

# Working for Change

## Active Global Citizenship



**In today's global village, are we citizens of one country or of the world?  
What does it mean to be active global citizens?**

## Video Study Guide

Discussion questions and learning activities for youth and adults.

Produced by World Vision Canada with the support of the Government of Canada through the Canadian International Development Agency (CIDA).



Canadian International  
Development Agency

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développement international

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World Vision



# Introduction

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Today, we are connected to the rest of the world as never before. The banana we eat for breakfast, the computer program we use during the day and the news we watch at night are all global in nature. Similarly, the decisions we make each day, and the decisions of businesses and government leaders, can have a profound impact on people around the world.

Through the video and study guide *Working for Change: Active Global Citizenship*, students will:

- consider the many ways they are connected to others globally
- reflect on the inequities existing in our world
- examine globalization—both the problems and opportunities it brings
- consider their own role in making the world a better place for all
- learn and practise skills of active global citizenship

In this resource, globalization is more than a narrow, negative economic concept. It is our reality today, the stage upon which we play out our lives. We could choose to see ourselves simply as objects on this stage, powerless in the face of globalization, or, as is the theme here, we can take up our roles as active global citizens, and use our knowledge, skills and enthusiasm to make the world a better place for all.

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## Video Synopsis

(total running time: 17 minutes)

### First section (ends with the Colombia case study)

Marshall McLuhan's concept of the global village is now 40 years old. What kind of a village have we created? Even as we become more connected and more interdependent, the gap between the rich and the poor grows wider. A few benefit from globalization, while many are left behind. Is this the world we want? This introductory section concludes with a case study of the impact of a Canadian-funded hydroelectric dam on indigenous people in Colombia.

### Second section (ends with the City Bakery segment)

A better world (and a better form of globalization) is possible. Many people are working hard to make the world more equitable and humane. One example is a rural farm cooperative in northeastern Brazil. Once-struggling families now have access to loans and a "fair trade" market. Today, they earn enough to support their families and plan for the future. In Canada, the owner of a fair-trade bakery is doing his part to make the world a better place.

### Final section (to the end of the video)

Supporting positive alternatives is part of being an active global citizen. But it also means going the next step and actively working for change. The video lists examples of movements that have made a difference in the world. Viewers are encouraged to exercise their rights and responsibilities as global citizens, and work for change.



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## Using this Guide

### Suggested audience

High-school classes that address global citizenship and global responsibilities; youth and adult groups.

Note: The language used in this guide reflects a classroom setting, but many activities are suitable for less formal settings. Optional Christian activities are included in the appendices.

### Materials needed

Television and VCR; blackboard or flip chart; photocopied handouts (pp. 13–16); paper and pens; access to the Internet and newspapers.

### Leader preparation

View the video. Select from the suggested activities based on time availability and class objectives (see the “Overview of the Activities” on this page). Photocopy relevant pages and set up viewing space and equipment.

### Time required

Time for specific activities is left to the discretion of the leader. For a simple discussion of the video, see page 6.



## Overview of the Activities

### Previewing activities

- A World of 10 . . . . . p. 4  
An interactive exercise to get students thinking about inequities in the world.

### Video preview and debriefing

- Showing the Video. . . . . p. 6  
These discussion starters can be used on their own or with other activities.

### Post-viewing activities

- I Am a Global Citizen . . . . . p. 7  
Students explore the many ways we are globally connected.
- Working for Change: Active  
Global Citizens . . . . . p. 8  
A study of individuals and groups working for change.
- Take Action: Write for Rights . . . . . p. 9  
Students learn how to write an effective advocacy letter.

### Summative activity

- It’s Up for Debate!. . . . . p. 10  
A debate allows students to consider and express their opinions on matters of global citizenship; includes handouts for a summative evaluation.

### Appendices

- Jesus and Global Citizenship. . . . . p. 12
- Our Interconnected World . . . . . p. 13
- Writing an Effective Letter . . . . . p. 14
- Peer Evaluation . . . . . p. 15
- Debate Rubric . . . . . p. 16
- Feedback Form . . . . . p. 17

# A World of 10

**This physical and visual activity gets students thinking about inequities in the world. This is an opportunity for students to see, think and react, not to judge or attempt to explain.**

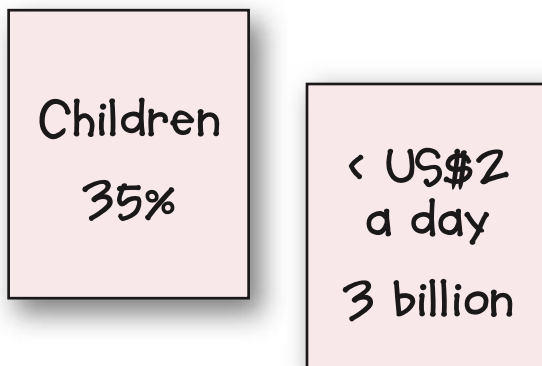
## Students will:

- use estimation and visual representation to examine global inequities
- begin to discuss how they feel about the global situation

## Optional Preparation

You can enhance the activity by making placards on heavy paper or cardboard, with wording as below, to be initially kept hidden from the students' view:

- Children: 35%
- < US \$2 a day: 3 billion
- Without access to safe water: 17%
- No access to Internet: 5.3 billion
- Women who are illiterate: 26%
- Illiterate women in LDCs\*: 58%
- Not in high school: 38%
- Not in high school in LDCs: 72%
- Children underweight: 27%
- Children underweight in LDCs: 36%
- Military spending: US\$800 billion
- Fast food spending: US\$100 billion
- NA foreign-aid spending: US\$18 billion
- 86% of world consumption
- 13% of world consumption
- 1% of world consumption



## Instructions

Invite 11 volunteers to the front of the room. Designate one person as the “Director,” with the remaining 10 students to be divided into groups later, as guided by the class.

Ask the class to imagine that the 10 volunteers represent the entire population of the world. As you ask each of the questions below, the Director is to move the volunteers into two separate lines, until most students are in agreement with the division. Students indicate their wishes by

- drumming two fingers on the desk or chair if they agree with the placement
- tapping their feet (lightly) if they disagree

Example: “If these 10 people represented all the people in the world, how many would be children?” The answer is closest to four, so four people will be on one side of an imaginary dividing line and six on the other side.

When the majority are drumming their fingers in agreement, pause and read out the right answer to the class. If needed, have the Director move the volunteers to visually represent the correct number. When the lineups are right, give one volunteer in the appropriate grouping the associated placard to hold up. This reinforces the statistic.

Read the statistical explanations following each question (provided in italics below). Where there is a statistic for the least-developed countries, have the volunteers visually represent it and hold up the associated placard so that students can visualize the situation in the world’s poorest countries.

Note: the first set of numbers in the “A World of 10” section represents total world numbers. It may be helpful to remind students that the situation in developed countries such as Canada is much better than the averages being demonstrated.

\* “Least-developed countries (LDCs)” refers to the poorest 49 countries in the world, comprising approximately 11 per cent of the world’s population. Most are located in Africa and Asia.



## The Questions

### A world of 10

- If these 10 students represented all the people in the world, how many would be children? **4**  
*Children under 18 make up 35 per cent of the world's population; 50 per cent of the population in the least-developed countries\**
- How many people in our world of 10 live on less than US\$2 a day? **5**  
*One-half the world's population, or roughly 3 billion people*
- How many do not have access to safe, clean drinking water? **2**  
*One in six people worldwide does not have access to safe water*
- How many do not have access to the Internet? **8**  
*Approximately 1 billion people use the Internet*
- If these people were all adult women, how many would not be able to read and write? **3**  
*Worldwide, 26 per cent of women are illiterate. The number for men is less—16 per cent. In the least-developed countries, these numbers are 58 per cent and 38 per cent, respectively*
- If these 10 students were all the young people of high school age in the world, how many would not be in high school? **4**  
*Thirty-eight per cent of youth of high school age are not in school worldwide. In the least-developed countries, 72 per cent are not in high school*
- If these 10 people represented all the children in the world under five years of age, how many would be underweight? **3**  
*Twenty-seven per cent of the world's children under the age of five are underweight. In the least-developed countries, the number is 36 per cent*

### Crunching the numbers

Now imagine that each person in the group represents US\$100 billion.

- How many hundreds of billions of dollars are spent worldwide on military expenses each year? **8**  
*Every year, more than US\$800 billion is spent on military expenses*

- How many hundreds of billions of dollars do North Americans spend on fast food every year? **1**  
*We spend more than US\$100 billion on fast food alone*
- How many hundreds of billions of dollars do North Americans spend on foreign aid each year? **0**  
*The U.S. and Canada spend a total of US\$18 billion each year*

### A world of consumers

- For the final lineup, hand out the three remaining placards on consumption to three of the volunteers. Have the class try to group the students as to the percentage of the world population in each grouping—richest, mid-range and poorest. The correct answers are as follows:
  - ♦ Consumes 86 per cent of the world's goods and services. **2**  
*The richest 20 per cent*
  - ♦ Consumes 13 per cent of the world's goods and services. **6**  
*The 60 per cent in the middle*
  - ♦ Consumes one per cent of the world's goods and services. **2**  
*The poorest 20 per cent*

## Discussion

Once the activity is completed, tape the placards in a place where they are easily visible.

Discuss the following with the students: How do you feel about the statistics you have just worked with? Which pieces of information most surprised you? Which stirred up the greatest reaction? What kinds of reactions?

Up-to-date statistics on global issues can be found in *The State of the World's Children* reports from UNICEF. Find the most recent report at [www.unicef.org/sowc/](http://www.unicef.org/sowc/) and then look under "Tables."



Video preview and debriefing

# Showing the Video

## Working for Change: Active Global Citizenship

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These discussion starters can be used on their own or with the other exercises in the study guide.

### Before showing

Ask students to watch for the following while they view the video (students can fold a blank sheet of paper into quadrants using the headings listed):

1. **Our Connections:**  
note ways we are connected to people around the world
2. **Negative Impacts:**  
list harmful effects of globalization
3. **Positive Impacts:**  
suggest how globalization can be used for good
4. **Our Role:**  
list ways that we can be **active global citizens**

### After showing

Review and discuss students' observations in the four categories listed above. Use questions and ideas raised in the video to enrich your discussion:

- "What is the state of the global village today?"
- "Are we citizens of one country or citizens of the world?"
- "How do my choices affect the planet? Tomorrow's planet?"
- "Is this the world we want? The world we want for future generations?"
- "Are transnational companies responsible for protecting human rights and ensuring sound environmental practices?"
- "People make decisions; they do small things.... Helping my neighbour is a profound thing."
- "We cannot [over]stress the importance of thinking for ourselves because there are corporations out there that will try to think for us."
- "Being young is changing things."

### Final thoughts

Do you agree with the narrator's conclusion at the end of the video?

Global citizenship begins with asking questions about the world as it is, about the world we want and about our role in shaping the global village. Real transformation happens when we exercise our rights and responsibilities as global citizens and work for change.

Express this statement in your own words. Alternatively, come up with your own conclusion. If you were the narrator, how would you end the video?



If this discussion interests you, pursue it. You won't be alone. Go to the World Vision Web site for ideas on how you can work for change: [www.worldvision.ca](http://www.worldvision.ca).

# I Am a Global Citizen

**From the clothes we wear to the wars and peace-building efforts we support, we are connected to the rest of the world. What does this mean for you?**

## Students will:

- think critically about how our modern world is connected and interdependent
- demonstrate understanding of how they personally are connected to the rest of the world

## We Wear the World

In the video, John Stackhouse says we need to “better understand our consumer purchases, from the clothes that we wear to the food that we eat. Where is it coming from? How is it produced?”

Ask each student to examine the labels on articles of clothing they are wearing. If necessary, a partner can peek at a label on the back of a shirt. Ask:

- In what country were your clothes made?
- In which of the countries listed do you think garment workers are paid the most? The least? *Students think about the individual countries and express what they know about life there*
- Why do you think so much of our clothing is made abroad? *Cheap labour and materials, cost-cutting on safety and comfort, workers do not receive benefits, unions are banned, etc.*
- List other items that you wore, ate or used today that probably came from another country. *Students see the many ways they are connected to others simply through their consumption patterns*

## Our Interconnected World

Distribute copies of “Our Interconnected World,” page 13. Use the categories on the handout as starting points to brainstorm some of the many ways that our world is intercon-



nected (see sample ideas listed below). When finished, discuss: Are the impacts of globalization positive, negative or both?

Category	Examples of global connections
<b>Economics</b>	Trade, global corporations (such as McDonalds), international debt payments
<b>Communications</b>	The Internet, concentration of global media (such as Time Warner), world music
<b>Technology</b>	Air travel, sharing of medical discoveries, patent laws
<b>Politics</b>	Terrorism and the response to it, foreign aid spending choices, the United Nations
<b>Society</b>	Immigration, global diseases such as severe acute respiratory syndrome (SARS), international development agencies
<b>Environment</b>	Global warming, rain forest depletion, species extinction

## Putting Myself in the Picture

Assign students one of the following:

- Individually or in pairs, choose one of the categories listed above. Prepare a collage, poem, song or short news item to illustrate your chosen aspect of globalization **as it relates to you.**
- Create and present a commercial for a product of your choice using the slogan **I Am a Global Citizen!**

The Maquila Solidarity Network is your one-stop shop to learn about conditions facing garment workers around the world, urgent actions, ethical shopping tips and more: [www.maquilasolidarity.org](http://www.maquilasolidarity.org).

## Working for Change: Active Global Citizens



Many individuals and groups are not standing idly by; they are actively working for change. Take a look at their example—and put yourself in the picture.

### Students will:

- discuss characteristics of **active global citizenship**
- research and present a study of a person or group working toward a better world

### What is an Active Global Citizen?

Have students brainstorm characteristics of **active global citizens**. In other words, what do they think are some characteristics of people who proactively work to make the world a better place? As an introduction to the assignments below, discuss the characteristics as a class.

### Optional Introductory Activities

There are many ways to answer the question, “What makes active global citizens?” One simple, three-point list is presented below.

#### Active global citizens:

- are global learners: they seek to better understand the wider world
- take a stand: they have decided to not tolerate inequities and injustice
- are proactive: they work for change, one small step at a time

Have students discuss the above characteristics. Is the list complete? Are the three items necessary and sufficient for describing what makes an active global citizen? If not, how would you improve upon the list?

Famed American anthropologist Margaret Mead once said, “Never doubt that a small group of committed people can change the world. Indeed, it is the only thing that ever has.” Do students agree? Why or why not?

### Research Assignment

Research an individual or organization that changed the world for the better. Prepare a written or oral report using the guidelines below. Students should cite their references.

**One person working for change:** (*Examples: Peter Benenson, Murray Dryden, Gandhi, Ryan Hreljac, Craig Kielburger, Rosa Parks, Jody Williams. Ask students for other suggestions, including people working for change today.*)

- What inspired this person to do something?
- What small first step did this person take?
- Why did other people take up his or her cause?
- What qualities helped this person to achieve his or her goal?
- What roadblocks were encountered and how did this person overcome them?
- If you were living at the right time and place, could you see yourself being part of this person’s movement? Why or why not?

**A group working for change:** (*Examples: Amnesty International, Médecins Sans Frontières / Doctors without Borders, Mothers Against Drunk Driving, UNICEF, World Vision. Ask students for other suggestions.*)

- When, where and why did this group start?
- What have been some of its major achievements to date?
- How does the group work for change today? Include details of one current project.
- What obstacles does the group face today and how does it try to overcome them?
- What can volunteers do to help this organization?
- Could you see yourself supporting this organization? Why or why not? If yes, how?

Is there a global issue that interests you? Want to know what you can do about it? Start with a Web search on your issue to find out what is already happening. Then plug yourself in!



## Take Action: Write for Rights



**There are many ways to take action. Letter-writing can be a useful tool for letting decision-makers know what you think—and influencing their actions.**

### Students will:

- list and prioritize concrete ways they can be **active global citizens**
- practise effective communications techniques as they write an advocacy letter

Previous lessons have looked at the characteristics of active global citizens. Begin this lesson by having students work in small groups to brainstorm concrete actions that they can undertake as active global citizens.

Examples:

- Ask who made the products you buy. Ask retailers to sell responsibly made products.
- Volunteer in a group that is campaigning for a cause.
- Plan an event to make others aware, such as a sweatshop fashion show.
- Join an e-mail campaign or a petition drive.
- Speak at your school or town council.
- Support someone who is working for justice in a developing country.
- Write a letter to your local newspaper.
- Let your member of Parliament know about your concerns.

Have the groups prioritize their top four or five ideas and share these with the class. Consolidate similar actions into one listing. Then choose a class ‘top-10’ list and post it in the classroom.

### Taking One Action: Letter from a Global Citizen

Distribute the handout “Writing an Effective Letter,” page 14, to students. Talk through the tips listed to familiarize students with them. Working



individually or in pairs, students should choose current issues that they would like to write and send advocacy letters on.

Once their choices are approved, students should gather enough information from reliable sources on the Internet or from newspapers to write informed but brief one-page letters. They will also need to find the name and address of a key decision-maker to write to on their chosen issue. Their research may lead them to appeal to

- a legislator,
- a newspaper editor,
- a retailer,
- or the head of a manufacturing company.

Have students use ideas from “Writing an Effective Letter” to craft their letters. Students may read their letters aloud or display copies. Urge students to mail their letters; those sent to Canadian members of Parliament while Parliament is in session do not need stamps. It will be an inspiration to students if those who receive replies during the term show them to the class.

A note on e-mail. Generally, an e-mail message is considered less effective for advocacy than a written letter. Legislators know it is much easier to cut and paste and click “send” than to print and post a letter. E-mail is useful, however, in soliciting broad and rapid support on an urgent issue. The text of a sample e-mail letter can be sent to numerous people quickly. These people can, in turn, forward the letter to others. In this way, many people can then e-mail the letter to the intended recipient or, better yet, print and sign the letter, then send it by mail or fax.

For the contact information of your member of Parliament, visit [www.canada.gc.ca/directories/direct\\_e.html](http://www.canada.gc.ca/directories/direct_e.html).

# It's Up For Debate!

**Part of acting on behalf of the world's citizens means having an opinion on issues that matter. Teachers can use this activity and accompanying tools as a summative evaluation.**

## Students will:

- practise debating an issue with knowledge and civility, necessary elements of the democratic process
- understand that making change can be a complex process because people have different values and priorities

### Note:

1. This particular activity can serve to evaluate students' understanding of global citizenship. The first three debate topics listed below especially lend themselves to such an evaluation. An assignment rubric and a peer-evaluation form are included in the appendices.
2. Teachers will need to give students time before the debate to prepare their arguments.

## To Begin

Ask students if they have observed a government debate. It can be raucous at times, but there are rules of procedure that are being followed so that all positions are aired before creating policies and laws. In this exercise, students will have the opportunity to take part in a debate and use simple rules of procedure. Working in groups, they are to research a position—pro or con—on a selected topic related to global citizenship.

You may wish to have the students brainstorm some of the rules that must be followed for an effective and respectful debate before you share the following rules with them. Allowing for their input first helps encourage ownership over the process. The “Rules for Democratic Debate” listed below are also found in the handout “Peer Evaluation,” page 15.

A peer evaluation form titled "Peer Evaluation" with a small photo of a person in the top right corner. The form contains several sections: "Name of Student", "Date", "Peer Evaluation Scale", and a table with columns for "Criteria" and "Rating". The table has several rows and columns for recording scores. At the bottom, there is a section for "Comments" and a footer that says "Working for Change: Active Global Citizenship".

## Rules for Democratic Debate

- Listen and speak with respect.
- Bolster your case with information from legitimate sources.
- Argue against the points being made, not with the person making them.
- Honour the decisions of the moderator.
- Observers make no judgments until they hear both sides.

## Preparation

Divide students into groups (minimum number of four to a group, but you may want larger groups to limit the number of debates). Have students count off “one, two” to decide who is “pro” (agrees with the statement) and who is “con” (disagrees with the statement). Assign or have students choose a debate topic.

## Possible Debate Topics

- We have the power to change things as global citizens.
- The world has become a better place because of the United Nations Declaration of Human Rights.
- First-World policies create Third-World misery.
- Schools should buy all athletic clothing from companies that treat workers fairly.
- Pictures of sick and starving children are the wrong way to get Canadians to care about people in need.
- The Internet is helping to build a better, more peaceful world.
- Canadian companies shouldn't be allowed to do business with countries that allow child labour.
- Canada should double the tax on fast food and junk food to pay for more foreign aid.

Students will require sufficient time to research their positions. Remind them that it is very important that the sources they use are credible, and that any information taken from a source must be given credit in a bibliography or “Sources Cited” list. Increasingly, the information we use is obtained from the Internet. On the next page is a short list that you can present to your students to assess bias and credibility in web resources.



## Web Page Assessment

- Is there an author of the page?
- Are the author’s credentials/experience stated?  
What are the author’s credentials?
- Can you contact the webmaster?
- Who sponsors the page (what organization/company)?
- Are there links to information about the sponsor?
- When was the page last updated? Is the information current?
- Does the information appear to be biased? Is the information meant to sway opinions?
- Does the information appear to be reliable and error-free? Does it conflict with information elsewhere?
- Is there advertising on the page? Does the information seem to support a product or gimmick?

Discuss the expectations for the assignment with the students before they begin their work. Use the Peer Evaluation tool to see the division of labour among the group members. The “Debate Rubric,” page 16, can be used to assess individual performance. Hand out copies of these tools before the debate.



## The Debate

Each group will debate in front of the class for a specific length of time, perhaps 10 minutes. Choose a timekeeper and a moderator to ensure the debate process is followed fairly. Use the following process:

<b>Pro side</b>	One student states his or her side’s case for agreement with the statement and argues their position for 2 minutes. Everyone else is silent. The con side listens attentively and takes notes.
<b>Con side</b>	One student states why his or her side disagrees with the statement and argues their position for 2 minutes. Everyone else is silent. The pro side listens attentively and takes notes.
<b>Break</b>	Both sides have 2 minutes to plan their rebuttals. Observers make notes on arguments made and how they would argue if they were debating.
<b>Con side</b>	One student has 1 minute to rebut the arguments made by the pro side.
<b>Pro side</b>	One student has 1 minute to rebut the arguments made by the con side.
<b>Final arguments</b>	One student from each side has 1 minute to convince observers why they have a better case.



## Closing

- After final arguments, observers may be given a chance to add their thoughts to the discussion. If desired, the class may then vote on the issue: pro or con.
- Instruct students to fill in and submit the “Peer Evaluations”; teachers complete a “Debate Rubric” for each student.

Continue the debate—take it to action. Join other youth who are actively engaged in global issues through World Vision’s youth action network. Check it out at [www.worldvision.ca/yan](http://www.worldvision.ca/yan).

# Jesus and Global Citizenship



## Discussion exercises for Christian classrooms or church study groups.

### Participants will:

- consider examples of globalization in Jesus' Galilee
- look for lessons about active global citizenship in the story of the feeding of the 5000

### Globalization in Jesus' Day

Ask students to consider what aspects of globalization, as we know it today, might be found in Galilee in Jesus' time. Have them explain or elaborate. Here are some examples:

- **Imperialism:** The Roman "world order" imposed its values and structures on local culture, customs and politics. Some collaborated, while others, such as the Zealots, plotted to overthrow it, hoping Jesus might help their cause.
- **Resource Depletion:** Fishermen sold their catch for export even as local stocks became depleted.
- **Crippling Debt:** Farmers produced food for the Roman empire, not themselves, and paid Roman taxes on the proceeds. Forced into debt, some sold their lands and became poor labourers on the estates of wealthy land owners.

Consider the following people in Jesus' day:

- poor tenants and labourers
- lepers and cripples
- fishermen casting their nets but not catching fish
- Roman leaders; wealthy tax collectors
- collaborators with Rome; the Zealots who plotted to overthrow Rome

Who would be their equivalents in today's world? What parallels can you draw between globalization in Jesus' time and globalization today? What insights can you gain?

## Applying Biblical Teachings to Global Citizenship Today

Read Mark 6:30–44, the story of the feeding of the 5000. Discuss the story using the following questions as starting points (possible answers provided in italics):

- Why did Jesus and his disciples cross the lake?  
*To eat, rest and escape*
- How would the disciples feel on seeing the crowds arrive?  
*More tired, powerless*
- Who would be in this crowd?  
*Many people: men, women and children; those in need*
- Jesus says, "You give them something to eat." Why would the disciples find this alarming?  
*They have little money; they questioned if it was their responsibility to care for strangers*
- How was Jesus' response different from the response of the disciples?  
*He had compassion; he believed they could be fed; he gave thanks to God*
- How do you think everyone was fed?  
*No one really knows, perhaps Jesus performed a miracle, perhaps everyone shared what they had*
- Why do you think the leftover pieces were picked up?  
*They are God's gifts, not to be wasted; they could be "recycled," i.e., given to others*
- Put yourself in this story. Who would you most likely be? How do you think you would have acted?

Ask participants what this story tells us about the hallmarks of a global citizen. Write "Global citizens..." on a board or flipchart and have participants complete the sentence. *Examples: Global citizens take responsibility for people in need; believe that there is enough for all; have an attitude of gratitude and a desire to help others; are good stewards; understand that working for change is difficult but take action anyway*

In closing, ask participants:

- What is God saying to you about active global citizenship?
- What are you willing to do in response?



# Our Interconnected World



There are many types of globalization today. For each of the categories listed below, brainstorm examples of how our world is interconnected.

## Economics



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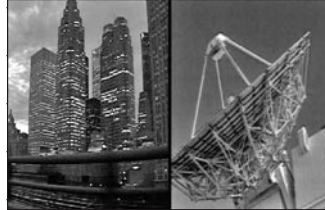
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## Communications



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## Technology



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## Politics



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## Society



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## Environment



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## Writing an Effective Letter

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Here are a few tips on writing effective letters:

- Address letters to the right person, at the right address; use the correct salutation for the person you are writing to. To learn who your member of Parliament is, complete with mailing addresses e-mail, and fax numbers, go to [http://canada.gc.ca/directories/direct\\_e.html](http://canada.gc.ca/directories/direct_e.html). Letters to federal members of Parliament do not need stamps when Parliament is in session. Send letters to:

(Name of the politician)  
c/o House of Commons  
Ottawa, Canada, K1A 0A6

- Include the date, your address and signature.
- If appropriate, indicate something about yourself; for example, your age, your grade in school or the group you belong to.
- Be succinct and to the point; one page is best.
- Begin by stating the reason for writing. For example:
  - ◆ “I am concerned about...”
  - ◆ “I have been learning about...and I think...”
  - ◆ “I am writing to ask you to...”
  - ◆ “Today’s *Centreville Star* reports that...”

- Always be respectful—never abusive or insulting.
- Demonstrate that you are informed about the issue.
  - ◆ Clearly state something you know about the issue.
  - ◆ You could include a brief, convincing quote from something you have read (with reference to the source). Or you could choose to quote from a respected international agreement such as the Universal Declaration of Human Rights.
  - ◆ You could offer praise for something the reader is already doing on this issue.
- Show understanding that the reader (for example, your member of Parliament) hears many points of view.
- Present a reasonable, convincing solution or plan of action. Clearly state what you want the recipient to do.
- Edit your letter to ensure it is well written, with no errors in spelling, grammar or format.

# Peer Evaluation



Use the following tools to help you plan your debate. Be mindful of the expectations of you as a group member. At the end of the assignment your peers will evaluate your contribution to your group, just as you will evaluate all group members' contributions (including your own).

## Debate Rules

### Rules for Democratic Debate

- Listen and speak with respect.
- Bolster your case with information from legitimate sources.
- Argue with the points being made, not with the person making them.
- Honour the decisions of the moderator.
- Observers make no judgments until they hear both sides.

## Peer Evaluation Guide

CRITERIA	STUDENT NAMES							
<p><b>Place the names of your group members in the columns to the right—be sure to include yourself.</b></p> <p>For each criterion below give each member of your group a mark out of 4:</p> <p>4—<u>Always</u> demonstrates the quality                      3—<u>Frequently</u> demonstrates the quality                      2—<u>Sometimes</u> demonstrates the quality                      1—<u>Rarely</u> demonstrates the quality</p>								
Contributes to group planning, discussion, and decision-making.								
Accepts responsibility for tasks assigned and completes on time.								
Produces high-quality work.								
Works cooperatively and is willing to make compromises.								
Takes initiative with ideas and actions.								
Was a valuable member of the team overall.								
TOTAL ( / 24 )								

# Debate Rubric



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

Criteria	Level 4	Level 3	Level 2	Level 1
<b>Knowledge/ Understanding</b> -understanding of the topic -accuracy and thoroughness of information -research skills	-demonstrates a thorough understanding of the topic -all information presented was accurate and thorough -research conducted exceeded expectations	-demonstrates significant understanding of the topic -most information presented was accurate and thorough -research conducted met expectations	-demonstrates some understanding of the topic -information presented was at times accurate and thorough -research conducted was somewhat effective	-demonstrates a limited understanding of the topic -information presented was not accurate and thorough -research effort was very limited and did not meet expectations
<b>Thinking/Inquiry</b> -critical thinking skills -effectiveness of rebuttal	-material presented demonstrates a well developed ability to assess issues critically -rebuttal argued the position very effectively with strong influence	-material presented demonstrates an ability to assess issues critically -rebuttal argued the position with strong influence	-material presented demonstrates some ability to critically assess issues -rebuttal was communicated with some effectiveness	-material presented demonstrates an inadequate ability to critically assess issues -rebuttal was communicated with limited effectiveness
<b>Communication</b> -presentation style -respect for opposition team -organization of arguments	-eye contact, tone of voice, enthusiasm, and gestures were all used effectively to argue the position -comments and responses were always respectful and appropriate -arguments were logically organized and presented clearly	-eye contact, tone of voice, enthusiasm, and gestures were all used to argue the position -comments and responses were respectful and appropriate -most arguments were well organized and presented clearly	-eye contact, tone of voice, enthusiasm, and gestures were used occasionally to argue the position -comments and responses were occasionally inappropriate -some arguments were organized and presented clearly	-eye contact, tone of voice, enthusiasm, and gestures were not used effectively to argue the position -comments and responses were often disrespectful and inappropriate -few arguments were well organized or presented clearly
<b>Application/ Making Connections</b> -incorporates previous knowledge -extends to real-life examples	-effectively incorporated knowledge acquired through previous classroom lessons/ experiences -several connections were drawn to examples in life that students could relate to	-incorporated previously acquired knowledge -some connections were drawn to examples in life that students could relate to	-incorporated little previously acquired knowledge -few connections were drawn to examples in life that students could relate to	-incorporated no previous acquired knowledge -no connections were drawn to examples in life that students could relate to
<b>Overall Level:</b>				
<b>Comments:</b>				



# Feedback: Working for Change: Active Global Citizenship

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We want to hear from you! Your feedback on this video and study guide is important as we constantly strive to measure impact and improve our resources. Please take the time to fill out this feedback form and fax or mail it to us. You can also send comments or lesson suggestions to **GlobalEd@worldvision.ca**.

1. How did you learn about this resource? \_\_\_\_\_
2. With whom did you use the resource? \_\_\_\_\_
3. What was your objective(s)? \_\_\_\_\_

4. Please rate the effectiveness of this resource in helping you to meet your objectives.

Not effective	1	2	3	4	Very effective
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments \_\_\_\_\_  
\_\_\_\_\_

5. Please evaluate the resource according to the following criteria.

	Poor	1	2	3	4	Excellent
Overall quality of the resource.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity of facilitator instructions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Breadth and depth of subject matter covered.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effectiveness of format/layout.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments \_\_\_\_\_  
\_\_\_\_\_

6. What did you find most useful? \_\_\_\_\_  
\_\_\_\_\_

7. What did you find least useful? \_\_\_\_\_  
\_\_\_\_\_

8. Please comment on the impact(s) you perceived from using this resource? (E.g. changed attitudes, actions taken by your group or yourself) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please send this form, along with any comments to Global Education, World Vision Canada, 1 World Drive, Mississauga, ON, L5T 2Y4 or fax to (905) 696-2166. Thank you!







## About World Vision

World Vision was founded in 1950 and is a non-profit, Christian humanitarian relief and development organization. Active in more than 90 countries, World Vision works in partnership with people around the world to overcome poverty and injustice, and to provide opportunity and hope.

To support World Vision's work, visit [www.worldvision.ca](http://www.worldvision.ca) or call **1 800 268-1650**.

World Vision educational videos, publications and classroom activities are available to help Canadians develop a greater understanding of global issues and take action for positive change.

For more information on resources and programs visit [www.worldvision.ca/resources](http://www.worldvision.ca/resources) or contact us at:

**Global Education, World Vision Canada**  
**1 World Drive,**  
**Mississauga, ON**  
**L5T 2Y4**

**Phone: 1 800 268-1650**

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