

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12



Theme 4:

Making a Difference

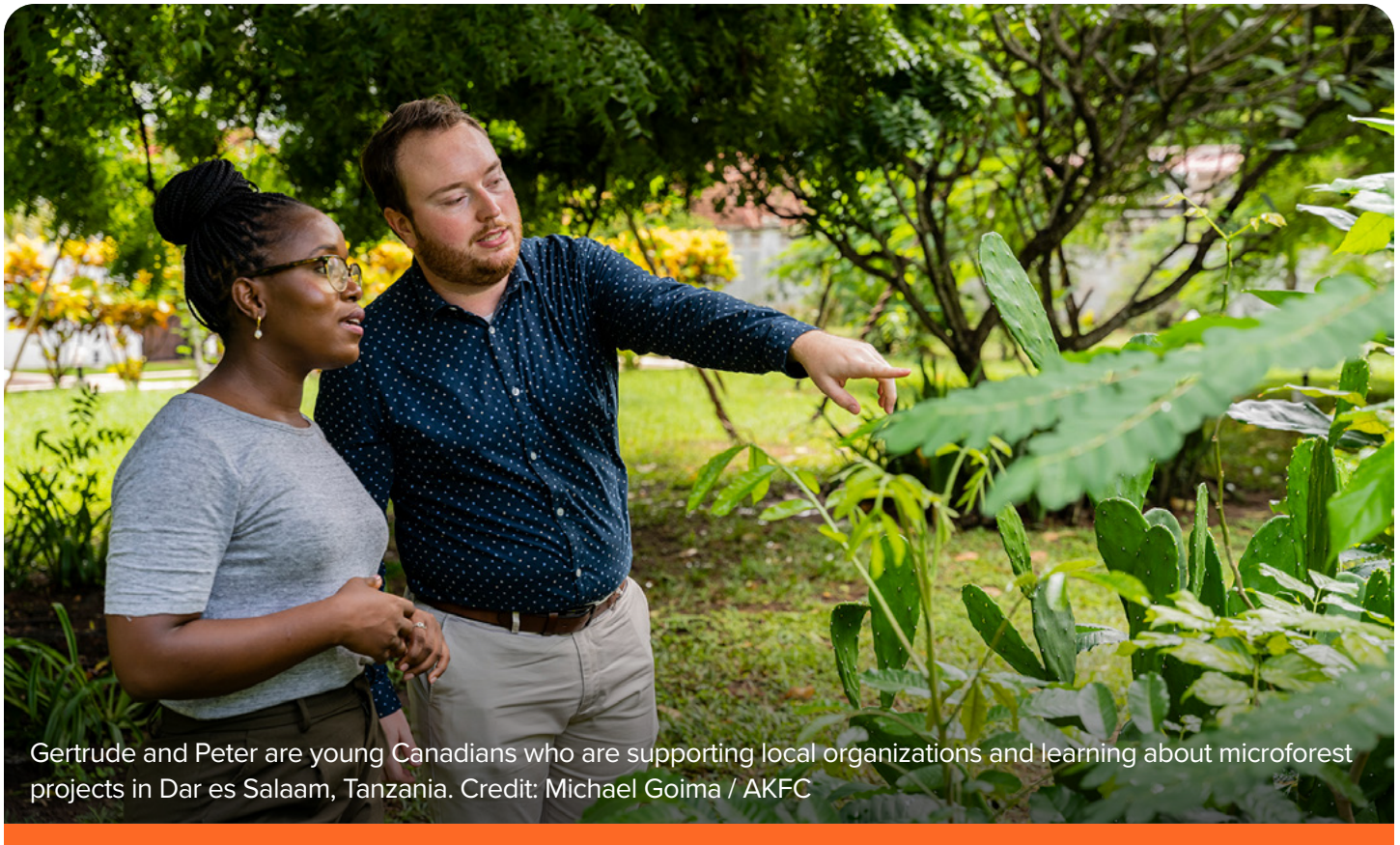


AGA KHAN FOUNDATION
CANADA



In partnership with

Canada



Gertrude and Peter are young Canadians who are supporting local organizations and learning about microforest projects in Dar es Salaam, Tanzania. Credit: Michael Goima / AKFC

Inspiring Global Citizens

A Pan-Canadian Educators' Guide





Grades 9 to 12

This four-part toolkit equips you with everything you need to teach about the **Sustainable Development Goals (SDGs)** and global citizenship. It includes fun and interactive lesson plans, activities, extensions, videos, real-world examples, discussion guides, and printable handouts that encourage learners to think critically and creatively, linking the personal, local, and global. The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. We hope it inspires both you and your students to take action and help create a more peaceful, prosperous, and equitable world for all.

Welcome to **Theme 4: Making a Difference**

Table of Contents

 Click titles to jump to page

Acknowledgements.....	2
Contributors.....	3
Who We Are.....	4
How to Use this Resource and Contact Us.....	6
Using Videos for Teaching and Learning.....	8
Protecting the Safety, Belonging, and Dignity of Students	9
Theme 4: Making a Difference	12
 Activity 1: The Story of the Star Thrower (30 minutes +)	13
 Activity 2: What Type of Global Citizen Are You? (50 minutes +)	18
 Activity 3: What's Your Spark Story? (50 minutes +)	27
 Activity 4: Exploring Different Types of Action (40 minutes +)	30
Activity 5: Ideation Frenzy (70 minutes +)	35
Activity 6: Talking to the Community and Creating an Action Plan (60 minutes +)	47
Activity 7: Report and Reflection (60 minutes +)	56
Glossary	62
Resources	63
Appendix: Curriculum Connections Across Canada + International Baccalaureate (IB)	66
Sources	81

High-level activity:



Learning styles:



Verbal-
Linguistic



Logical-
Mathematical



Visual-Spatial



Bodily-
Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

Acknowledgements



Statement on Reconciliation

The work that Aga Khan Foundation Canada (AKFC) does in supporting teachers and youth to become active global citizens reminds us of the importance of learning, listening, and taking action as change makers, all of which are central to the process of Truth and Reconciliation. We are reminded that Canada's reconciliation process with Indigenous Peoples must be continuous and intentional, as do all processes like this around the world. We must remember that Canadian society struggles with the ongoing legacy of colonialism. Our ongoing pursuit of this work reminds us of the importance of understanding and acknowledging history, accurately and completely, to help us make changes that move us towards more inclusive and equitable societies. These reminders inform our work, in Canada and globally, on this shared path of reconciliation.

Funding

The creation of this toolkit was made possible with funding from Global Affairs Canada.



Contributors

Cover Page Photo

Bringing Canadians together from coast to coast to coast, the World Partnership Walk is one of the many ways Canadians can make a difference.

Lesson Package Writers

Laboni Islam, Education Consultant, OCT

Sophia Mirzayee, Education & Youth Engagement Officer, AKFC

Editors

Annie Lee, Content Officer, AKFC

Natasha Asbury, Education & Youth Engagement Manager, AKFC

Rosemary Quipp, Deputy Director of Public Engagement and Resource Mobilization, AKFC

Teacher Reviewers

Amanda Pike, Teacher, Conseil Scolaire Catholique Providence (Ontario)

Ann Jirousek (B.Sc., B.Ed., M.Ed., Ed.D. Candidate), Educator for Yukon Education (Yukon)

Christine Paget, Teacher, West Vancouver Secondary School (British Columbia)

Diane Vautour, Department Head CDN and World Studies/Social Sciences, Loretto Abbey, TCDSB (Ontario)

Devin Rykunyck Mackay, French Language and Social Studies Teacher, Madeline Symmonds Middle School, HRCE (Nova Scotia)

Jacqueline Rockett, Learning Resources/Social Studies Department, O'Donel High School (Newfoundland & Labrador)

Jennifer Williams, VP of Communications, Social Studies Educators Network Canada (Alberta)

Kara Wickstrom Street, Vice President, Manitoba Social Sciences Teachers Association (Manitoba)

Meera Sarin, Social Studies Department Head, Teacher & Social Justice Coordinator, FH Collins Secondary School (Yukon)

Shannon Dicker, Program Specialist for Indigenous Education, Nunatsiavut NL schools (Newfoundland & Labrador)

Graphic Designer

Greg Dubeau RGD

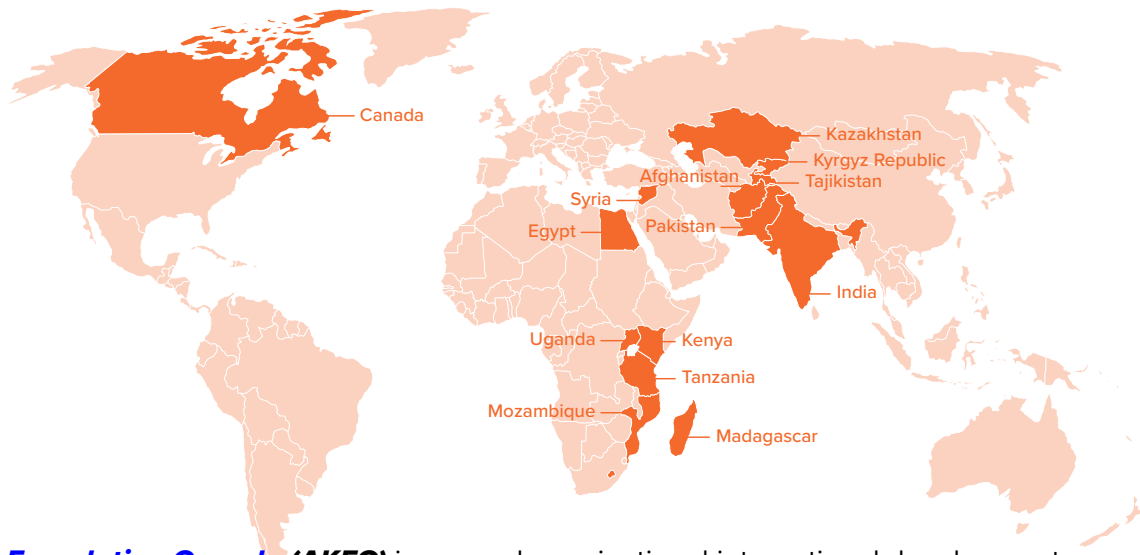
Translator

Philippe Leduc

Who We Are



AGA KHAN FOUNDATION
CANADA



Aga Khan Foundation Canada (AKFC) is a non-denominational international development organization and registered Canadian charity. Aga Khan Foundation Canada works in over a dozen countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. AKFC programs promote the empowerment of women and girls, and invest in agriculture and food security, civil society, climate resilience, early childhood development, education, health and nutrition, and work and enterprise. Since 1980, AKFC has improved millions of lives in Africa and Asia, with the support of the Government of Canada and thousands of individual Canadians.

AKFC works with Canadian educators to deepen their understanding of global issues and empower them with practical tools and strategies to engage students as active global citizens. Some of these tools include workshops for students, professional development workshops for educators, videos, and resources.

AKFC is part of the global **Aga Khan Development Network (AKDN)**, a family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. The AKDN is dedicated to improving the quality of life of those in need, mainly in Asia and Africa, irrespective of their origin, faith, or gender. The network's multifaceted development approach aims to help communities and individuals become self-reliant.

how you can get involved:

- [Sign-up for our monthly newsletter](#) where we share our favourite activities, videos, and resources or book a workshop for your class or district.
- Visit us online for more educator resources:
www.akfc.ca/get-involved/educators



This resource explores the fourth of four themes:



Download

Theme 1: Connected World

This module focuses on our connected world and what it means to be a **global citizen**.



Download

Theme 2: Quality of Life

This module focuses on **quality of life**, as well as the way it varies from country to country and within a given country.



Download

Theme 3: Sustainable Development

This module focuses on the United Nations **Sustainable Development Goals (SDGs)**, also known as the Global Goals.



**Theme 4:
Making a Difference**



Download

Theme 4:


Making a Difference

This module focuses on being a **global citizen** and encourages students to act locally and be changemakers.



Students at a primary school in Uganda hang cloth material on bushes to dry, which is used to make reusable menstrual pads. Credit: Rich Townsend / AKFC

How to Use this Resource and Contact Us

- The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. There are ties to Social Studies, Geography, History, World Issues, Civics, Language Arts, and the Arts. For a full chart of curriculum connections, please see the [Appendix](#).
- To experience the full teaching and learning journey, use the lessons in sequence.
- The lessons are designed so that they can stand alone, so feel free to select ones that support your programming.
- If you would like to explore a few high-level activities from each theme, follow the globe icon. 

- We have included activities to engage different learning styles. Look for the following icons throughout the resource:



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

- Words ***bolded and italicized*** appear in the [Glossary](#).
- The length of time needed for each lesson appears as a lower limit (e.g., 50 minutes +). Feel free to deliver the lessons in a way that matches the instructional time in your learning environment, as well as your students needs. A single lesson can fill one learning session, or it can be split across several sessions.
- Feel free to adapt the lessons to suit your students' learning styles and needs.
- Use a world map to enhance learning. When selecting an appropriate world map, be sure that it accurately represents the true size of countries. Look for maps that utilize an equal-area projection such as the Equal Earth projection. It's also beneficial to choose maps that are up-to-date, clearly labeled, and visually engaging for students to encourage exploration and understanding of global geography.
- Website links are working as of January 2024. Please check them before use.
- If you would like printed copies of this resource, please send an email request to akfc.education@akdn.org.
- If you would like to download a digital copy of this resource in English, with hyperlinks to websites, videos, and other online resources, please visit www.akfc.ca/en/guide. To download a French copy, please visit: www.akfc.ca/fr/guide.
- We would love to hear how you are using this resource and welcome your ideas for improving and expanding on the themes. Please share your suggestions with us at akfc.education@akdn.org.
- Sign-up for our monthly newsletter where we share our favourite activities, videos, and resources: www.akfc.ca/get-involved/educators/#subscribe.

Using Videos for Teaching and Learning

1. This toolkit uses videos for teaching and learning. When sharing a video with your class, we recommend this scaffolded approach:
2. Share the video with your students and let them engage on their own terms. If it helps your students, reduce the playback speed by clicking on the “Settings” icon on the YouTube video and/or play the video a few times.
3. Share the video questions with your students. We have included questions in the lesson plan, as well as in the form of a handout. Give students time to review the questions independently. If it helps your students, review the questions together as a class.
4. Share the video again. Invite students to reflect on the questions and record their responses.
5. Facilitate a discussion, making room for different points of view. We include different types of questions that increase in difficulty. The approach adapts Bloom’s Taxonomy and the Critical Analysis Process outlined in the Ontario Curriculum for The Arts for elementary and secondary students (2009, 2010). The questions may invite students to:

React – Students may share thoughts, feelings, questions, and/or personal connections. These responses may create opportunities for further discussion.

Demonstrate Understanding – Students may summarize and explain key concepts.

Analyze – Students may break down big concepts, compare and contrast information, and/or reflect on how concepts relate to each other.

Consider the Cultural Context – Students may reflect on when, where, and by who the video was made, and how this impacts the point of view and content.

Express an Informed Point of View – Students may reflect on if and how their first reaction has changed, whether they agree or disagree with an idea, and/or offer new possibilities.

Protecting the Safety, Belonging, and Dignity of Students

Introduction

Global citizenship education has many benefits. It increases students' awareness of local and global issues; promotes critical and creative thinking; sparks communication, collaboration, and problem-solving; and activates students' unique gifts for ethical and informed action.

Conversations around global connections, the Sustainable Development Goals (SDGs), and global citizenship touch on many topics, including poverty, food security, health, education, gender inequality, politics, conflict, displacement, migration, and more.

These topics will touch your life and your students' lives in different ways. We encourage you to watch this introductory Edutopia video on trauma-informed practices: [Education Buzzwords Defined: What Are Trauma-Informed Practices?](#)

Let Students Choose Alternatives

As a teacher, you know your students best and should evaluate their level of readiness before integrating global citizenship education in your classroom. Given the complexity and gravity of some topics, it is important to prepare your students in advance by disclosing to them the nature of the content they will engage with. When possible, let students know that they may opt out, and provide them with alternative ways of engaging with the content.

Hold Space for Difficult Emotions

Information about poverty, climate disasters, inequality and the like will likely spark difficult emotions. Transitions between activities and opportunities for self-expression are essential for processing this content. Journaling or checking in with peers are meaningful ways to end a class. In addition, discussion groups led by a guidance counselor can provide a safe and comfortable space in which students can process their emotions and feel supported. Devoting time—even if it means skipping content—to these strategies ensures we support learners and model valuable coping skills that extend into other facets of life.

Offer Hope and Optimism

We encourage you to share optimistic stories of hope, action, and progress while teaching about local and global issues. It is important for your students to know that they do indeed have the capacity to address global problems in their own way. Using case studies and examples that show meaningful progress and action can inspire students. Furthermore, allowing students to exercise their agency through action-oriented projects can offer optimism and hope.

Signs and Symptoms of Trauma

There are many signs and symptoms of trauma, which include physical, mental, emotional, and social responses. Some signs and symptoms are:

- missing classes
- having difficulty focusing
- having difficulty retaining and recalling information
- having difficulty regulating emotions
- being afraid to take risks
- experiencing anxiety around group work, public speaking, deadlines, tests etc.
- feeling stressed, angry, or helpless
- withdrawing and isolating
- participating in unhealthy relationships¹

If you notice these signs and symptoms, act compassionately, seek support when necessary, and take trauma-informed steps to support your students' well-being. Please see the [Resources](#) section for additional videos and articles.

Facilitation Principles

Here are some tips that you can use before and while facilitating conversations in the classroom:

- Be as aware of your students' personal situations as possible. Consider historic, cultural, and gender issues. Is there anyone who may be personally affected by the discussion topic?
- Be mindful of power dynamics.
- Acknowledge trauma and create a climate of safety, trust, and transparency.
- Consider sharing a content warning.
- Define issues clearly and approach them with sensitivity.
- Structure discussions, establish expectations, and clear pathways for communication.
- Consider which topics are appropriate for discussion and debate.
- Protect students by not personalizing issues.

¹ “Trauma-Informed Pedagogy.” [Barnard College, Columbia University](#). Accessed 8 August 2023.

- Wherever possible, empower students with voice and choices.
- Make room for students' perspectives and recognize that these perspectives are informed by different experiences, beliefs, and values.
- Thank students for their responses in a neutral way.
- Accept that issues are complex and there may not be a "right answer." It is okay for students to disagree and debate respectfully.
- Teach students the difference between bias and an informed opinion.
- Help students find reliable information to support their views.
- Create a climate that validates lived experience.
- Be an open and available resource within your personal and professional boundaries.
- Be mindful of compassion fatigue and take care of yourself.

Seek Extra Support if Necessary

Keep in mind that global citizenship education affects everyone differently. Some students may be particularly vulnerable and may experience a greater emotional toll, including the triggering or exacerbation of symptoms. We encourage you to be observant and provide extra support and resources to all students in case they wish to process their feelings/emotions further or receive additional support to help them cope.

Making a Difference



A group of people walking to farm some land donated to their community by a local farmer.
Credit: Rich Townsend / AKFC

Overview

This module focuses on being a **global citizen** and encourages students to act locally and be changemakers. Students will take quizzes to identify their unique gifts and capacities as global citizens. They will reflect on issues that spark them, consult their communities, create and carry out campaigns, and evaluate their project and outcomes. Our hope is that students will conclude this learning journey with a sense of agency — that they can channel their gifts, take action, and help create a more peaceful, prosperous, and equitable world for all.

Key Concepts

- **Global citizen**
- **Global citizen types and “climate warrior archetypes”**
- **Spark story**
- **Types of action: letters, petitions, social media campaigns, fundraisers, protests, educational materials, talks or presentations, inventions, and social entrepreneurship**
- **Consultation**
- **Campaign and action plan**
- **Reflection and evaluation**

Learning Outcomes

Learners will:

- Identify their unique gifts and capacities as global citizens
- Identify issues that spark them in their neighborhood, school, or broader community
- Explore different types of action
- Create and carry out a campaign, in consultation with affected communities
- Reflect on and evaluate their community action project and outcomes

The Story of the Star Thrower



Visual-Spatial



Verbal-Linguistic



Interpersonal



Bodily-Kinesthetic

Length: 30 minutes +

Objective: Students will watch a short film and reflect on the way small actions can have a positive impact.

Procedure

Do

1. Share the Rebel Shoes Productions video: [Starfish Story](#). Alternatively, if you have a theatrical class (or a class that's willing to get theatrical!), you can read aloud or perform [The Star Thrower script](#). The script is flexible and can work for groups of different sizes. For example, if you have 24 students in your class, 8 of those students can play Narrators 1-6, Man, and Boy. The remaining 16 students can work collaboratively to be Sound Makers. Feel free to change the gender of characters.
2. You may facilitate a conversation around this video without a handout, but if it helps your students share [The Star Thrower Reflection Questions](#), Give students time to review the questions independently. If needed, review the questions together as a class and share the video again.

Materials

- Any way of recording ideas
- The Rebel Shoes Productions video: [Starfish Story](#) (1:10)
- (Optional) *The Star Thrower* Reflection Questions on [page 15](#), one per student
- (Optional) *The Star Thrower* script on [page 16](#), one per student

ACTIVITY 1



Students at a primary school in Kenya water their school garden as part of their environment class.
Credit: Rich Townsend / AKFC

Connect + Think

1. Invite students to reflect, then share. Facilitate a discussion. After the discussion, you may also turn this into an exit ticket.

- What is your reaction to this video?

Answers will vary.

- Can you think of an example from your life, when you did something small, and it had a positive impact on someone else and/or on the environment?

Answers will vary.

- How does this story relate to being a **global citizen**?

Answers will vary. Possibilities include: The child could have ignored the needs of the starfish but chose to act. The child's actions were small, but they made a difference. Being a global citizen means paying attention to the problems around you and taking action, however small, to help. You can act small and locally and still make a big, positive impact. This is also an opportunity to make a connection to the students' ideas from the "[What Makes a Global Citizen?](#)" activity.

ACTIVITY 1

The Star Thrower

Reflection Questions

1. What is your reaction to this video?

2. What message do you take from this story?

3. Can you think of an example from your life, when you did something small, and it had a positive impact on someone else and/or on the environment?

4. How does this story relate to being a **global citizen**?

ACTIVITY 1

The Story of the Star Thrower

A script adapted from The Rebel Shoes Productions video: [Starfish Story](#), which is adapted from Loren Eiseley's essay, *The Star Thrower*, published in the book, *The Unexpected Universe*.

Feel free to change the gender of characters.

[Setting: A beach at low tide, with thousands of starfish on the shore]

[Enter a young boy in the distance, who picks up starfish one at a time and throws them into the sea.]

SOUND MAKERS: *[Create a soundscape using your voices and bodies: The sound of gulls, water lapping gently against the shore, followed by soft footsteps.]*

[Enter a man, walking along the beach slowly.]

NARRATOR 1: *A man was walking along a beach at low tide after a storm.*

SOUND MAKERS: *[Create a soundscape: The sound of gulls, water lapping gently against the shore.]*

NARRATOR 2: *He saw that there were tens of thousands of starfish left stranded on the beach, dying in the heat of the sun.*

SOUND MAKERS: *[Create a soundscape: The sound of gulls, water lapping gently against the shore.]*

NARRATOR 3: *And off in the distance, the man saw a young boy who was picking up the starfish one at a time, going down to the sea, and throwing them in...*

NARRATOR 4: *...then went back to get another one, picked it up, walked back to the water's edge, and threw it into the sea.*

ACTIVITY 1

NARRATOR 5: *The man went up to the boy and laughed.*

MAN: *[Laughing]. Look, can't you see, there are tens of thousands of starfish out here. I don't really think that what you're doing is going to make any difference.*

SOUND MAKERS: *[Create a soundscape: The sound of gulls, water lapping gently against the shore.]*

NARRATOR 6: *The young boy silently carried on, picked up another starfish, went down to the water's edge, and threw it into the sea. Then he turned to the man, and he said...*

BOY: *Well, I bet it made a difference for that one.*

SOUND MAKERS: *[Create a soundscape: The sound of gulls, water lapping gently against the shore.]*