
ACTIVE CITIZENSHIP FOR SUSTAINABLE COMMUNITIES



A THREE-PART VIDEO SERIES

AND

RESOURCE MANUAL

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JLC Research Group 2013 – Active Citizenship for Sustainable Communities

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These videos and resource manual are intended for pre-service teachers, teachers, parents and anyone interested in working with youth on active citizenship projects. For more information, please contact Dr. Carol Fulton at carol.fulton@uregina.ca.

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INTRODUCTION

Active Citizenship for Sustainable Communities is a three-part video series and resource manual focusing on education for sustainability at the local level and beyond. The purpose of these materials is to illustrate how you might provide exciting, relevant and life-changing experiences for students while still meeting curriculum standards.

These materials document the activities of a Grade 8 class at École Massey in Regina, SK. During the school year, the students were involved in several active citizenship projects related to sustainability. The videos demonstrate how their teacher, Mme Laurel LaBar-Ahmed, uses inquiry-based learning to engage her students in projects; the manual will help you plan and implement active citizenship projects with your own students.

The purpose of these materials is to show how you might develop exciting, relevant and life changes experiences for students while still meeting curriculum standards.



SOME SAMPLE PROJECTS



CLASS TRIP TO PARC



GREENROOTS FUNDRAISER



WINTER CAMP



VIDEO RESEARCH PROJECT



PRAIRIE RESTORATION GARDEN PROJECT



SUSTAINABILITY MURAL



ECO FAIR



HELP INTERNATIONAL

WHAT IS ACTIVE CITIZENSHIP?

Active citizenship is an inquiry-based learning process where students learn about, identify, plan and carry out solutions to problems within their school, community and beyond (Case, Falk, Smith & Werner, 2004).

WHAT IS A SUSTAINABLE COMMUNITY?

A sustainable community is one that is economically, environmentally and socially resilient. . . . It seeks:

- a better quality of life for the whole community without compromising the wellbeing of other communities;
- healthy ecosystems;
- effective governance supported by meaningful and broad-based citizen participation;
- economic security.

(Institute for Sustainable Communities, 2013)

WHY INVOLVE STUDENTS IN ACTIVE CITIZENSHIP PROJECTS?

Research has shown that students who are actively involved in citizenship projects develop:

- important abilities and dispositions;
- a greater understanding of curriculum content;
- a greater sense of personal and collective efficacy;
- an ability to contribute to the betterment of society.

(Case et al., 2004, pp. 88-89)

Anything else you're interested in is not going to happen if you can't breathe the air and drink the water. Don't sit this one out. Do something.
— Carl Sagan



GLOBAL EDUCATION, EDUCATION FOR SUSTAINABILITY, AND INQUIRY-BASED LEARNING

Global Education is a term that has numerous definitions depending on the perspectives of those defining it. Some have described it as falling along a continuum that begins with traditional practices of teaching about world affairs and world cultures, to the far end of the spectrum where it is seen as a “commitment to global social justice, universal human rights, and ecological sustainability” (Mundy, 2007, p. 9). Our definition of Global Education falls on this far end of the continuum. We also consider it to be an umbrella term that encompasses Education for Sustainability.

Education for Sustainability (EFS) is often used synonymously with *Education for Sustainable Development (ESD)*. Because the word ‘development’ can have different meanings for different groups, including those who may not always have the best interests of people and the planet in mind, we prefer the term, *Education for Sustainability*. This term has the same definition as ESD, which appears on the United Nations Education, Scientific and Cultural Organization (UNESCO) website:

ESD is an approach to teaching and learning based on the ideals and principles that underlie sustainability - human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, democracy, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures. In these and many other dimensions, education for sustainable development is analogous with the vision and goals of UNESCO.

Inquiry-based Learning, also referred to as Project Based Learning (PBL), is particularly well-suited for Global Education and EFS. Inquiry-based learning is multi-disciplinary, it involves students formulating questions to seek the answers to problems, it provides hands-on, authentic (real-life) experiences for students, and it is highly motivational.

UNESCO’s definition of ESD also fits EFS, which is “an approach to teaching and learning based on the *ideals and principles that underlie sustainability - human rights, poverty reduction, sustainable livelihoods, peace, environmental protection, democracy, health, biological and landscape diversity, climate change, gender equality, and protection of indigenous cultures.*”
— UNESCO

PART I: SEEDING THE INTEREST

This video introduces us to a teacher and her Grade 8 students who are involved in a number of projects related to Education for Sustainability. The teacher describes how she decides on topics and how she presents ideas for projects to students. Several students describe how they feel about being involved.

Before Viewing the Video

Close your eyes, breathe deeply, and relax your muscles. Now, think back to a favourite project you did in school. What was it about? Why did you like it so much? How much control did you have over the project? What did you learn?

Share your memory with your table partners or jot down notes about it on your own.

What, if any, were some similarities among the experiences you and your colleagues described? Were there similarities between the project you described and other projects you enjoyed? What did your teachers do to engage you in enjoyable projects?

As you view the video, please note areas of similarity between your experiences and those of the students being interviewed.

Responding to the Video

1. How did the teacher decide what to teach?
2. How would you describe the students' reactions to the projects they undertook?
3. What do you think caused the students to react as they did?
4. What statement made by either the students or the adults, particularly sticks in your mind? Why?



I like how the teacher lets us decide.
— Katrina, Grade 8 Student

SOME QUESTIONS TO CONSIDER

Your Style, Skills, and Passions

- Do you think of students as empty vessels to be filled or as co-creators of a process that involves inquiry, dialogues and skill building?
- Do you prefer to lead (facilitate learning) or manage (control) learning? Projects require that you do both.
- How comfortable are you with ambiguity and with “messiness”?
- Do you have organizational, communication and interpersonal skills to facilitate the learning of students who have different learning styles, interests and abilities?
- How passionate are you about issues in your school, community or beyond?
- How important do you believe it is for students to become active citizens who get involved in their community and beyond?

Projects are sometimes described as chaotic or messy (although in a well-structured project it only appears to be disorderly—it is really just the ambiguous problem-solving process that is underway).

— Buck Institute for Education [BIE], 2003, p. 9

In the **Your Turn** section of the following chapter, you will have an opportunity to assess your style and capabilities through a short questionnaire.

Your Students' Capabilities

- Are your students capable, both academically and behaviourally, to participate in a project?
- How much autonomy will the students be able to handle?
- What skills will your students have to learn to participate in a project (i.e., collaboration, time management, research, oral presentation, and self-management) in order to feel successful and demonstrate their learning?



GETTING STARTED

No doubt you are wondering, “How can I manage something like this? Where do I even start?”

Relax. This video shows an *experienced* teacher who has her students involved in several projects throughout the school year. This goal may be unrealistic for most teachers if they have had few opportunities to participate in inquiry-based learning. Start with a small project to help you and your students feel successful as you begin to develop the necessary skills for taking on larger, more complex tasks (BIE, 2003; Case et al., 2004).

Case et al. (2004) suggest some possible projects for getting started:

School projects - cleaning the playground or raising awareness of an issue in the school;

Community projects - influencing a restaurant chain, slowing down traffic or supporting wise resource use;

International Projects - supplying school materials for a school in a developing country, writing letters for Amnesty International, or building water pumps.

The following pages – **Beginning Steps: Planting the Seeds** – outline a process for getting started on an active citizenship project. As you read over the steps, note ideas that come to you for a project you might like to undertake. In the **Your Turn** section, you will begin making plans for your own project.

Start with a small project to help you and your students feel successful as you begin to develop the necessary skills for taking on larger, more complex tasks.
— BIE (2003); Case et al. (2004)



Beginning Steps—Planting the Seeds

Adapted from Case et al. (2004, pp. 2-3)

Saving the world requires saving democracy. That requires well-informed citizens. Conservation, environment, poverty, community, education, family, health, economy - these combine to make one quest: liberty and justice for all. Whether one's special emphasis is global warming or child welfare, the cause is the same cause. And justice comes from the same place being human comes from: compassion.

— Carl Safina

Consider your passions or interests. What social or environmental issues capture your interest? What do you really care about? Once you are familiar with the curricula for your grade level, make a list of all the things that deeply interest you. If nothing immediately comes to mind, pay attention to the news or to local or national events, to needs in your community, or to issues that arise at school. When something catches your attention, ask yourself whether you could delve into the topic with enthusiasm and whether a project could improve the issue or contribute to the betterment of the community.

Consider the relevance. Is the topic likely to be of interest to your students? Is it timely and topical? Would it generate hopefulness and a sense of making a meaningful contribution if undertaken? Do students have enough prior knowledge, experience and maturity to grapple with the complexity of the project?

Consider the curriculum. Does the topic grow out of and support the curriculum? Would it provide rich opportunities for promoting achievement of curricular goals? Does it entail content that calls for in-depth understanding? What topics could be more efficiently taught through direct instruction and text books? What topics are better suited to an in-depth investigation?

What social or environmental issues interest you? What do you really care about?

Sustainability is a commonly-held interest in society right now, so students have no problem seeing its importance and get on board with it quite easily.
— Julie Smith,
Consultant, SK
Ministry of Education

Consider the appropriateness for your school or community.

Does the topic respect the belief systems and cultural values of the students and parents as well as local histories and sensitivities? Would it lead to conflict?

Consider the scope. How long will the project last? Will the project be a fairly simple one that could be completed in a week or two or more complex? Will the students have to leave to school and go out into the community?

Consider the resources. Are there adequate materials, resource personnel, and facilities? Can community members contribute to the students' understanding? Can parents provide assistance or transportation if necessary? Is funding necessary and available?

Consider the support. Would you have the support of your supervisor, and the students' parents or caregivers? What steps can you take to ensure you have support?

Consider student learning and assessment. What knowledge, skills and attitudes will you assess? How will you assess students and communicate to families what the students have learned?

Consider how you will introduce the topic. How will you introduce the topic to your students as motivation to undertake a project? What guest speakers, field trips, videos, or other motivational tools could you access?

Consider possible questions related to the topic. What essential or driving questions related to the topic will guide the students' investigations? Can students help generate questions?

Consider autonomy. How much control are you willing to let your students assume? How ready are they in terms of their social and academic skills to have more autonomy?

Consider the value. Is it worth the effort? Will students benefit? Can it be easily managed and completed? Would it introduce students to social/environmental issues or recurring human concerns?

We want to connect kids in Nepal with kids here in Canada so they can learn about what's happening in the world, and eventually have youth leadership projects where teenagers are teaching teenagers about sustainability.
— Bruno Hernani,
Founder, GreenRoots Sustainable Living

It's really good that our teacher gets us motivated. At the first of the year when our teacher told us about this, I thought it was going to be so boring . . . but after about two weeks of this, I got so involved.
— Josh, Grade 8 student

YOUR TURN – PREPARING FOR A PROJECT

1. Self-Assessment

Complete the self-assessment quiz found in Appendix A, “My Readiness for Active Citizenship Projects”.¹

My Score
_____24

2. My Top Five

Brainstorm a list of social or environment issues about which you are passionate. Include issues that somewhat interest you. Pick your top five and list them on the right.

My Top Five

3. My Students’ Interests

For each of the topics on the right, rank them in the order of interest for your students. Consider which are most timely or topical, and which would most benefit the community if undertaken. Number the list in order of preference.

4. The Community

Review the top-ranked items on your list and ask yourself whether each one is respectful of the values and histories of the community where you are teaching. Would parents be upset or angry if you were to pursue particular topics with the students? If your answer is yes, and you are an inexperienced teacher, leave the topic for another time even if you are passionate about it and feel it is worthwhile. If you have a plan for dealing with conflict, you are confident in your abilities, and you have a supportive supervisor, then you might consider attempting a controversial topic.

Is the topic respectful of the values and histories of the community? Would it cause unnecessary conflict or stress?

5. A Concept Map

Chose a topic and create a map with your topic at the centre and ideas for different subject areas in each of the circles.

¹ If your score was 12 or under, choose a topic that you feel you comfortable doing in a short time frame. If your score was considerably higher, consider exploring a more complex issue.

List concepts or activities in each of the curriculum areas that relate to your topic.

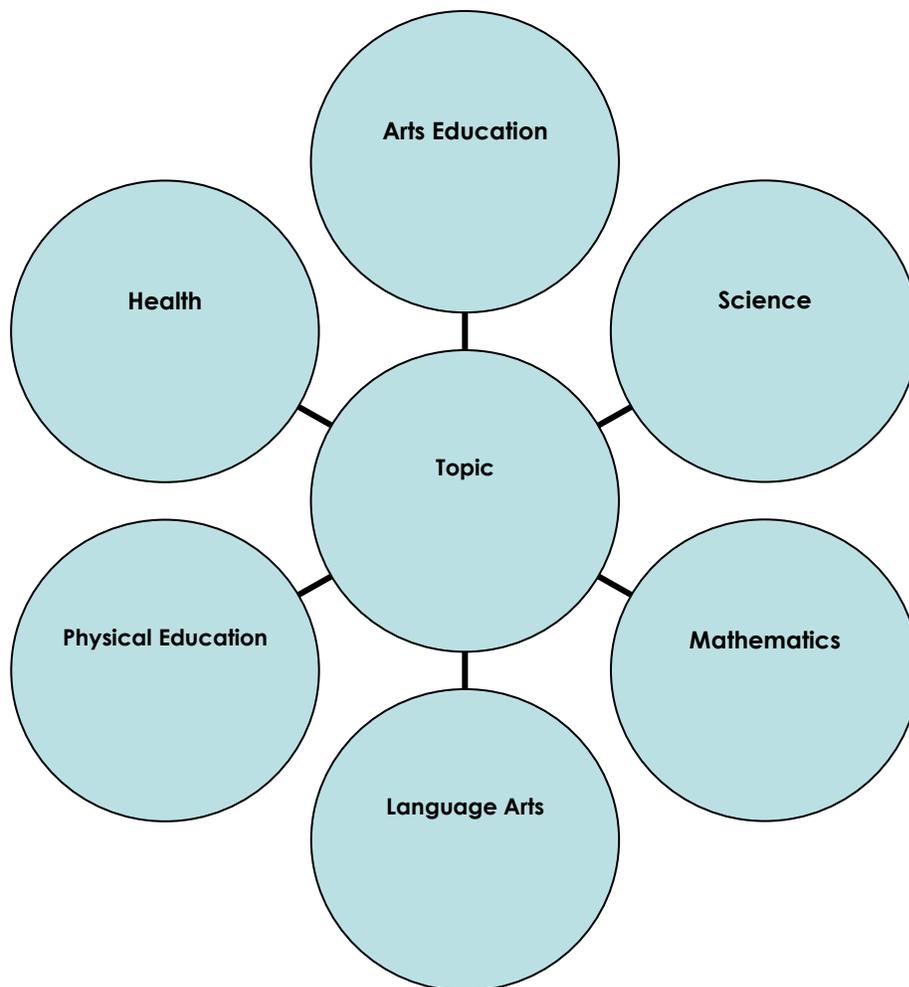


Fig. 1. Idea Web

6. The Curriculum

Choose one or two outcomes that are related to your topic in each subject area for your grade level. You may visit the Saskatchewan Ministry of Education Website to find Outcomes and Indicators for each subject area.

<http://www.curriculum.gov.sk.ca/>

Topic _____

Subject Area	Outcomes
Arts Education	
English/French Language Arts	
Health	
Mathematics	
Physical Education	
Science	

7. The Community

On the scales below indicate with an X:

- a) the appropriateness of the topic for the community (i.e., respectful of histories and values, degree of controversy involved) and
- b) your confidence in addressing the topic.

Appropriateness for the community

1 _____ 10
 Inappropriate Very appropriate

My confidence in addressing the topic

1 _____ 10
 Not confident Very confident

If your X fell to the left of mid-point on the scale, consider changing your topic for this first project.

8. The Scope

Determine the scope of the project. Write your preliminary decisions in the space provided.

Project Scope	Preliminary Decisions
Duration (Five to 10 days or several weeks)	
Breadth (One topic/outcome or multidisciplinary with several outcomes)	
Technology Use (Limited or extensive)	
Outreach (Classroom-based or community-based)	
Partnership (One teacher or multiple teachers and community members)	
Audience (Classroom/school or wider community)	
Adapted from BIE (2003, p. 15)	

9. The Resources

Identify some resources you might need, those you have and those you need to find.

Resources List

Resources Needed	Resources I Have	Resources I Need and Possible Sources

10. Support

Do I have the support of my supervisor? Yes ___ No ___ Not Sure ___

Do I have the support of the students' families? Yes ___ No ___ Not Sure ___

Steps I will take to make sure I have the support of my supervisor and the students' families:

11. Student Learning and Assessment

Decide on the knowledge, skills and attitudes or "habits of mind" you want the students to learn.² These are what you will be assessing:

Knowledge (What key concepts are to be learned?)	Skills (What skills will the students need to learn to complete the project?)	Attitudes/Habits of Mind (What kind of people do you want students to become?)

² **Habits of Mind** are characteristics people need to succeed personally, professionally and academically. They include persisting, managing impulsivity, listening to others, posing questions, thinking flexibly, using humor, among others. For more information see <http://www.edutopia.org/blog/habits-of-mind-terrell-heick>.

12. Introducing the Topic

List some possible ways you might introduce the topic to generate interest among your students.

The need to promote student interest will depend upon whether the project is assigned or has come from students.
— Case et al. (2004, p. 6)

13. Possible Questions

Develop some preliminary questions that will drive the investigation of your topic. In the following chapter you will learn how to refine your questions.

14. Student Autonomy

On a scale of 1-5, how much autonomy will you allow students to have?

1 2 3 4 5

What social skills students need so they can be more autonomous?

What academic skills will students need in order to assume more responsibility?

15. Value

On a scale of 1-5, compare the value this project could have with the effort it will take. **Value: 1 2 3 4 5 Effort: 1 2 3 4 5 Is it worth it? Yes ___ No ___**

PART 2: GROWING IN EXPERIENCE

In Part 2 of the video series we see the students involved in several projects throughout the school year. The students talk about what they are learning during the process of their involvement. We also hear from the teacher, a consultant from the Ministry of Education, some parents and a former student who visits the school to help with the garden. Part 2 of this manual guides you through the process of managing inquiry-based projects.

Ten people who speak make more noise than ten thousand who are silent.
— Napoleon Bonaparte

Before Viewing the Video

Make a list of some questions or concerns you have about managing a project. As you view the video, make note of which questions or concerns were addressed.

The video is organized according to connections the students are making. As you view the video, note the connections and some of the things the students were learning related to those connections.

Responding to the Video

1. What were some of the projects undertaken by the students?
2. Were there any projects that were of particular interest to you? If so, which one(s)?
3. How did the parents respond to the class activities?

We've been doing a bunch of projects all year related to sustainability. It's crazy, actually.
— Kaitlyn, Grade 8 student

4. Making connections - Record some of the concepts and skills the students were developing in each of the sections:

Connecting With Real Issues -

Connecting With Nature -

Connecting With Local and International Communities -

Connecting With the Curriculum -

Connecting With Each Other -

5. How did the teacher assess the students? Julie Smith from the Ministry of Education said it is important to use a variety of assessment tools. What might be some a teacher could use?

6. Do some research. What can you find out about *PARC*, *GreenRoots* and *HELP International*?

7. What questions do you still have? List them. Perhaps you will find the answers in the next section, **Your Turn**.

When one tugs at a single thing in nature, he finds it is attached to the rest of the world.
— John Muir

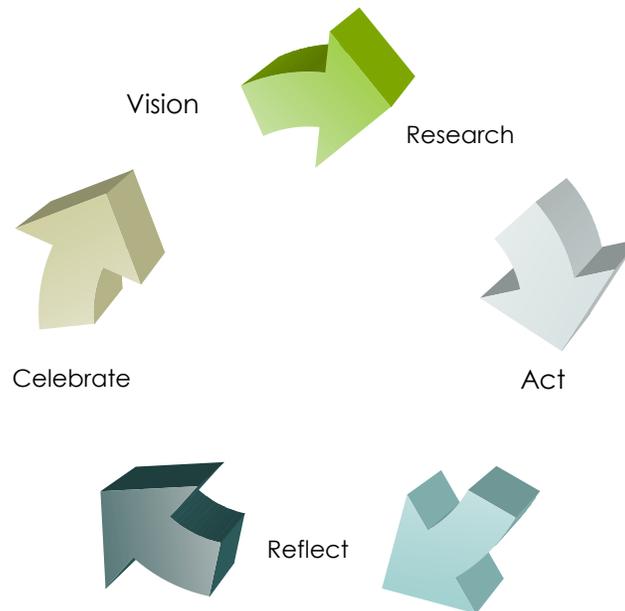
I can see now that it's all connected.
— Leander, Grade 8 Student



If the bee disappeared off the face of the earth, man would only have four years left to live.
— Albert Einstein

YOUR TURN – PLANNING A PROJECT

Now that you have an idea for a project, you have determined the scope, have connected it to the curriculum, and have identified some resources, you are ready to begin planning. Although it may look like a linear process, it is very cyclical and you may have to repeat the steps several times depending on the scope of your project.



Steps Embedded within the Cyclical Process

To help you plan your project, you will be guided through the following steps in this chapter:

- **Begin with the End in Mind**
- **Craft the Driving Question**
- **Plan the Assessment**
- **Map the Project**
- **Manage the Process**

The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for its destruction.
— Rachel Carson

Begin with the End in Mind

What do you want the students to **know**, **be able to do** and **appreciate** by the end of your project? In Part I of this manual you identified some of the knowledge, skills and attitudes or appreciations you anticipate the students will develop. Revisit those and revise them if necessary.

Craft the Driving Question

A driving question (sometimes referred to as an “essential” question) focuses the students’ attention and helps them achieve their goals. “A good driving question makes a project intriguing, complex, and problematic” (BIE, 2003, p. 37). Moreover, a good driving question cannot be answered easily. It requires multiple activities before it can be answered.

A good driving question makes a project intriguing, complex, and problematic.
— BIE, 2003, p. 37

Once you have the “big idea” for your project (i.e. sustainable communities), develop your driving question. You can also work with your students to develop a question. For example, a driving question for this video project was, **“How can we help new teachers engage their students in active citizenship projects?”**

A project can also have more than one driving question. You may have to develop several questions to break the project into manageable steps.

The Buck Institute for Education (2003, pp. 37-39) suggests that good driving questions are:

- Provocative – they capture and hold students’ interest;
- Open-ended – they have multiple answers; students can consider more than one side of an issue;
- Central to a field of study – they require scientific investigations and evidence;
- Challenging – they encourage students to confront difficult issues;
- Arise from real-world dilemmas that students find interesting;
- Consistent with curricular standards – they are not only provocative, but they also meet criteria put forth in the mandated curricula.



Examples of Good Driving Questions

- How do human actions change the environment?
- How can we persuade others?
- What is the price of “progress”?
- How can we use the arts to get a message across?
- Where does our food come from?

*Where have all the flowers gone? . . .
When will we ever learn? When will we ever learn?
— Pete Seeger*

Develop your own driving question.

Plan the Assessment

In the video you heard it is important to use a **variety of assessment tools throughout the project and at the end.** Students also talked about how their teacher uses rubrics to gage their progress. One of the teacher's favourite ways to assess her students is through a reflective paper.

*Our teacher uses rubrics to see how we are doing throughout the year.
— Kaitlyn, Grade 8 Student*

Effective assessments **align the curriculum outcomes with products** and **performance criteria** for the project.

Some examples of **products** include:

Research papers	Presentations	Videos	Multimedia Productions
Zines	Exhibitions	Proposals	Letters
Models	Blueprints	Gardens	Field manuals

You might have a **culminating product** at the end of a project, or have **multiple products throughout.**

Once you have decided on the products, you must then decide how you will assess each and the **performance criteria** you will use. Students can help develop the criteria.

A product and the performance criteria may address more than one outcome.

In the table after the example, list some outcomes you want to address in your project and how you might assess the students' learning for each one. Some examples are provided.

Sample Outline for Assessment

Note: Outcomes from other subjects such as the arts or math could also be addressed here.

Outcomes	Product	Performance Criteria
<p>Social Studies Outcome: RW8.2 Assess the implications of personal consumer choices.</p> <p>Health Outcome: USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.</p>	<p>Presentation and Kiosk at Eco Fair Assess the advantages and disadvantages of buying locally, buying fair-trade products, and buying mass-produced products.</p> <p>Reflective Paper Analyze how one's behaviour related to the concept of sustainability, might affect the well-being of others and other things.</p>	<p>Rating Scale Quality of Research Attractiveness of Kiosk Ability to Discuss Information</p> <p>Rubric Evidence of Critical thinking Development of Ideas Connections to Personal Life Mechanics (grammar, spelling, punctuation)</p>
<p>Science Outcome: WS8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.</p> <p>ELA Outcome: CC8.2 Create and present a group inquiry project related to a topic, theme, or issue.</p>	<p>Group Inquiry Project Research a specific human practice or technology that may pose a threat to surface and/or groundwater systems in Saskatchewan and explain how different groups in society . . . may have conflicting needs and desires in relation to the practice or technology Determine personal knowledge Formulate relevant questions Contribute ideas and knowledge Collaborate with others Gather information-variety of sources Summarize major ideas Sort, organize, information Adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information Document cited resources</p>	<p>Rubrics: Group Criteria Questions Developed Sources of Information Perspectives Presented Explanation of Perspectives Group Collaboration Presentation Documentation</p> <p>Individual Criteria Leadership and Initiative Facilitation and Support Contributions Work Ethic</p>

Outcomes	Product	Performance Criteria

Map the Project

Begin to map the project by developing an overall plan. Two examples of planning instruments are provided.

Understanding by Design (UbD) Learning Plan Template
 Adapted from G. Wiggins - <http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf>

Topic: _____
 Subject Area(s): _____ Duration: _____

Stage 1 – Desired Results	
Curriculum Outcomes:	Indicators:
G	I
Understandings: [Big Idea(s)]	Essential Question(s):
U	Q
Knowledge	Skills
K	S
Stage 2 – Assessment Evidence	
Performance Tasks:	Other Evidence:
T	OE
Stage 3 - Learning Activities	
Materials/Resources:	
Introducing the Project:	
Activities during the Project:	
Culminating Activity:	

PROJECT PLANNING GUIDE

Topic/Theme: _____ **Duration:** _____

Big Idea(s): _____

Driving Question(s): _____

Products/Performances: _____

Curriculum Areas	Outcomes (numbers only – i.e. CC8.2)	Instructional Methods (Teaching, Learning and Assessment Strategies)	Resources Primary or Secondary
<input type="checkbox"/> ARTS/ED <input type="checkbox"/> ELA/FLA <input type="checkbox"/> HEALTH <input type="checkbox"/> MATH <input type="checkbox"/> PE <input type="checkbox"/> SOC ST <input type="checkbox"/> SCI			<p>Primary</p> <input type="checkbox"/> Expert <input type="checkbox"/> Print <input type="checkbox"/> Field Trip <input type="checkbox"/> Internet <input type="checkbox"/> Multi-media <p>Secondary</p> <input type="checkbox"/> Expert <input type="checkbox"/> Print <input type="checkbox"/> Field Trip <input type="checkbox"/> Internet <input type="checkbox"/> Multi-media

After you have created an overview plan, create a story board to show what will happen in the coming days, weeks or months. Include timelines, major activities and important milestones (adapted from BIE, 2003, p. 87).

Week 1	<p>Oct 3</p> <p>Introduce topic Create driving question</p>	<p>Oct 5</p> <p>Form groups Choose topics</p>	<p>Oct 7</p> <p>Research Reading Collect bibliography</p>
Week 2	<p>Oct 10Z</p> <p>Research Reading Essay help</p>	<p>Oct 12</p> <p>Collect essay draft Research</p>	<p>Oct 14</p> <p>Book groups Debrief essay</p>
Week 3	<p>Oct 17Z</p> <p>Field trip prep Develop questions</p>	<p>Oct 19</p> <p>Field trip</p>	<p>Oct 21</p> <p>Field trip debrief</p>
Week 4	<p>Oct 24</p> <p>Final multi-media work Add info to presentation</p>	<p>Oct 26</p> <p>Oral presentation practice</p>	<p>Oct 28</p> <p>Final presentations</p>
Oct 31	<p>Oct 31</p> <p>Reflect</p>	<p>Note: Book Computer Lab Oct 17-24 Multi-purpose room Oct 28</p>	

Next, make a list of the resources you will need. Identify who will be responsible for gathering or contacting your resources.

Resource	Person Responsible	Date Needed
Website		
Books/Print Resources		
Instructional Materials		
Other Technology		
Parent and Community Volunteers		
Mentors		
Organizations/Places		
People		
Consultants/Experts		
Business and Community Group		
Other		

Human use, population, and technology have reached that certain stage where mother Earth no longer accepts our presence with silence.
— Dalai Lama XIV

We need myths that help us to venerate the earth as sacred once again, instead of merely using it as a 'resource'. This is crucial, because unless there is some kind of spiritual revolution that is able to keep abreast of our technological genius, we will not save our planet.
— Karen Armstrong

Manage the Project

Adapted from BIE (2003, pp. 98-101)

Managing the project involves several key steps:

- Sharing the project goals with the students
- Using problem-solving tools
- Using checkpoints and milestones
- Planning for reflection and evaluation



Share the Project Goals with Students – It is not always necessary for project ideas to originate with students, but they will be more motivated to perform well if the project is relevant to their lives. Share your vision with the students and let them know how it can benefit themselves, their school or their community. Students can then help to refine the ideas either through whole class discussions or in small groups.

Use Problem-Solving Tools – Help the students stay focused and keep track of their projects through different tools. One might be a What I Know/What I Need to Know list. Another could be learning logs to describe their progress and any issues they have. Progress reports or planning, investigation, and product briefs also help you and the students work through problems that might arise.

Use Check Points and Milestones – There are several ways you can keep track of the students' progress:

- Ask group leaders to give informal progress reports
- Assign quick writes to groups or the entire class
- Interview random or selected students
- Schedule weekly reflection sessions
- Review student or class checklists of completed project steps
- Examine group or individual learning logs
- Sit in with groups to monitor progress
- Conduct debriefing sessions following an activity or product completion

Plan for Evaluation and Reflection – “Students who have the opportunity to discuss, analyze, and reflect on their learning experiences are more likely to retain and use their knowledge and skills” (BIE, 2003, p.101). Planning the reflection and a celebration of learning are further discussed in **PART 3 – REAPING THE HARVEST.**

It is not always necessary for project ideas to originate with students, but they will be more motivated to perform well if the project is relevant to their lives.

PART 3: REAPING THE HARVEST

In this video we hear from students, former students and parents who talk about the value of participating in student action projects. The video is divided into four sections:

Consolidating – students describe some of the things they have learned;

Connecting – parents and former students discuss the connections people make to larger issues and later in life;

Cautioning – people discuss some of the pitfalls you might encounter;

Celebrating – a student thanks her teacher.



Before Viewing the Video

Try to imagine the completion of your project and how you will celebrate it with your students. Try to imagine what they will say about it long after they have left your classroom. Try to imagine what their parents or caregivers might say. What would you want your students and their parents to say?

Responding to the Video

1. What did some students say they learned during the year?
2. Maysa, a former student, talked about some of the things she learned. To what extent do you think her experience in Grade 8 influenced her career choice?
3. What did the parents think about their children being involved in citizenship projects? Why? What are some advantages and challenges of teaching this way?



YOUR TURN – ASSESSING, ANTICIPATING, CELEBRATING, AND REFLECTING

ASSESSING THE LEARNING

Throughout the project you will be using formative assessments of your students to arrive at a summative assessment for reporting purposes or to communicate with caregivers. **There are many ways to assess students' learning, but rubrics tend to be most popular for several reasons:**

- They require teachers to think deeply about what they want students to know or do;
- They can measure academic achievement and the application of knowledge;
- If written well, they can provide a guide for helping students achieve and exceed performance standards;
- They grade fairly and are viewed favourably over many other forms of assessment.



It is best to use a variety of assessment tools throughout the project.
— Julie Smith, Consultant,
Ministry of Education

Rubrics have three basic features: Elements, Scales, and Criteria.

- **Elements** – are the aspects of learning you want to evaluate (i.e., quality of work, validity of content, knowledge displayed, adequacy of performance).
- **Scales** – describe the level of performance, such as “leaps tall buildings in a single bound”, “recognizes buildings” and “crashes into buildings”. The language should reflect what standards are expected and there should be enough points on the scale to give an accurate assessment of the performance.
- **Criteria** – are the specific descriptors to determine the degree of success at meeting the outcomes. For example the criteria for collaborating effectively might be “Each group member makes a meaningful contribution to the final presentation.”

Sample Rubric – Assessment of a Group Product

Student Names _____

Item	Fair (Scale)	Adequate	Meets Goals	Exemplary
Completion of Task (Elements)	The task was not able to be carried out due to lack of foresight. (Criteria)	The task was carried out but not as it was originally intended.	The task was carried out to the satisfaction of most people.	The task was carried out to the satisfaction of everyone involved.
Quality of Product	Product shows original thought but is not realistic or very difficult to implement.	Product coordinates with the original purpose of the project and was mostly successful.	Product coordinates with the original purpose of the project and was creative, doable and met expectations.	Product exceeds the expectations of the original plan and shows creativity and insight beyond the goals.
Workload	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.	The workload was divided and shared fairly by all team members, though workloads varied from person to person.	The workload was divided and shared equally by all team members.	The workload was shared equally by all team members. Team members assumed leadership at different times.

Whenever possible, involve students in the creation of a rubric so they understand the assessment criteria and have a sense of ownership in the assessment process. Use the blank rubric template on the following page to create a simple rubric for your project.

We travel together as passengers on a little spaceship,
 dependent on its vulnerable reserves of air and soil; all
 committed for our safety to its security and peace;
 preserved from annihilation only by the care, the work,
 and I'll say the love we give our fragile craft.
 — Adlai Stevenson

Create Your Own Rubric

For examples of more assessment tools and rubrics, see the Saskatchewan Ministry of Education document, *Student Evaluation: A Teacher Handbook*.

<http://www.education.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=3890,88,Documents&MediaID=10895&Filename=eva11991.pdf>

Also visit the **Rubistar** website for a free on-line tool to help you develop rubrics.

<http://rubistar.4teachers.org/>

Teachers must choose the right assessment for the right product and decide which blend of assessments will provide evidence that students have met the range of outcomes for the project. Tests and traditional research papers or essays can be easily integrated into PBL. At the same time, projects must include assessments that capture the process-oriented outcomes of PBL. Often, the products from a project are designed to accomplish both goals—to measure content knowledge as well as skills.

— BIE, 2003, p. 45

Anticipating Challenges

Clearly, an active citizenship project using inquiry-based (or project-based) learning can have many benefits, but it is not without its challenges. Below are several Frequently Asked Questions (FAQs) often asked by teachers who are thinking of implementing an action project in their own classrooms. The teacher's response follows each question.

FAQs About Inquiry-Based Learning

It seems that inquiry-based learning is messy, loud and students can get off task. What do you do about those issues?

One of the perceived disadvantages of inquiry-based learning is that it can get quite messy and loud. But I can tell you that for the most part, students get so engaged in their work that they won't even take a break. I've seen them work right through recess or their lunch hour without stopping. After working so hard, they do lose focus and start socializing. I wouldn't let that deter you though. I would encourage anyone doing this to schedule a break so students do get time in for socializing because they'll do it anyway.

*PBL for students is great and it's a lot of fun, but for teachers, it can be a mess. It's hard for teachers to give students that freedom and trust that they won't do anything too stupid.
—Maysa, Former Student*

How do you handle student disagreements?

Disagreements inevitably happen in group projects. I actually embrace those disagreements because they are opportunities to move forward in our learning. If you have to strive to work together on a group project, and you succeed, you have moved forward. There is never any one person who is good at everything, so you have to work together. In the end, it's all about citizenship.

How do you find so many community connections?

One of the really neat things that happens when you start reaching out to the greater community, is you get this network happening. People start approaching you and asking to work with your class. For example, when we



worked with GreenRoots for their fundraiser, an artist, Roberto Lopez-Lopez, said he would love to work with the class. When he came to the school, he was so humble, and he showed the students how to be free and express themselves through art. It was really powerful. As well, through people associated with GreenRoots, we made connections with the Prairie Adaptation Research Collaborative (PARC), which is an agency studying the impact of climate change. They then became interested in helping us with the garden. It's quite amazing all the connections you can make if you get out there.



How do you find the time to do all this with your class?

If you are really serious about inquiry-based learning, one of the strongest recommendations I have for administrators or teachers when doing the timetabling, is to schedule a half day or even a full day with your homeroom class where you don't have any other interruptions. This really helps to keep the continuity going and it allows you to get into the community. In fact, some of the "messiest projects" can happen during those blocks of time; the mess can be easily contained and cleaned up because you have more time to do so. 😊



How do you teach all the content associated with a project?

One of the beauties of inquiry-based learning is that students end up teaching each other, and even me. Students will find out something in their inquiry and start talking about it with the whole class, and then lo and behold, everyone learns. It is really quite remarkable how that process works.



What do you do about students who don't pull their weight?

I have the students do peer assessments and they can be brutal if someone is not working. I sometimes have to take students out of a project and have them work individually, but usually the group members put enough pressure on each other that I don't have to intervene very often.

Celebrating

Throughout the videos we heard students, former students, parents and the teacher talk about the benefits of learning about sustainability through active citizenship projects. Some of the things they said remind us of those benefits.

It's not just open up the text book and read what's going on. No, she tells us what's going on, shows us how to do everything, then lets us get involved. It's a very fun way of learning.

— Grade 8 Student

It's really great because you get to do your part in the community. You get to show people that kids can make a difference anywhere and how people need to be more involved with this.

— Grade 8 Student

Everything we do around here is built around teamwork and people have to take on different roles. It's a good way to bring the class together, but at the same time, you're learning so much more than you think you'd learn.

— Grade 8 Student

Through your teaching expertise, my son has been challenged to apply himself in academics, teamwork and socially. Your focus on sustainable development has helped to shape his world view and for that I thank you.

— Parent of Student

They are far more aware of global issues now than they were a year ago.

— Parent of Student

I see students who come back years later, and they will tell me things that they remembered learning. It's more than just heart-warming. Yes, they remembered, yes they learned, and maybe I've made a difference. Not just maybe—I know I've made a difference and now they are making a difference.

— Mme LaBar-Ahmed

If I had one piece of advice to give teachers, it is don't be afraid of the mess. The product and the experience the students get out of it in the end will be worth all the mess and the stress it caused in the beginning.

— Former Student

Reflecting

Reflecting on the product and the process is a necessary component of any inquiry project. At the end of projects, Mme LaBar-Ahmed has her students write reflective journals. She shares an excerpt from a year-end reflection, as well as from one student's journal below.

The projects were successful in pulling the class together to work as a team and in creating an awareness in the community about problems in the world and making others aware of the solutions.
— Grade 8 Student 2011-2012 Final Reflection, Active Citizenship Projects

Q: What knowledge, skills or attitudes of effective citizenship did you gain through doing this action project?

A: I gained leadership skills because during this project we had to share our knowledge and help others with the tasks at hand. We also had to tell people who weren't exactly working or focused what to do and how to do it; otherwise, we wouldn't have been able to finish this project in a timely fashion.

Q: What problems did you encounter? Explain.

A: A few students chose not to work, which was quite frustrating. Whenever I encountered this problem I tried not to get angry and asked them nicely to get back on task. If they were having trouble understanding the task at hand, I would try to help them understand. By doing this it helped me to control my temper and it also improved my leadership skills because by helping the few "lost" students I felt like I was a true leader.

Q: What worked for you? What did you accomplish?

A: LOTS of students worked really hard on the action project, which worked for me and helped a lot. We accomplished preserving these plants, which are very, very rare and we also improved our community by creating habitats for multiple species in our community.

Q: What recommendations would you make to the next students who work on this project?

A: To the next students that work on this project, I would like to recommend making a plan for who's doing which jobs at which times and if the students choose not to work, they should have three chances to get back on task. If they continue not to work, I believe that there should be consequences.

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Note: The bee image (p. 18), the four figures holding the circular puzzle piece image (p. 34), and the Earth being held up by hands image (p. 37) are copyright free and can be found at www.google.com/advanced_image_search. All other images supplied by students form École Massey, Mae Star Production and the JLC Research Group.

RESOURCES

The resources listed below are only a sampling of the numerous items available to teachers and students. Many of these resources have links to other excellent sites.

Climate Change Saskatchewan

<http://www.climatechangesask.com/index.cfm>

The goal of Climate Change Saskatchewan is to provide resources to educate citizens and motivate them to take action against climate change. The site provides links to resources for youth, educators and the general public.

Green Teacher. Education for Planet Earth

<http://greenteacher.com/>

This quarterly publication invites articles from educators and students that relate to sustainability education. People may subscribe to the magazine or purchase books that are of particular interest to students.

Focus on Inquiry: A Teacher's Guide to Implementing Inquiry-Based Learning

education.alberta.ca/media/313361/focusoninquiry.pdf

This downloadable PDF document from Alberta Education provides a comprehensive guide for implementing inquiry projects in the classroom.

Learning for a Sustainable Future (LSF)

<http://www.lsf-lst.ca/>

This Canadian site has numerous resources and links related to Education for Sustainability.

Project Based Learning (PBL)

<http://pbl-online.org/>

The Project Based Learning website provides resources, instructions and examples for guiding teachers to create their own classroom inquiry projects.

Rethinking Schools

<http://www.rethinkingschools.org/index.shtml>

This activist organization publishes materials related to equity and justice, particularly in the area of race relations, but also to broader issues such as educational policies and sustainability. Articles are written by and for teachers, parents, and students.

Saskatchewan Council for International Cooperation (SCIC)

<http://ebeat.sasktelwebhosting.com/>

SCIC is an umbrella organization that represents a diverse range of international development organizations. It provides education, workshops and resources on issues such as poverty, health, and human rights, and it encourages individuals to take meaningful action.

United Nations Educational Scientific and Cultural Organization (UNESCO). Millennium Development Goals

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

This branch of the UN places particular emphasis on initiatives that focus on eradicating poverty, achieving universal primary education and eliminating gender disparity in education, helping countries to implement national strategies for sustainable development, and halting the loss of environmental resources.

Note: Saskatchewan Ministry of Education Consultant, Julie Smith, has developed an interdisciplinary bilingual unit entitled *World View for Sustainability/Une vision mondiale pour le développement durable*. This unit includes a teacher guide showing the Broad Areas of Learning, the Cross Curricular Competences as well as Outcomes and Indicators at the Grade 8 level. She has also developed a background document on using assessment in Project Based Learning.

These documents were piloted during the 2011/2012 year and are available upon request. You may contact Mme Laurel LaBar-Ahmed at laurel.labarahmed@rbe.sk.ca to obtain copies of the documents.

APPENDIX A – TEACHER SELF-ASSESSMENT QUIZ

My Readiness for an Active Citizenship Project Self-Assessment Quiz

Circle the Number that Best Describes You

My Score _____

Knowledge	Not At All	Not Sure	Somewhat	Absolutely
I keep up to date with news in my local community.	1	2	3	4
I am aware of social and/or environmental issues in my local community.	1	2	3	4
I am aware of social and/or environmental issues in my province.	1	2	3	4
I am aware of social and/or environmental issues in my country.	1	2	3	4
I know who the people are who represent me at the civic, provincial and national levels.	1	2	3	4
I keep up to date with world issues.	1	2	3	4
I know the names of many of the world’s leaders.	1	2	3	4
I know more about political or environmental issues than I do about the activities of celebrities.	1	2	3	4
Skills	Not At All	Not Sure	Somewhat	Absolutely
I know how to use a variety of instructional strategies.	1	2	3	4
I know how to plan an interdisciplinary unit.	1	2	3	4
I know how to identify students’ academic, physical, social and emotional needs.	1	2	3	4
I know how to differentiate my plans to meet a variety of students’ needs.	1	2	3	4
I know how to assess and track what students are learning.	1	2	3	4
I know how to organize students to work in groups.	1	2	3	4
I know how to motivate students.	1	2	3	4
Attitudes/Appreciations	Not At All	Not Sure	Somewhat	Absolutely
I am passionate about social justice issues.	1	2	3	4
I am passionate about environmental issues.	1	2	3	4
I take action to address social or environmental issues.	1	2	3	4
I want to do more to address social or environmental issues.	1	2	3	4
I am comfortable letting go and letting students have autonomy with the learning.	1	2	3	4
I am comfortable with chaos and mess.	1	2	3	4
I have support at school to try action projects.	1	2	3	4

Self-Assessment Quiz - Part II

1. Do you consider yourself a 'global citizen' ?
 - Yes
 - No

2. What is YOUR biggest 'global issue' concern? Do you have any thoughts on what resources or opportunities would help you teach these interests?

3. What is YOUR biggest 'local issue' concern? Do you have any thoughts on what resources or opportunities would help you teach these interests?

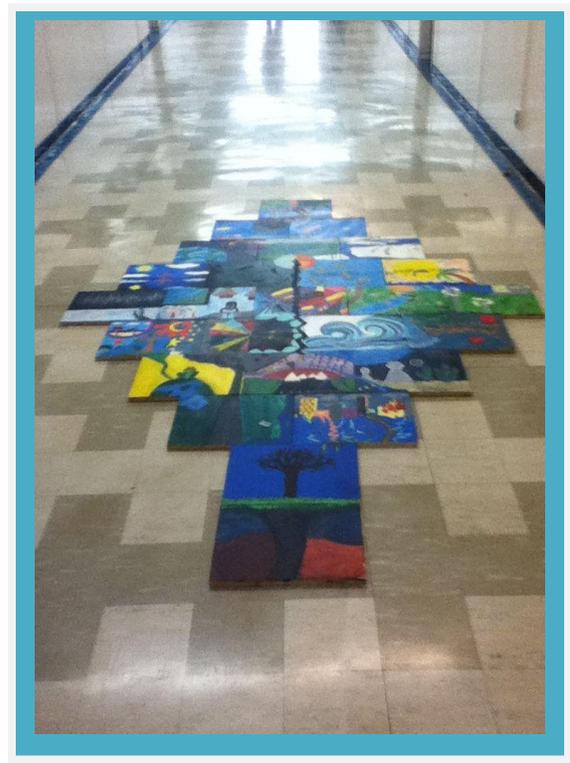
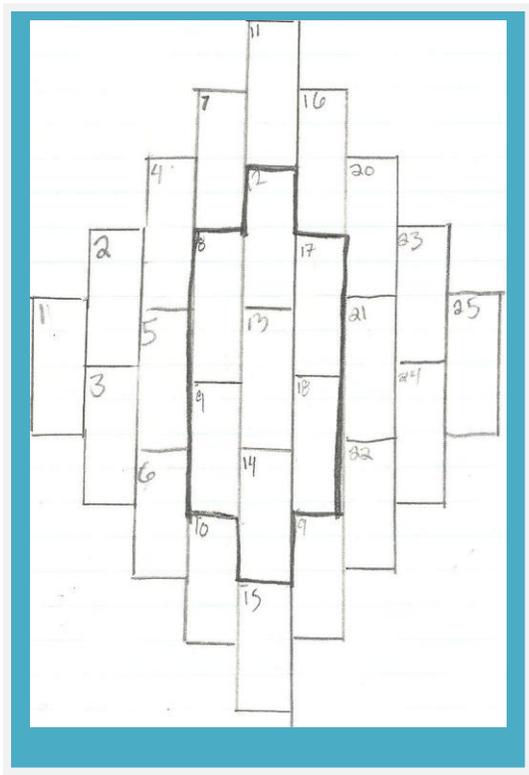
4. What current 'global focus' material do you use in your classroom?
 - Maps
 - Newscasts
 - Printed material
 - Magazines
 - Science-related content
 - Religious organization material or sponsorship material
 - Other (that you'd care to share)

5. In which curriculum area do you see the best fit for introducing 'global' learning materials?
 - Math
 - English
 - Science
 - Social Studies
 - Drama
 - Arts
 - Physical Education

6. What kinds of 'global focused' lessons are you interested in teaching to your students:
 - Poverty
 - Hunger and World Food Production
 - Basic Education
 - Maternal Health and Child Mortality
 - Disease
 - Environmental Issues and Environmental Refugees
 - Conflict and War
 - Sustainability
 - Development and Partnerships
 - Other _____

APPENDIX B – SAMPLE PROJECT: SUSTAINABILITY MURAL

One of the favourite projects of many of the Grade 8s was a Sustainability Mural, which they worked on collaboratively. The class started with a master plan (see below) then each person in the class worked to create pieces that were both individual and connective. Every piece relates to some aspect of sustainability as you will see in the students' explanation of it on the following page. The mural was displayed at the Regina Public School Division Board Office and at the 2012 Eco Fair held at Campbell Collegiate.



The 2011-2012 Grade 8s wrote this text collectively after our Sustainability Mural was complete. Two students assumed leadership for the final editing job, which is what you see here. We also recited and recorded this same text while videotaping different portions of the mural.—Mme LaBar-Ahmed

The World as We See It

This piece was a collaborative effort that came out of our sustainability studies in our Grade 8 classroom. The bottommost painting is an abstract piece that could represent a tree (which would represent nature and sustainability) or a tornado (which would represent the destruction of nature by humankind). Trees, water, and suns are strongly featured in many of the pieces, all of these being symbols of nature. In many others destruction of nature and humankind is featured. In one of the pieces (#16) the Ouroboros (the snake swallowing its own tail) is featured, in this case representing the self-destructiveness of humankind while the piece below it (#20) features the Ouroboros unfurling, representing humankind coming out of its self-destructiveness. This same piece (#20) also features symbols of peace (*Pax Cultura*), the universe (the Jain symbol), and the world (*Djed*).

One piece (#14) features poverty. Yet another (#13) features glass breaking on one side (representing how life can be ruined in an instant just like glass shattering while on the other side there is a mother holding a child (representing life and happiness); a crack is painted going through the centre of this piece (#13) to show opposites on each side of the painting; this crack extends up and down through seven paintings (#5, #8, #9, #13, #17, #18, #21)—depending on the interpretation of each individual it could represent man ripping through the Earth and its resources, or yin and yang (polar opposites, good and bad).

Above all, this mural demonstrates the interconnectedness of the world and that everything affects everything else.

“Treat the Earth well; it was not given to you by your parents, it was loaned to you by your children. We do not inherit the Earth from our Ancestors, we borrow it from our children.”—Aboriginal Proverb

APPENDIX C- CASE STUDY: FOOD FOR THOUGHT

This case study documents the activities of Mme LaBar-Ahmed when she used the theme of food security for an inquiry unit with a large group of Grade 8 students. The case study was submitted to the Alberta Council for Global Cooperation (ACGC) in conjunction with a Global Citizenship Education Knowledge Hub project.

Food for Thought Case Study

At the start of this academic year, I was faced with the daunting task of how to actively engage 37 grade 8 Social Studies students while meeting the required curriculum outcomes and indicators. I had already begun preparations months before and knew that I wanted to begin the year by examining food related issues from various perspectives. Further, such issues align with the following Saskatchewan Ministry of Education Core Curriculum Social Studies 8 goal:

“To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development”.

https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Social_Studies/Social_Studies_Education_8_2009.pdf

I used several current magazine and newspaper articles, relevant case studies and discussion activities to begin the unit. One excellent source of such materials is *Rethinking Globalization: Teaching for Justice in an Unjust World*. Once I had the class actively thinking about food issues, I introduced the Canadian Council for International Co-operation's (CCIC) 2002 “Food for Thought: Talking about What Matters in International Trade of Food” public deliberation guide. The three different approaches to food trade from the guide were discussed briefly and then I divided the class into six groups whose task was to become an expert on one of the approaches listed below:

1. Some people say that open trade is the key to prosperity for Canada as well as for other countries, and that agricultural trade can be an important part of this prosperity.
2. Some people say the push to produce food cheaply – to obtain a greater share of international markets – is reinforcing trends toward large-scale, mechanized, chemical-dependent agriculture.
3. Some people say food is more than just a commodity – it is essential for life – and the way it is produced and distributed has important societal and cultural consequences that must be given priority in decisions about trade.

http://www.ccic.ca/_files/en/what_we_do/002_public_deliberation_food_guide.pdf

Once the groups were comfortable with the pros and cons of their assigned approach, I then had two members from each group join with members of the other two groups as part of a jigsaw teaching activity. These new groups, six in total, then taught each other about the various approaches and continued to discuss the same. This part of the unit then concluded with a discussion with the entire class. At all times, students were strongly encouraged to keep an open mind and to note any unanswered questions that arose while examining the three approaches.

Following the re-examination of food trade issues within the larger group format, the class began actively researching inquiry topics on a food related issue. Students were allowed to work alone, in partners or in groups of three. To help guide the process for exploring such issues, I provided a series of questions adapted from Manitoba's Citizenship and Sustainability Grade 12 Global Issues Pilot Course which can be found online at:

http://www.edu.gov.mb.ca/k12/cur/socstud/global_issues/inquiry_approach.pdf

Without exception, the students were able to choose and find topics of personal interest. Students were highly motivated and engaged in their research projects. Various references were sourced including books, articles, relevant websites and videos, as well as personal interviews with local resource people, which was a project requirement. It is to be noted that finding people to interview can sometimes be challenging, but well worth the effort. Students then had to present their findings orally and in writing.

Concurrently with the above, I also involved the students with Regina's fall "Field to Fork Festival", a screening of the food documentary "Hijacked Future" at the University of Regina as well as an "Organic Connections" youth conference on food issues. All three of these outings were made possible via the supportive community network that I have carefully nurtured over the years. Such support is vital to the success of the Global Education classes that I teach. Moreover, it provides additional perspectives on pertinent issues and helps foster critical thinking skills and development.

Last, but not least, I ensured that my class experienced an Action Project component, which in this case, was our Food for Thought Youth Conference. We partnered with the Saskatchewan Council for International Co-operation (SCIC) for conference ideas and facilitation support, which was a great way to seed the conference. After that, the overall conference was planned by members of our class and included such things as the lunch preparation, giving and planning some of the workshops, booking all needed venues and equipment, contacting and working with the media, and much more. Two of the grade 8s coordinated everything, and there were many different subcommittees and jobs, which kept all students involved in some form or another. One drawback from such deep involvement meant that grade 8 students parachuted in and out of workshops and other aspects of the conference, as they were needed elsewhere; nonetheless, everyone agreed that the conference was a great success and experience.

In terms of assessment, I cannot stress enough that it needs to be ongoing. I used the following format:

- **Inquiry Process** (Jigsaw activities, discussions, topic selection and questions generated, peer and self-assessments) **25%**
- **Final Products** (Oral presentations, written research projects) **25%**
- **Critical Understanding Tasks** (Thesis statements, comparative analysis, responses to teacher generated questions, etc.) **25%**
- **Action Project Component** (Planning of Food for Thought Conference, implementation, peer and self-assessments, community and participant evaluations, etc.) **25%**

For further assessment ideas, I would highly recommend reading Manitoba's "Grade 12 Global Issues: Citizenship and Sustainability Suggested Assessment and Evaluation Model" which is in draft form and can be found at:

http://www.edu.gov.mb.ca/k12/cur/socstud/global_issues/assessment.pdf

Please also note that I have various assessment rubrics and other pertinent documents, should these be required. Further, with the exception of *Rethinking Globalization: Teaching for Justice in an Unjust World*, all cited sources are also available in French.©

Laurel LaBar-Ahmed

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Regina, Saskatchewan

APPENDIX D: A FINAL WORD

Before you begin your journey, here are some words of encouragement. When dealing with tough issues, it is easy to feel powerless and alone. But as an African proverb says, “When spider webs unite, they can tie up a lion.” This reminds us that, when we come together as citizens of a global community, we can . . . secure bright futures for the world’s many people. This consciousness and solidarity begins with us, with youth.
—Marc and Craig Kielburger, 2007, p. v



MME LABAR-AHMED'S 2011 - 2012 GRADE 8 CLASS