required:
  - 45-60 minutes

- Procedure:
  - Before viewing the video explain to students that they are going to need to watch carefully to figure out which right the video is about. They will need to watch for symbols that will help them understand. Discuss what symbols are and how they are used.
  - Show video “l’orange” (All children have the right to enough food) once and stop. Discuss with students what they saw and which right they feel the video is about. Talk about some of the symbols and events of the story. Use the teacher’s guide for the video to mention things that the students might have missed. Tell students that they are going to watch the video clip one more time and they should try and look for the things they missed the first time. Once the video is over have another short discussion about the symbols and events from the video.
  - Activity: Students will work in small groups to put together a skit about the video. Remind them that they can use their voices, so they don’t need to use props or symbols. They need to get across to the audience the important parts of the video that represent the right “Children have the right to enough food.” Give students 15 minutes to practice their skits and
then have them present them to the class. Have the audience pick out things they liked about each skit and what went well for each skit.

- **Assessment and Evaluation Strategies:**
  - Students will demonstrate group cooperation and an accurate understanding of the main points of the video.

- **Lesson Resources:**
  - Video: Rights from the Heart (vol.1). National Film Board production.
Lesson H-5: Human Rights Poster

- Learning outcomes:
  - It is expected that students will:
    - demonstrate and understanding of equality and fairness with respect to Human Rights
    - make a 2-D image (poster) to communicate ideas about Human Rights

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities

- Brief Overview:
  - In this activity students will create posters to visually represent a variety of Human Rights. Through their posters, the students will demonstrate an understanding of the meaning and importance of various Human Rights.

- List of Required Materials:
  - Video: Rights for the Heart (vol. 1) and teacher’s guide
  - TV/VCR
  - Large size manila tag paper
  - Pencils, rulers, erasers, felts, pencil crayons

- Time Required:
  - Initially, 30-45 minutes
  - Will need additional time for students to work on posters

- Procedure:
  - Introduction: Show students the video clip “To see the World” (All children have the same rights). After viewing discuss symbols and events in the video. See if students can come up with the theme all children have the same rights. If not, don’t tell them. Show the video for the second time pointing out some of the ideas and symbols and have another discussion. Give clues and prompt students until they come up with the video theme.
  - Activity: Explain that since all children have the same rights, you are going to create posters that advertise these rights so all children know what their rights are. Decide how you want to divide up the rights so you get a broad sample and not everyone doing the same one. Discuss with students the criteria for posters and write it on the overhead. Students can then begin on their posters.
• Assessment and Evaluation Strategies:
  o Students will create visually appealing posters that accurately represent a variety of Human Rights and Rights of the Child. Posters will have bold letters, be bright, accurate and send a message, based on student-developed criteria.
• Lesson Resources:
  o Video: Rights from the Heart (vol.1). National Film Board production.
Lesson H-6: Reading About Children from Other Places in the World and Structured Research Project.

- Learning outcomes:
  - It is expected that students will:
    - identify connections between their own ideas, experiences and knowledge and a literary work about children from different countries.
    - use a research report to communicate information about children around the world.
    - gather and record information from a magazine article
- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Child labour
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity
- Brief Overview:
  - The purpose of this activity is to begin to introduce the students to some differences among children around the world. Students will read about children in Ghana, Sri Lanka and Haiti and compare these children to themselves. This information will be used to teach students how to take notes in preparation for independent research later in the year. For most of the students this is their first time doing research and note taking; therefore, the lesson is very structured.
- List of Required Materials:
  - Required reading material for each student or pair of students
  - Note taking chart on 11x17 paper
- Time Required:
  - A number of periods – time will depend on the ability of your students
- Procedure:
  - Choose a piece of non-fiction literature that contains information about children living in a completely different community/life situation than the students in your class. One possibility is an article entitled “The Other Half” that appeared in the Fall, 2002 issue of POP! Magazine (see http://www.popmagazine.com/index.html). It was described in this fashion: “The Canadian International Development Agency (CIDA) has developed an exercise to help strengthen your students reading skills. This activity will also provide them with an opportunity to learn what other, less fortunate kids around the world experience every day. The article entitled "The Other Half" helps students explore what it is like for kids living in Ghana, Sri Lanka and Haiti. Reading allows them to discover these new worlds and these new experiences. But unfortunately, for most kids who live in places like Ghana and Sri Lanka, reading is a luxury they cannot
afford. This feature will help your students grasp the essential ideas communicated in a piece of writing while also encouraging them to later apply these ideas in new contexts…like perhaps teaching kids in Ghana, Sri Lanka and Haiti to read!”

- Students begin by reading the article silently to themselves.
- Afterwards, begin reading the first article about Canada as a class. Students volunteer to read aloud, paragraph at a time. As you read, stop and discuss relevance to students, new vocabulary and any other items you feel may lead to a discussion or need clarifying.
- Once the section about Canada is completed, the first section of note taking can begin. Discuss with students the purpose of note taking and the kind of information they’re looking for (i.e., important information, concise, point form, sequential etc.).
- Students have an 11 x 17 piece of paper, held horizontally (landscape format) divided into four vertical columns. Each column will be for note taking about one of the four countries they are reading about.
- At the top of the first column students write the heading “Canada.” As a class, students skim the first paragraph looking for important information they might want to include in their notes. Take student ideas and write them in the proper way on the overhead and students copy the notes onto their chart. Guide students in picking out the right information and wording the phrases properly.
- Continue through the rest of the article, paragraph at a time, having students telling you the important information that should go into their notes.
- Repeat the reading and note taking procedure for Ghana, Sri Lanka and Haiti.
- Once the note taking is complete, work with the students to start turning the notes into paragraphs. Discuss what a “good” paragraph needs to include. Use the notes for Canada to work as a class to develop a “good” paragraph with a topic and concluding sentence.
- Students then get into groups of 3. Within their groups of 3 they decide who is going to write a paragraph for which of the remaining 3 countries. They should all write about a different one. Once students have decided which country they are going to write about, they start writing their own paragraphs individually, focusing on the qualities of a “good” paragraph.
- Once all members in the group have completed their paragraph they trade papers and start editing each other’s paragraphs. Each person in the group will edit the other 2 members’ paragraphs. They are looking for qualities of a good paragraph discussed earlier.
- Once all the editing is complete, students word process their paragraphs into a good copy form. Students then create a title page and include a map locating the different countries they researched and put together all their paragraphs into one report. They also include the paragraph about Canada.

- Assessment and Evaluation Strategies:
  - Students will demonstrate an understanding of how children from 3 other countries around the world live. Their writing will have a topic and concluding sentence, will flow, and will include the important information from the note-taking chart. Paragraphs will be edited.
• Lesson Resources:
  o http://www.popmagazine.com/index.html
Lesson H-7: The Unequal Distribution of... Popcorn?

- Learning outcomes:
  - It is expected that students will:
    - Demonstrate and understanding of equality and fairness in respect to the world’s resources.
    - Identify a problem with the way the world’s resources are distributed.
    - Begin to assess the effects of lifestyles on global environments.
    - Begin to demonstrate an understanding of how they can take responsibility for their choices.

- For a full description of the remainder of the lesson plan, see lesson plan C-4 from the junior component.
Lesson H-8: Grocery Store Field Study

- Learning outcomes:
  - It is expected that students will:
    - assess effects of lifestyles and industries on global environments
    - gather and record information from a variety of sources
- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To B.C. Performance Standards for Social Responsibility:
    - Exercising democratic rights and responsibilities
- Brief Overview:
  - In this activity students will visit a local grocery store (not a community market) to gather information about where some commonly eaten produce items come from. Once students have collected this information they will locate the countries of origin on a map and make decisions about how the food got to us. What had to happen to the food and how did it get to our city, before we could buy it.
- List of Required Materials:
  - Recording sheet
  - Maps
  - Organization chart
- Time Required:
  - 1–2 weeks for all students to visit the grocery store.
  - 30-45 minutes for class follow-up.
- Procedure:
  - Students visit a local grocery store (i.e., Safeway, Save-On, etc.), on their own time, to find out where certain produce items came from.
  - Once most students have the information discuss what they discovered. Students are usually amazed at some of the countries their everyday food comes from.
  - Locate countries on a world map – students use individual maps and then individual students come up and locate countries on the overhead map. Use as many student responses as possible to see the range of countries we get our food from.
  - Discuss what this means to us, getting food from so far away and from so many places (i.e. cost, quality, amount etc.)
  - Have students make a chart in their books with 3 columns with the following headings: Food, Place of Origin, How did it get here?
  - Have students complete the chart in partners discussing the most realistic modes of transportation they think were used to get food to us.
  - Discuss with students the differences among the different modes of transportation and why some would be used instead of others in different circumstances.
- Assessment and Evaluation Strategies:
  - Students will accurately complete the grocery store recording sheet
• Students will demonstrate and understanding of realistic transportation routes of foods coming to our city – students will also be able to justify why the foods would travel the way they chose.

• Lesson Resources:
  o Field trip recording sheet: Where Does Our Food Come From? (see black line master).
Where Does Our Food Come From?

Your next family trip to the grocery store is part of a Social Studies Assignment! Imagine that!!!! Over the next week, you will need to visit your local grocery store (like Save On, Safeway, Superstore or IGA) with an adult to find out some interesting facts. After your fact-finding mission you need to bring your information to class to share with the rest of the students.

Your Job:
Find out where the following fruits and vegetables were grown. Look for the label beside them or on their packaging.

Bananas ________________
Broccoli ________________
Oranges ________________
Kiwi ________________

Find 3 fruits or vegetables that were grown in BC.
1. ________________
2. ________________
3. ________________

Did you find any grown in our city? If yes, what did you find?
__________________________________________
__________________________________________
__________________________________________
Lesson H-9: Profiles of Child Labourers

• Learning outcomes:
  o It is expected that students will:
    ➢ gather and record information from profiles of children around the world.
    ➢ demonstrate an understanding of equality and fairness, relating to these profiles.
    ➢ identify connections between their own experiences and those of the child labourers.

• Links:
  o To global education objectives:
    ➢ To raise systems consciousness and involvement consciousness and preparedness
  o To CIDA (Canadian International Development Agency) themes:
    ➢ Respect for and understanding of human rights,
    ➢ Protection and preservation of the rights of children, and
    ➢ Child labour
  o To B.C. Performance Standards for Social Responsibility:
    ➢ Valuing diversity and defending human rights, and

• Brief Overview:
  o In this lesson students will read profiles about actual child labourers from around the world. They will then compare their own lives to those of the children in the profiles. Through this activity students will continue to develop their understanding of the world around them, analyzing fairness, equality and human rights.

• List of Required Materials:
  o Profiles of child labourers
  o Interview question sheet
  o Venn diagram

• Time Required:
  o 30-45 minutes

• Procedure:
  o Introduction: review what students already know about child labour, from previous lessons, through a whole-class discussion.
  o In partners students read one of the child labourer profiles. Students then discuss the reading with each other and complete a question and answer interview sheet together. Students use the profile they just read to answer the questions on the interview sheet. Students may infer some of the answers based on information read in the profile.
  o Once students have completed the interview sheet with their partner, they then work individually to complete a Venn diagram, comparing themselves to the child in their profile.
o On the Venn diagram, students look for information that is the same and different between them and the child in their profile.

o Conclusion: Think, pair, share discussion about the similarities and differences of the children in the profile and the children in our class.

- Assessment and Evaluation Strategies:
  o Students will demonstrate and understanding of the similarities and differences between themselves and a child labourer from another part of the world. Their Venn diagram will be detailed and complete as well as the answers on their interview sheet. Students will actively participate in the class discussion, sharing their ideas and experiences that helped them to complete the activity.

- Lesson Resources:
  o For black line masters and child labourer profiles please see lessons C-5 and C-6 (Venn diagram) of the junior component.
Lesson H-10: Cocoa Worker Profile Study

- Learning outcomes:
  - It is expected that students will:
    - identify and clarify a problem or issue
    - assess effects of lifestyles and industries on global environments
    - draw reasoned conclusions from information found in the profile of a Cocoa worker
    - use aural language to explore thoughts, ideas and feelings to prepare for their roles in the world
    - describe possible consequences of the exploitation of children on cocoa farms

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities

- Brief Overview:
  - In this lesson students will become more familiar with child labour on a cocoa farm. This lesson is crucial to the development of students’ understanding about chocolate, which they will need as the project develops. This activity will be done in small groups to help facilitate a deep understanding of the topic in all students.

- List of Required Materials:
  - Profile of Fiam - one copy per student
  - Pencils

- Time Required:
  - 30 minutes per group

- Procedure:
  - Students silently read over the Profile of Fiam individually
  - Students and teacher discuss definitions of any new vocabulary words
  - Students take turns reading parts of the profile – all students get a turn to read
  - While students are reading, students and teacher discuss any questions or concerns that arise
  - Once students have read the entire profile, teacher focuses students on the first paragraph. The teacher then asks questions (one paragraph at a time) about the reading and students have to look for and underline the specific answer to the question. This strategy prepares students for research by skim reading previously read material and looking for specific information to answer a question.
Once students have found the answer, students share their answers and confirm correctness.

This activity continues until the end of the article.

Conclusion: Discussion about the information that students read. How do they feel about it? What do they think? Etc. Trying to elicit students’ understanding and concern for the injustice of cocoa farming in many parts of the world.

- **Assessment and Evaluation Strategies:**
  - Students will demonstrate an understanding and empathy for child labour on cocoa farms. Students will demonstrate understanding of the basic facts of this type of child labour and will begin to articulate solutions to the problem.

- **Lesson Resources:**
  - Profile of Fiam, black line master, can be found in lesson C-5 of the junior component.
Lesson H-11: Where Do Our Clothes Come From?

- Learning outcomes:
  - It is expected that students will:
    - identify and clarify an inquiry.
    - gather information from a variety of sources (including their clothes!).
    - assess the effects of lifestyles and industries on global environments.
    - demonstrate and understanding of equality and fairness.
    - describe possible consequences of various forms of exploitation (i.e., child labour).
    - begin to demonstrate responsibility for their consumer choices.

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities

- Brief Overview:
  - As students examine where their clothing is made and locate these countries on the map, they will begin to understand the connections they have with the world around them. Students will also discuss previously learned information about child labour and the effect consumerism has on this problem.

- List of Required Materials:
  - Student maps
  - Journals

- Time Required:
  - 45 minutes

- Procedure:
  - The teacher asks students how we can tell where our clothes come from (i.e., tags/labels)
  - The students work with partners to look at the tags in their shirts, shoes, and sweaters to see where these things were made.
  - The students then share with the class where their clothes were made, and the teacher records the names of the countries on the overhead projector
    - The countries that we listed included Indonesia, Bangladesh, Malaysia, India, China, Canada, the United States, the Philippines, Honduras, Taiwan, Vietnam and others.
  - Small groups of students (approximately 2-4) use world maps and/or globes to try to locate the countries on the list.
As a class, discuss the resulting connections that we have with other countries in other parts of the world (i.e., people in Indonesia make our shoes, and people in India make our shirts). See if anyone can think of other connections (i.e., where do mandarin oranges come from?).

Attempt to elicit from the students the idea that our choices as consumers and how much we spend on items made elsewhere impacts or has an effect on people in those places.

The teacher explains the research project aspect of the unit: We are going to receive questions for another class to research. The answers to these questions will help us and them decide how to make consumer choices (about what to buy) that will help other people (including children in other countries and not hurt them).

Pose the following journal questions to the class:

- What ideas do we already have about how to make good choices when we buy things?
- Define a “good choice” as one which helps people in other countries rather than hurts them.
- Journal entry #1 – As consumers, how can we make good choices when we are buying things?
- Journal entry #2 – How are we connected to the rest of the world?

**Assessment and Evaluation Strategies:**

- Criteria for journal entry:
  - The student articulates at least two ideas about how we can make good choices as consumers, i.e. buy less, buy local products etc.
  - The student articulates the many ways we are connected to rest of the world, including, we get our food from all around the world, people from places around the world make our clothes, etc.
  - The student’s responses demonstrate and understanding about how our choices and what we buy affects people in other countries.

**Lesson Resources:**

- N/A
Lesson H-12: Looking at Media and Advertising Techniques

- Learning outcomes:
  - It is expected that students will:
    - analyze how people are influenced by and influence mass media messages when making consumer choices
    - demonstrate their understanding of and ability to use commercials and advertisements to gain information and make meaning

- Links:
  - To B.C. Performance Standards for Social Responsibility:
    - Exercising democratic rights and responsibilities:
      - This lesson addresses this objective by facilitating in students the development of attitudes and skills that allow them to make conscious and informed choices.

- For a complete description of the remainder of the lesson plan, see lesson plan C-8 from the junior component.
Lesson H-13: Researching Chocolate

Learning outcomes:
- It is expected that students will:
  - identify and clarify the problem and issue of child labour in the chocolate industry
  - gather and record information from a variety of sources
  - assess the effects of lifestyles and industries on global environments

Links:
- To global education objectives:
  - To raise systems consciousness and involvement consciousness and preparedness
- To CIDA (Canadian International Development Agency) themes:
  - Respect for and understanding of human rights,
  - Protection and preservation of the rights of children, and
  - Child labour
- To B.C. Performance Standards for Social Responsibility:
  - Valuing diversity and defending human rights, and
  - Exercising democratic rights and responsibilities

Brief Overview:
- Students will research and prepare information to share with the junior class. The focus will be to answer the questions the junior class developed in lesson C-7.

List of Required Materials:
- Various resources should be made available for the students to use for their research.

Time Required:
- Ongoing over as many lessons as needed to complete the research. Will vary from class to class.

Procedure:
- Students will work in 6 groups to answer the questions from lesson C-7 of the junior component.
- Each group will focus on one part of the chocolate process (see Chocolate Research Groups Blackline master).
- Students will use a variety of resources such as, web sites, books, magazines and brochures to collect information to answer the research questions.
- Students will use the researching skills learned earlier in the unit to guide them through this process, i.e. they will read, take notes and summarize their findings and work as a group to complete the project successfully.
- The students will publish a written report summarizing their findings that can be presented to the junior class. The reports can be presented in a form that suits the individual groups. Ex. Posters, skits, etc.

Assessment and Evaluation Strategies:
- Students will accurately address as many of the research questions about chocolate as they can. They will present their information in an organized...
and attractive manner that will effectively teach the junior class about their findings.

- Students will work cooperatively, sharing the workload, and addressing each section of the chocolate process.
- Students will receive a group mark based on criteria below and will also receive an individual mark based on their contribution to the group.
- (see Blackline Master in resources)

**Lesson Resources:**
- Chocolate Research Groups (see Blackline Master)
- Chocolate Research Criteria (see Blackline Master)
- [www.ontheline.org.uk/schools/chocbix/fair.htm](http://www.ontheline.org.uk/schools/chocbix/fair.htm)
- [www.dubble.co.uk](http://www.dubble.co.uk)
- [www.divinechocolate.com/edu.htm](http://www.divinechocolate.com/edu.htm)
- [www.fairtrade.org.uk/education.htm](http://www.fairtrade.org.uk/education.htm)
- [www.lasiembra.com](http://www.lasiembra.com)
- [www.candyusa.org](http://www.candyusa.org)
- [www.chocolateandcocoa.org](http://www.chocolateandcocoa.org)
- [www.newint.org/issue304/contents.html](http://www.newint.org/issue304/contents.html)
Chocolate Research Groups

Chocolate Research
Group 1

The Origins of Chocolate - Where does chocolate come from?

* What countries/continents do cacao trees grow in?
* What does the climate have to be like?
* What kind of landscape do the trees need? flat? hilly?
* How long do trees need to grow before harvesting?
* How do you grow the trees?
* And any other information about the beginnings of chocolate.

*** Please make sure you include maps in your presentation

Chocolate Research
Group 2

The Plantation: What is a chocolate Plantation like?

* What are the working conditions like?
* What kind of equipment is used?
* Who works on a plantation?
* What hours do people work and how much do they get paid?
* What is it like to work on a plantation?

** And any other information that you think fits into this topic.

Chocolate Research
Group 3

Chocolate Processing: How and where is chocolate made?

* What ingredients are used to make chocolate?
* What kinds of machines or equipment are needed?
* What steps are needed to turn cocoa beans into chocolate?
* Where is chocolate made?
* How much chocolate is made in a day?
* How many cocoa beans are in one chocolate bar?
* What is a chocolate factory like?

***And any other information that you think fits into this category.
Chocolate Research
Group 4

Money: Who gets paid what?

* What do the plantation workers get? per hour, per day, per month or per year?
* What do the plantation owners get?
* What do chocolate companies get?
* What do chocolate factory workers get?
* Why do people who work on cocoa plantations get paid so little and have to work so hard?
* Why do people have to be slaves?

***And any other information that you think fits into this category.

Chocolate Research
Group 5

Types of Chocolate:

* What are the different types of chocolate that are made?
* Are some types of chocolate better than others? Why?
* Are some types of chocolate better to buy than others?
* Where can you buy different types of chocolate?
* What kind of chocolate can I buy so people won't have to be slaves or work in dangerous conditions?
* What is organic chocolate?

***And any other information that you think fits into this category.

Chocolate Research
Group 6

Fair Trade and Other Options: What can we do to help people on cocoa plantations?

* What is Fair Trade? What does it mean?
* How does Fair Trade help cocoa workers?
* What other things can we do to try and help people on cocoa plantations?
* If we pay more for a regular chocolate bar will the extra money go to the cocoa plantation workers?
* Should we buy lots of chocolate so that poor people will get more money, or will they just have to work harder to make more chocolate?

***And any other information that you think fits into this category.
Chocolate Research Criteria

Visual Presentation: /4
- Neat
- Edited - COPS
- Organized
- Attractive and creative appearance
- Detailed

Information: /4
- Accurate and detailed information about your topic
- Thoroughly researched
- May include extra information
- Answered all parts of topic

Group Work: /4
- Gets along with other group members
- Participates willingly in the project
- Cooperates and shares the work load
- All group members have equal parts

Aural Presentation: /4
- Cooperative and equal roles for all members
- All parts of the topic are covered
- Organized and well rehearsed
- Speaks clearly, loudly, slowly etc. so the audience can hear and understand the presentation
Lesson J-1: Senior Class Reports to Junior Class

Learning outcomes:
- Junior class: It is expected that students will:
  - demonstrate their understanding of and ability to listen to a presentation and read a report designed to provide them with specific information in order to make meaning of that information
- Senior class: It is expected that students will:
  - use a presentation format to summarize and explain the information contained in their report to the students in the junior class in order to answer their questions about where chocolate comes from

Links:
- To global education objectives:
  - To raise systems consciousness and involvement consciousness and preparedness:
    - This lesson achieves this objective, because students will understand the interdependence of communities and will empathize with others.
- To CIDA (Canadian International Development Agency) themes:
  - Respect for and understanding of human rights,
  - Protection and preservation of the rights of children, and
  - Child labour:
    - This lesson addresses these themes directly by making them the subject matter of a unit of study.
- To B.C. Performance Standards for Social Responsibility:
  - Valuing diversity and defending human rights, and
  - Exercising democratic rights and responsibilities:
    - This lesson addresses these objectives by involving students in the process of considering the importance of acting in accordance with these attitudes and skills.

Brief Overview:
- In this lesson, the students in the senior class will report the results of their research about where chocolate comes from to the students in the junior class by providing a written report and by making a presentation to the junior class.

List of Required Materials:
- Copies of the report created by the senior class in lesson H-13 (or a summary of it).

Time Required:
- Approximately 2 hours for each class, divided into several periods, with the senior class spending an additional 1-2 hours preparing and practicing their presentations.

Procedure:
• Part 1: Senior Class
  o The students plan, prepare for, and practice a presentation about their research report (completed in lesson H-13) to the junior class.

• Part 2: Junior Class
  o The students read the report prepared by the senior class (or a summary of it) about where chocolate comes from.

• Part 3: Both Classes
  o The students in the senior class presents to the junior class a summary of their research findings about where chocolate comes from.

• Assessment and Evaluation Strategies:
  o Criteria for presentation:
    ➢ The presentation contains an introduction, development of the idea, and a conclusion.
    ➢ The presentation contains accurate and complete information.
    ➢ The presenters face the audience, speak clearly, with appropriate volume, use expression, and project their voices.
    ➢ The presenters answer audience questions accurately and with relevant information and details.
    ➢ The presenters use visual aids to clarify their points.
  o Criteria for audience participation:
    ➢ The audience members listen attentively.
    ➢ The audience members show respect and appreciation for the presenters.
    ➢ The audience members ask appropriate and insightful questions of the presenters.

• Lesson Resources:
  o The students’ imagination is the limit.
  o You may wish to make certain graphics/visuals available to them, such as these fair trade certification logos:
Lesson J-2: Creating a Consumer-Awareness Information Campaign

- Learning outcomes:
  - Junior class: It is expected that students will:
    - identify an issue and provide several reasons to support a position
    - demonstrate a willingness to experiment with communication forms to respond to, inform, and entertain others
    - create a variety of personal communications, including charts, journals, lists, illustrations, and stories
    - identify and advocate thoughtful and caring behaviours
    - explore a variety of media, make 2-D and 3-D images to communicate ideas about a topic
    - demonstrate a willingness to display individual and group artworks in a variety of ways
  - Senior class: It is expected that students will:
    - identify and clarify a problem, issue or inquiry
    - design and implement strategies to address community problems or projects
    - demonstrate understanding of equality & fairness with respect to Human Rights
    - use a variety of forms and styles of communication that are relevant to specific purposes and audiences
    - use language to explore thoughts, ideas, feelings and experiences to prepare for their roles in the world
    - demonstrate and advocate responsibility for their choices
    - make 2-D and 3-D images, using a variety of media, to communicate ideas

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness:
      - This lesson achieves this objective, because students will understand the interdependence of communities and will empathize with others.
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour:
      - This lesson addresses these themes directly by making them the subject matter of study.
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities:
      - This lesson addresses these objectives by involving students in the process of considering the importance of acting in accordance with these attitudes and skills.
• Brief Overview:
  o In this lesson, students in both classes will work together to create a consumer-awareness information and advocacy campaign, using a variety of media and communication forms to educate others about the issues surrounding the consumption of chocolate and to advocate ethical consumer choices in relation to chocolate that take into account the impact that such decisions have on the world.

• List of Required Materials:
  o This will depend on the aspirations and plans of the students, but a variety of writing and art materials should be made available to the students, ranging from paint and poster paper to computers for word-processing.

• Time Required:
  o Several hours over the course of several days.

• Procedure:
  o The teachers facilitate a student discussion about what the goals of the consumer-awareness information campaign should be, recording a short list of main goals that the students decide upon.
  o Drawing on the students’ experience and background knowledge from lessons C-8 and H-12, the teachers can generate a class discussion about effective advertising formats (e.g., posters, ads in magazines, etc.), methods (e.g., catchy slogans, colourful pictures, informative text, etc.), and techniques (e.g., regular folks, positive symbols, etc.).
  o The students brainstorm and the teachers record various formats, methods, and techniques that can be used to inform others about the issues surrounding the consumption of chocolate and to advocate for “good choices” (i.e., choices which help people in other countries rather than hurt them). The students might be encouraged to generate ideas that include the following:
    ➢ Write a letter (or make a presentation) to school administration or a local store encouraging it to stock fair trade chocolate in the school snack bar or on its shelves (see http://www.dubble.co.uk/school/chunk3_stockthechoc.html and http://www.dubble.co.uk/involved/stockthechoc.html for ideas in this regard);
    ➢ Write a letter and (or make a presentation) to the Parents Advisory Committee at your school encouraging the use of fair trade chocolate in a fundraising campaign;
    ➢ Write letters to chocolate producers encouraging them to use fair trade chocolate (see http://www.globalexchange.org/cocoa/mmmars.html and http://www.globalexchange.org/cocoa/index.html for ideas in this regard);
    ➢ Write a letter to a newspaper editor discussing the issues surrounding the consumption of chocolate and advocating good choices (see Craig Kielburger and Marc Kielburger, Take Action! A Guide to Active Citizenship (Toronto: Gage Learning Corporation, 2002) at 33 for ideas in this regard);
- Create posters/banners informing people about the issues surrounding the consumption of chocolate and advocating “good choices;”
- Create print advertisements for inclusion in school newsletters informing people about the issues surrounding the consumption of chocolate and advocating “good choices;”
- Create an informative “newspaper” for distribution to students at the school informing people about the issues surrounding the consumption of chocolate and advocating “good choices;” and
- Create a video commercial informing people about the issues surrounding the consumption of chocolate and advocating “good choices.”

- Students work individually or in groups on the particular strategies that they have decided to pursue in order to meet the goals of the consumer-awareness information campaign (you may wish to have a sign-up sheet or some organized way of delegating tasks to students in order to ensure that each important strategy is pursued).
- When planning and working on the consumer-awareness campaign, you may wish to utilize or have students utilize the following resources:
  - [http://www.dubble.co.uk/](http://www.dubble.co.uk/) • This is the home page for a fair trade chocolate company in Great Britain that has links to several activities about fair trade chocolate.
  - [http://www.dubble.co.uk/school/teachers.html](http://www.dubble.co.uk/school/teachers.html) • This page has links to some lesson ideas addressing chocolate consumption issues.
  - [http://www.dubble.co.uk/school/chunk3_stockthechoc.html](http://www.dubble.co.uk/school/chunk3_stockthechoc.html) • This page has ideas about encouraging chocolate sellers to stock fair trade chocolate.
  - [http://www.dubble.co.uk/school/vision_teaching.html](http://www.dubble.co.uk/school/vision_teaching.html) • This page has ideas for designing an advertisement for fair trade chocolate.
  - [http://www.dubble.co.uk/school/teach_brief.html](http://www.dubble.co.uk/school/teach_brief.html) • This page has instructions for a teacher facilitating the process of students designing an advertisement for fair trade chocolate.
  - [http://www.dubble.co.uk/school/student_brief.html](http://www.dubble.co.uk/school/student_brief.html) • This page has instructions for students designing an advertisement for fair trade chocolate.
  - [http://www.dubble.co.uk/involved/tips.html](http://www.dubble.co.uk/involved/tips.html) • This page has tips for designing an effective advertisement.
  - [http://www.globalexchange.org/cocoa/ChocolateActionKit.pdf](http://www.globalexchange.org/cocoa/ChocolateActionKit.pdf) • This page has a Fair Trade Certified Chocolate Campaign Action Pack, with information and ideas for action ranging from buying Fair Trade Certified Chocolate to organizing a Fair Trade Chocolate Campaign in your community to writing a letter to the editor of your local newspaper.
  - This critical challenge offers ideas about facilitating the development of student-created advertisements.
  - This resource has many great ideas for student activism and action, ranging from starting student clubs to writing press releases.
    o Students put their strategies and ideas into action, perhaps in the context of a specially planned day, like a “Fair Trade Fair,” where students and/or groups of students display their projects.
• Assessment and Evaluation Strategies:
  o Rubric for Final Consumer-Awareness Campaign Project (Letter, Print Advertisement, Informational Newspaper, Presentation, or Campaign Information Poster):
    ➢ See Lesson Resources.
• Lesson Resources:
  o Rubric for Final Consumer-Awareness Campaign Project (Letter, Print Advertisement, Informational Newspaper, Presentation, or Campaign Information Poster) (see black line master, adapted from the rubric provided at page 135 in the Critical Challenge “Behind the Image” in John Harrison, Neil Smith and Ian Wright, eds, *Critical Challenges in Social Studies for Upper Elementary Students* (Richmond: Critical Thinking Cooperative, 1999) at 121.).
  o [http://www.dubble.co.uk/](http://www.dubble.co.uk/)
  o [http://www.globalexchange.org/cocoa/](http://www.globalexchange.org/cocoa/)
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<tr>
<td>Persuasive Technique and Effectiveness</td>
<td>The project is ineffective and either fails to utilize persuasion to advocate its position or does not communicate a clear position.</td>
<td>The project is somewhat effective and utilizes some persuasion to advocate its position.</td>
<td>The project is effective and utilizes persuasion to advocate its position.</td>
<td>The project is extremely effective and utilizes novel or successful persuasive techniques or approaches to advocate its position.</td>
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<td>Immediate Impact, Originality, and Creativity</td>
<td>The project is sloppy, contains simplistic or boring ideas, and its format is unimaginative.</td>
<td>The project is somewhat attractive, and it may contain original ideas or be presented in a creative format.</td>
<td>The project is attractive, and it contains some original ideas in a creative format.</td>
<td>The project is bold and very attractive, contains original ideas in a creative format, and it grabs the audience’s attention.</td>
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<td>Completeness, Accuracy of Information, and Coherence of Position</td>
<td>The project contains very little accurate information about the issues surrounding the consumption of chocolate and good options open to consumers, and it fails to advocate a good choice.</td>
<td>The project contains some accurate information about the issues surrounding the consumption of chocolate and options open to consumers, and it advocates a good choice.</td>
<td>The project contains complete and accurate information about the issues surrounding the consumption of chocolate and options open to consumers, and it advocates a good choice.</td>
<td>The project contains lots of complete and accurate information about the issues surrounding the consumption of chocolate and options open to consumers, and it clearly advocates a good choice and justifies that option.</td>
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<td>Surface Features (including neatness, spelling, punctuation, capitalization, and adherence to chosen format)</td>
<td>The project is messy, its format does not resemble the expectations of the chosen format, and it contains many errors in relation to the conventions of writing that impact on the overall effectiveness.</td>
<td>The project is generally neat, its format resembles the expectations of the chosen format, and contains several errors in relation to the conventions of writing, but these errors have little impact on the overall effectiveness.</td>
<td>The project is neat, generally follows the expectations of the chosen format, and contains some errors in relation to the conventions of writing, but these errors don’t impact the overall effectiveness.</td>
<td>The project is very neat, follows the standard expectations of the chosen format and contains few, if any, errors in relation to the conventions of writing.</td>
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Lesson J-3: Debriefing the Project

- Learning outcomes:
  - It is expected that students will:
    - reflect on and describe their experiences and learning over the course of this unit of study.

- Links:
  - To global education objectives:
    - To raise systems consciousness and involvement consciousness and preparedness:
      - This lesson achieves this objective, because students will understand the interdependence of communities and will empathize with others.
  - To CIDA (Canadian International Development Agency) themes:
    - Respect for and understanding of human rights,
    - Protection and preservation of the rights of children, and
    - Child labour:
      - This lesson addresses these themes directly by raising questions about these issues.
  - To B.C. Performance Standards for Social Responsibility:
    - Valuing diversity and defending human rights, and
    - Exercising democratic rights and responsibilities:
      - This lesson addresses these objectives by involving students in the process of considering the importance of acting in accordance with these attitudes and skills.

- Brief Overview:
  - In this lesson, students will discuss and write about their learning and experiences over the course of participating in the activities described in this lesson aid.

- List of Required Materials:
  - Student journals or paper.

- Time Required:
  - 45 minutes – 1 hour.

- Procedure:
  - The teacher facilitates a class discussion about the experiences of the class over the course of this unit, perhaps reminding the students about some of the activities that they participated in at earlier stages in the unit.
  - The students respond to the discussion through personal journal entries. If they wish, they can respond to any combination of the following prompts:
    - My favourite thing about this unit was…
    - The most interesting thing about this unit was…
    - I did my best work on…
    - I learned…
    - The thing that changed my way of thinking was…
    - I remember…
    - I felt…

- Assessment and Evaluation Strategies:
Criteria for journal entries:

- The student’s journal entry relates a thoughtful reaction that reveals understanding and describes the connections that the students made to the subject matter of the unit of study.

Lesson Resources:

- N/A