

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12



Theme 4:

Making a Difference

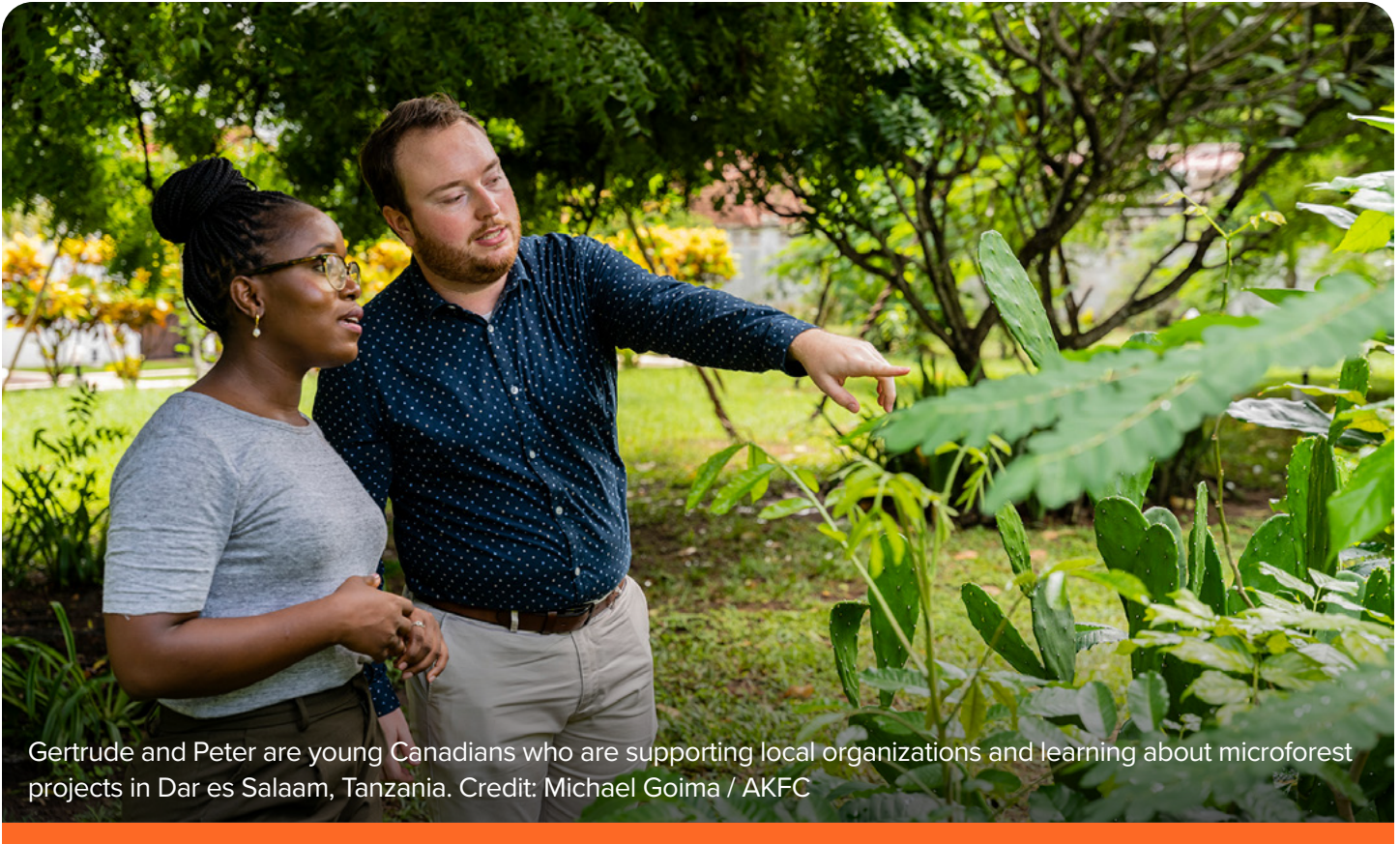


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Gertrude and Peter are young Canadians who are supporting local organizations and learning about microforest projects in Dar es Salaam, Tanzania. Credit: Michael Goima / AKFC

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**

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High-level activity:



Learning styles:



Verbal-
Linguistic



Logical-
Mathematical



Visual-Spatial



Bodily-
Kinesthetic



Musical



Interpersonal

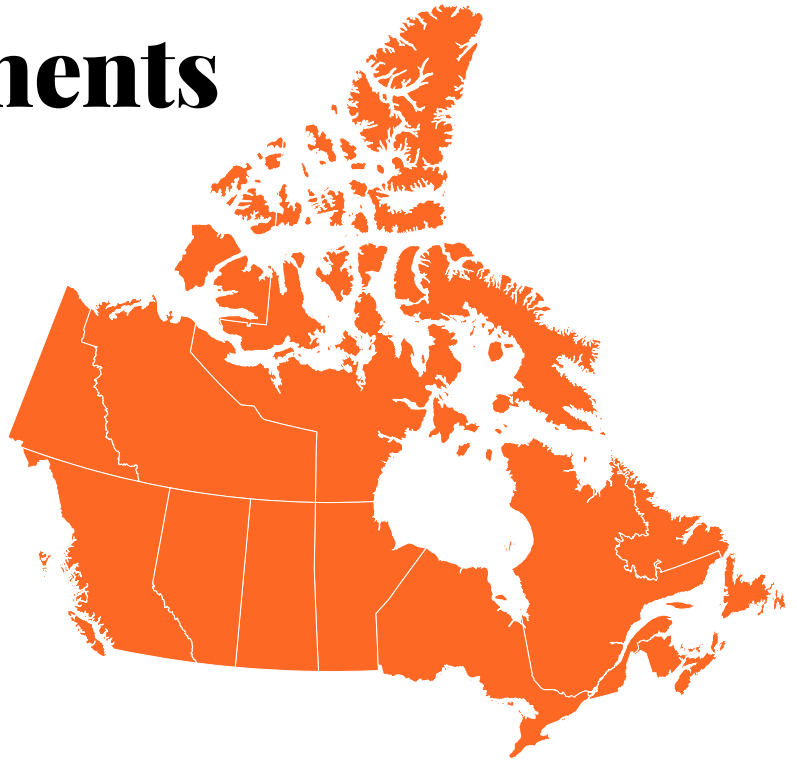


Intrapersonal



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

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

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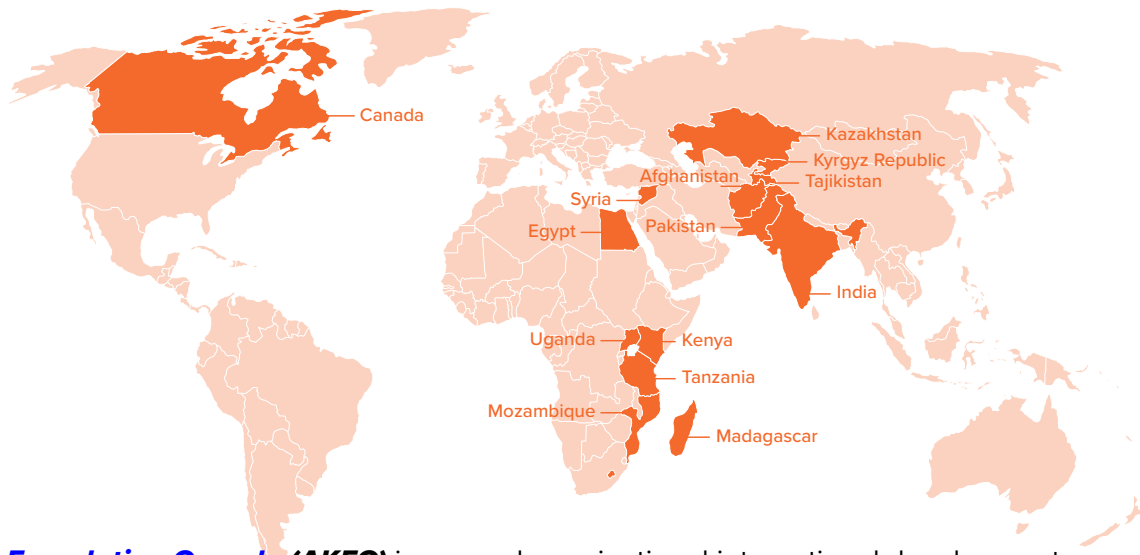
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Who We Are



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.]*

What Type of Global Citizen Are You?



Intrapersonal

Length: 50 minutes +

Objective: Students will complete two quizzes that help them identify their unique gifts and capacities as global citizens.

Procedure

Connect

1. Invite students to reflect: What are your passions, strengths, and/or skills? Have students think independently and record their ideas.

Do

1. Introduce the global citizenship quizzes: We are going to explore how we can use our passions, strengths, and/or skills as global citizens.
2. Share AKFC's Global Citizen Types quiz. If possible, have students complete the quiz independently online. Otherwise, read the following four global citizen types aloud and have students choose the one with which they most identify. Remind students that there is no hierarchy – all types of global citizens are equally important and contribute to positive change. If none of the global citizen types resonate, encourage students to create their own:

Dream Big Citizen

Your creativity needs an unstructured environment. You help others by using your imagination and originality. Your intuitive approach includes other people's points of view and experiences.

Famous example: [Shailene Woodley](#)

Materials

- Any way of recording ideas
- AKFC's "[What kind of global citizen are you?](#)" quiz
- (Alternative) *What kind of global citizen are you?* Quiz on [page 22](#), one per student
- [Climate Warriors Quiz](#)
- (Alternative) Climate Warriors Quiz on [page 23](#), one per student
- *What Type of Global Citizen Are You?* Reflection Questions on [page 25](#), one per student

Hands-On Citizen

You are realistic and accomplished. You have a knack with objects, machines, plants, or animals. Your independence tends to get expressed through hands-on and practical projects. You solve problems with ease.

Famous example: [Tetsu Nakamura](#)

ACTIVITY 2

Start-Up Citizen

You use your strong communication skills to help others. You're outgoing, adventurous, and have lots of energy. You're a good listener who seeks consensus.

Famous example: [Malala Yousafzai](#)

Thoughtful Citizen

You have great skill at making things happen, and good attention to detail. You're independent and curious. You have fine investigative skills and enjoy conducting and analyzing research. You solve problems by fully investigating them and coming up with new ways of thinking.

Famous example: [Gitanjali Rao](#)

3. Share the [Climate Warriors Quiz](#)². To take the quiz, click the blue "Take the Test" button in the top, right-hand corner of the webpage. If possible, have students complete the quiz independently online. Otherwise, read the following eight climate warrior archetypes aloud and have students choose the one with which they most identify. Remind students that there is no hierarchy – all types of climate warriors are equally important and contribute to positive change. If none of the climate warrior archetypes resonate, encourage students to create their own:

The Artist

The Artist loves exploring new ideas and following their passions to unexpected places...The Artist's strength lies in communicating emotions and abstract concepts...The Artist often finds themselves fretting over details that others see as small or insignificant...The Artist believes in creativity as a powerful tool for changemaking.

Famous example: [Ai Weiwei](#)

The Caregiver

The Caregiver finds a deep sense of happiness in helping and supporting others...The Caregiver is uniquely capable of guiding their peers and their community towards shared objectives...The Caregiver finds themselves more comfortable in structured environments...The Caregiver is the beating heart of any social movement.

Famous example: [Jane Goodall](#)

² The Climate Warriors quiz was created by Liam Chung, Tristan Surman, Ella Roy, and Tony Wang. Quotations are taken from the "Archetype" page for each given archetype. "Find your place in the climate movement." [My Media Creative](#). Accessed 8 August 2023.

ACTIVITY 2

The Storyteller

For The Storyteller, the only thing more satisfying than hearing a good story is telling one...The Storyteller is the perfect mouthpiece for complex ideas...The Storyteller finds themselves overwhelmed by injustices in the world...The Storyteller believes that stories are what move people.

Famous example: [David Suzuki](#)

The Architect

The Architect enjoys immersing themselves in complex systems and ideas...You can always count on The Architect to come up with a plan...The Architect is fiercely ambitious and likes to shoot for the stars...The Architect stands out as the originator of big and exciting ideas.

Famous example: [Nemonte Nenquimo](#)

The Entrepreneur

The Entrepreneur finds joy in uncovering opportunities and taking risks...The Entrepreneur is uniquely capable of pinpointing needs...The Entrepreneur often acts before they think...The Entrepreneur can help imagine a more sustainable and prosperous world.

Famous example: [Ajaita Shah](#)

The Organizer

The Organizer finds immense joy in bringing people together, especially for a good cause...The Organizer is uniquely capable of building strong coalitions...The Organizer sometimes finds themselves feeling scattered...Movements don't exist without people like The Organizer.

Famous example: [Martin Luther King Jr.](#)

The Scientist

The Scientist finds great satisfaction in coming up with definitive answers to complex problems...The Scientist's methodical approach always yields valuable information...The Scientist can become quite single-minded in their pursuits...The Scientist provides the backbone of the climate movement.

Famous example: [Ndoni Mcunu](#)

The Reformer

The Reformer derives a great deal of satisfaction from making things more efficient and equitable...The Reformer is uniquely capable of enacting real, meaningful change in our systems...The Reformer's reverence for structure may feel restricting to some people...The Reformer can help us define what we are fighting for.

Famous example: [Ella Baker](#)

ACTIVITY 2

Think

1. Share the [What Type of Global Citizen Are You? Reflection Questions](#). Invite students to reflect, then share. Students should only share their quiz results if they feel comfortable doing so. Facilitate a discussion. You may also turn this into an exit ticket.
 - What are your quiz results and what do they mean to you?
 - What global citizen types and climate warrior archetypes exist in the class?
 - What combinations or pairings are there?
For example, four students may be assigned “The Artist” climate warrior archetype, but one may be a “Dream Big Citizen,” the second a “Hands-On Citizen,” the third a “Start-Up Citizen,” and the fourth a “Thoughtful Citizen.” How might they deploy their passions, strengths, and/or skills differently?
 - A successful and sustainable global citizenship project requires different passions, strengths/skills, perspectives, experiences, and areas of knowledge. How can different global citizen types and climate warrior archetypes collaborate?
 - How do you envision using your passions, strengths, and/or skills to improve your school, neighbourhood, or community?

Do

1. To extend learning, have students choose or make their own “global citizen theme song.” They can choose an existing song, adapt an existing song, or create their own song. Give students the opportunity to choose, adapt, or create songs that integrate, prioritize, or fully use languages other than English.

What kind of global citizen are you? | Quiz

Dream Big Citizen

Your creativity needs an unstructured environment. You help others by using your imagination and originality. Your intuitive approach includes other people's points of view and experiences.

Famous example: [Shailene Woodley](#)

Hands-On Citizen

You are realistic and accomplished. You have a knack with objects, machines, plants, or animals. Your independence tends to get expressed through hands-on and practical projects. You solve problems with ease.

Famous example: [Tetsu Nakamura](#)

Start-Up Citizen

You use your strong communication skills to help others. You're outgoing, adventurous, and have lots of energy. You're a good listener who seeks consensus.

Famous example: [Malala Yousafzai](#)

Thoughtful Citizen

You have great skill at making things happen, and good attention to detail. You're independent and curious. You have fine investigative skills and enjoy conducting and analyzing research. You solve problems by fully investigating them and coming up with new ways of thinking.

Famous example: [Gitanjali Rao](#)

Climate Warriors Quiz³

The Artist

The Artist loves exploring new ideas and following their passions to unexpected places...The Artist's strength lies in communicating emotions and abstract concepts...The Artist often finds themselves fretting over details that others see as small or insignificant...The Artist believes in creativity as a powerful tool for changemaking.

Famous example: [Ai Weiwei](#)

The Caregiver

The Caregiver finds a deep sense of happiness in helping and supporting others... The Caregiver is uniquely capable of guiding their peers and their community towards shared objectives...The Caregiver finds themselves more comfortable in structured environments...The Caregiver is the beating heart of any social movement.

Famous example: [Jane Goodall](#)

The Storyteller

For The Storyteller, the only thing more satisfying than hearing a good story is telling one...The Storyteller is the perfect mouthpiece for complex ideas...The Storyteller finds themselves overwhelmed by injustices in the world...The Storyteller believes that stories are what move people.

Famous example: [David Suzuki](#)

The Organizer

The Organizer finds immense joy in bringing people together, especially for a good cause...The Organizer is uniquely capable of building strong coalitions...The Organizer sometimes finds themselves feeling scattered...Movements don't exist without people like The Organizer.

Famous example: [Martin Luther King Jr.](#)

³ The Climate Warriors quiz was created by Liam Chung, Tristan Surman, Ella Roy, and Tony Wang. Quotations are taken from the "Archetype" page for each given archetype. "Find your place in the climate movement." [My Media Creative](#). Accessed 8 August 2023.

Climate Warriors Quiz³

The Architect

The Architect enjoys immersing themselves in complex systems and ideas...You can always count on The Architect to come up with a plan...The Architect is fiercely ambitious and likes to shoot for the stars... The Architect stands out as the originator of big and exciting ideas.

Famous example: [Nemonte Nenquimo](#)

The Scientist

The Scientist finds great satisfaction in coming up with definitive answers to complex problems...The Scientist's methodical approach always yields valuable information...The Scientist can become quite single-minded in their pursuits...The Scientist provides the backbone of the climate movement.

Famous example: [Ndoni Mcunu](#)

The Entrepreneur

The Entrepreneur finds joy in uncovering opportunities and taking risks...The Entrepreneur is uniquely capable of pinpointing needs...The Entrepreneur often acts before they think...The Entrepreneur can help imagine a more sustainable and prosperous world.

Famous example: [Ajaita Shah](#)

The Reformer

The Reformer derives a great deal of satisfaction from making things more efficient and equitable...The Reformer is uniquely capable of enacting real, meaningful change in our systems...The Reformer's reverence for structure may feel restricting to some people...The Reformer can help us define what we are fighting for.

Famous example: [Ella Baker](#)

³ The Climate Warriors quiz was created by Liam Chung, Tristan Surman, Ella Roy, and Tony Wang. Quotations are taken from the "Archetype" page for each given archetype. "Find your place in the climate movement." [My Media Creative](#). Accessed 8 August 2023.

What kind of global citizen are you? | Reflection Questions

1. What are your quiz results and what do they mean to you?

2. What global citizen types and climate warrior archetypes exist in the class?

3. What combinations or pairings are there? For example, four students may be assigned “The Artist” climate warrior archetype, but one may be a “Dream Big Citizen,” the second a “Hands-On Citizen,” the third a “Start-Up Citizen,” and the fourth a “Thoughtful Citizen.” How might they deploy their passions, strengths, and/or skills differently?

What kind of global citizen are you? | Quiz

4. A successful and sustainable global citizenship project requires different passions, strengths/skills, perspectives, experiences, and areas of knowledge. How can different global citizen types and climate warrior archetypes collaborate?

5. How do you envision using your passions, strengths, and/or skills to improve your school, neighbourhood, or community?



What's Your Spark Story?



Intrapersonal

Length: 50 minutes +

Objective: Students will reflect on their thoughts, feelings, and personal experiences. They will identify issues that spark them in their neighborhood, school, or broader community.

Procedure

Connect + Think

1. If you, as the teacher, have had a personal experience that sparked your interest in global education and citizenship, we encourage you to share it with your class, as it may inspire your students. For example, here is a “spark story” from Sophia Mirzayee, the Education and Youth Engagement Officer at Aga Khan Foundation Canada:

Materials

- Any way of recording ideas
- *What Sparks You?* handout on [page 29](#), one per student
- (Optional) Access to [Flip](#) (formerly Flipgrid), a free web and mobile app

“

Sophia's Spark Story

”

I remember listening to a Holocaust survivor talking about the injustices he endured and how it pains him so much to recount his story, but he felt it important to do so because educating young people about racism/discrimination would help to eradicate it in the future. This is the life experience that sparked my interest in human rights, social justice, and education — ultimately, leading to me devoting my life to educating young people about global issues, carrying on the Holocaust survivor's legacy.

ACTIVITY 3

2. Share the [What Sparks You? handout](#). This graphic organizer is meant to help students reflect on their personal experiences and find their cause. Invite students to reflect on the four questions. Encourage them to consider their personal experiences, neighbourhood, school, and/or community:

- What bugs you? What do you find unfair?
- What personal experiences have stayed with you?
- What do you enjoy doing? When do you feel like you're in the flow?
- What do you care about?

Have students write their notes in the adjacent star points. If they need more space, they can write around the star and/or use more paper. If a question doesn't resonate, they can skip it and move on to the questions that do resonate.

Do

1. Have students reflect on their responses and create their own spark stories. It may help students to use turn the questions into sentence starters:

- It bugs me when...
- I find it unfair that...
- I remember a time when...
- I enjoy and lose all track of time when...
- I care about...

Then, have students identify a cause or issue in their neighbourhood, school, and/or community that they would like to create an action project around. Encourage them to keep it local. These prompts may help:

- Based on this feeling, an issue in my community that I would like to explore is...
- This personal experience has inspired me to...
- I can use my talents and skills to help my community by...
- An issue in my community that connects to what I care about is...

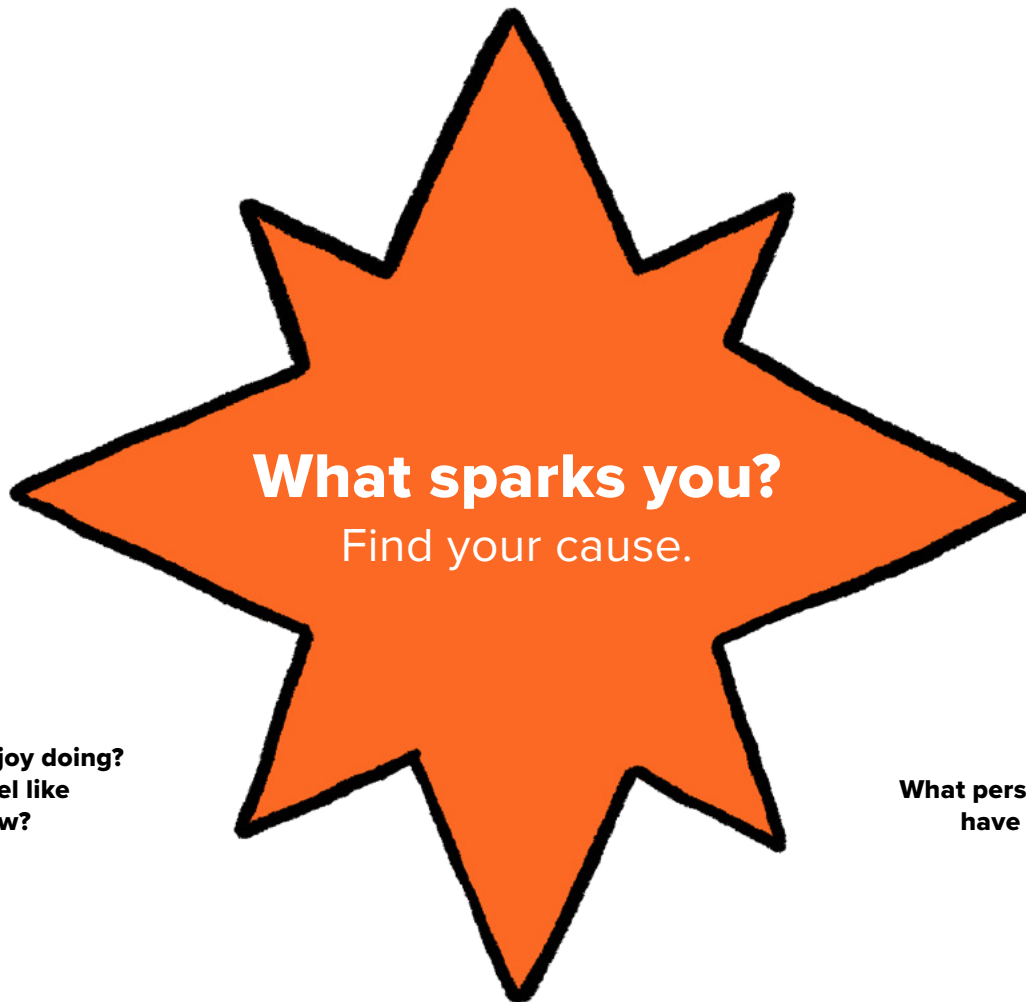
They can write their story, draw a storyboard or comic, assemble a collage, make an audio recording, and/or make a video recording using [Flip](#). Encourage students to record their spark story in a way that feels natural and enjoyable to them. This spark story is something that they can return to time and time again through on their journey as changemakers and global citizens.

What Sparks You?

- 1- Reflect on the 4 questions below.
- 2- Consider your personal experiences, neighbourhood, school, and/or community.
- 3- Write notes in the star points. Feel free to write around the star or use more paper. If a question doesn't resonate with you, feel free to skip it.

What do you care about?

What bugs you? What do you find unfair?



**What do you enjoy doing?
When do you feel like
you're in the flow?**

**What personal experiences
have stayed with you?**

ACTIVITY 4



Exploring Different Types of Action



Intrapersonal



Verbal-Linguistic

Length: 40 minutes +

Objective: Students will explore different types of action (i.e., letters, petitions, social media campaigns, fundraisers, protests, educational materials, talks or presentations, inventions, and social entrepreneurship). They will choose an action to address their chosen community issue, and evaluate its advantages, disadvantages, and overall appropriateness.

Procedure

Think

1. Invite students to reflect: You've thought about what sparks you, created your spark story, and identified an issue in your community that you would like to address. Students may work alone, in pairs, or in small groups. What are some types of actions that you could take? Have students think independently or collaboratively, then share.

Connect + Do

1. Share the [Different Types of Action](#) handout and [Actions Worksheet](#). Have students review the *Different Types of Action* handout, work independently or collaboratively to complete the *Actions Worksheet*, then share.
2. To extend learning, have students review the *Different Types of Action* handout and identify the “spark stories” for Autumn Peletier’s Indigenous rights activism, Gitanjali Rao’s scientific invention, and the HopeSisters social enterprise.

Materials

- Any way of recording ideas
- *Different Types of Action* handout on [page 31](#), one per student
- *Actions Worksheet* handout on [page 34](#), one per student
- (Optional) Learning for a Sustainable Future video: [Our Canada Project](#) (1:15)

Different Types of Action

There are many ways for people to take meaningful action. Here are some examples:

Write a Letter or Email



Writing a letter or email to a business, non-profit organization, educational institution, government representative, or non-governmental organization is one way to voice a complaint, suggestion, or show your support for a cause.

Example: For over 20 years, Amnesty International's annual [Write for Rights](#) letter-writing campaign has transformed the lives of people whose rights have been wronged. It is the world's biggest human rights event.

Create a Petition



Creating a petition and having it signed by many people is one way to rally support and put pressure on a government or another authority to act on an issue.

Example: [Change.org](#) is the world's largest petition platform, using technology to empower more than 200 million users to create the change they want to see.

Start a Social Media Campaign



Starting a social media campaign is one way to amplify your voice, increase the visibility of a cause, and rally support. To [create an effective social media campaign](#), set a S.M.A.R.T goal (Specific, Measurable, Achievable, Relevant, Time-Bound), write a clear message and call to action, choose the right platform(s) for your target audience's generation, create a relevant hashtag, and share the impact of your campaign.

Examples: #LandBack, #MeToo, #BlackLivesMatter, #IllRideWithYou, #StopAsianHate

Different Types of Action

There are many ways for people to take meaningful action. Here are some examples:

Fundraise



Fundraising is one way to support local, national, or global efforts to make change. There are many ways to fundraise. For example, you can sell raffle tickets for a giveaway, sell products (e.g., bake sale, yard sale), provide a service (e.g., wash cars), have an event and charge admission (e.g., concert, comedy night, dance recital, play), and more.

Example: Every year, Aga Khan Foundation Canada holds the [World Partnership Walk](#). The Walk is Canada's largest public movement to fight global poverty and support sustainable international development. Canadians from coast-to-coast rally, raise awareness and funds, and walk with others to make the world a better place.

Organize Collective Action



Organizing collective action is one way to demand change. When you participate in collective action, you gather publicly and express your opinion on something happening in society that you find unjust. Collective action can take many forms, including marches, sit-ins, walkouts, boycotts, and non-violent resistance (also known as civil disobedience), where people peacefully refuse to cooperate with something they find unjust.

Example: Born out of a tragic school shooting in Florida, [March For Our Lives](#) is a courageous youth-led movement on a mission to end gun violence through civic engagement, education, and direct action. On March 24, 2018, March For Our Lives organized the largest single day of protest against gun violence in history, mobilizing over a million people in the United States and internationally.

Create Educational Materials



Creating educational materials is one way to synthesize and share information about an issue that is important to you. Education materials can be print or digital and they can take many forms, including books, toolkits, brochures, posters, and videos.

Examples: Aga Khan Foundation Canada has lots of [educational materials](#) for teachers and students, including toolkits about the Sustainable Development Goals, documentary videos with discussion prompts, quizzes, and more! All resources are available in English and French.

Different Types of Action

There are many ways for people to take meaningful action. Here are some examples:

Give a Talk or Presentation



Giving a talk or presentation is one way to share your personal experiences and/or research, educate others and increase support around an issue.

Example: Since she was 12 years old, Autumn Peltier has been speaking up about the water crisis in First Nations communities in Canada. In 2023, she was an 18-year-old Anishinaabe Indigenous Rights Activist and Chief Water Commissioner of the Anishinabek Nation. Check out [The Water Walker](#), a short documentary about Autumn Peltier's journey to the United Nations. Check out [her petition to the Government of Canada at Change.org](#).

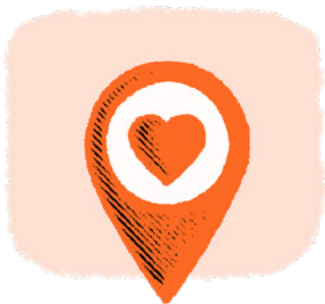
Invent Something



Inventing something is one way to solve a problem related to a larger issue. It takes imagination, creativity, critical thinking, and hard work. Inventions can take many forms, including materials, gadgets, machines, and processes.

Example: At the age of 15, Gitanjali Rao became [TIME magazine's first-ever Kid of the Year](#) and has been featured in [Marvel's Hero Project](#). She is an American Scientist and inventor. Motivated by the Flint water crisis, she has developed a device called [Tethys](#), an easy way for people to detect lead contaminants in their drinking water. Her process, in her own words is: observe, brainstorm, research, build, communicate. She advocates for women and girls of colour in STEM. Check out this video: [Not the Science Type featuring Gitanjali Rao](#).

Be a Social Entrepreneur



Being a social entrepreneur is one way to solve a community problem or create social change. The project may be for profit or not-for-profit, but it is always mission-driven.

Examples: In 2020, during the COVID-19 pandemic, sisters Kenisha and Alisha Arora visited seniors at a hospital where they volunteered and gave them cards of encouragement. They saw the positive impact of their cards and were inspired to make 2,000 more cards in different languages for seniors isolated in long-term care. The [HopeSisters](#) project is now a registered not-for-profit with 50 chapters across Ontario, making HopeBags for kids in care.

There are many ways for people to take meaningful action, and these are only some of the possibilities. For more ideas, check out this Learning for a Sustainable Future video: [Our Canada Project](#).

ACTIVITY 4



Actions Worksheet

You may work alone, in pairs, or in small groups.

1. What is the issue that you want to address in your community?

2. Review the *Different Types of Actions* handout. Consider your global citizen type and climate warrior archetype too. What action(s) would you like to use to address your issue?

3. Elaborate on your action idea:

Pros (Advantages)

Cons (Disadvantages)

4. Is this action appropriate for addressing your issue? Why?

ACTIVITY 5

Ideation Frenzy



Interpersonal



Intrapersonal



Verbal-Linguistic

Length: 70 minutes +

Objective: Students will ideate sustainable development solutions that address an issue and will respond to challenges that arise. This will help students prepare for their future community action projects.

Procedure

Do + Think

1. Have students form small groups of four or five.
2. Give each group one [Issue Card](#). Invite students to reflect: How does this issue relate to your community? What might be the cause of this issue? Feel free to revisit the [Why? Inquiry Flowchart](#) from module 3 to help identify the causes of the problem.
3. Give each group one [Audience Card](#). Invite students to reflect: What do you know about this audience? How could a solution align with the needs and interests of this audience?

Answers may vary. For example, a solution that is targeting a newcomer audience might consider making their communications available in various languages. If the audience is not relevant enough to the Issue Card, you may swap it for a different one. The Audience and Issue Cards may touch your students' lives in different ways. If needed, please see the "Protecting the Safety, Belonging, and Dignity of Students" tips on [page 9](#).

Materials

- Any way of recording ideas
- *Issue Cards* handout on [page 38](#), cut into cards
- *Audience Cards* handout on [page 41](#), cut into cards
- *Challenge Cards* handout on [page 42](#), cut into cards
- *Resource Cards* handout on [page 43](#), cut into cards
- *Ideation Frenzy Organizer* handout on [page 44](#), one per student
- *Ideation Frenzy Reflection Questions* on [page 45](#), one per student

ACTIVITY 5

Do

1. Allow students time to brainstorm project ideas using the *Issue Card* and the *Audience Card* they received. Remind students of the sustainable development principles from [Module 3](#). The solutions that are ideated should attempt to reflect these important principles.
2. Partway through the round, give each group one [Challenge Card](#). The Challenge cards represent real-life project hurdles. For example, one challenge could be rising inflation which raises your operation costs more than you anticipated, resulting in a more limited and inflexible budget.
3. Invite students to reflect: How will you respond to this challenge? Have students incorporate their response into their ideation process. Depending on the challenge, some projects may need to change entirely while others may only require minor adjustments.
4. After some time has passed, give each group a [Resource Card](#). Resources represent real-life project helps. For example, one resource could be an in-kind donation of a space where an event or activity could take place.
5. Invite students to reflect: How will this resource help you? Have students incorporate their response into their ideation process.
6. You may choose to introduce several challenges or resources in each round of the activity. It is entirely dependent on the time available and the level of interest and readiness of your students.
7. Once students have finalized their solution sketches, ask each group to present its solution.

Think + Connect

1. Invite students to reflect on the questions below, then share. Facilitate a discussion. We have also included these questions in the form of a handout:
 - What was the decision-making process in your group?
 - How did the audience shape your decision-making?
 - When a variable changed, how did you respond?
 - How did you overcome challenges?
 - If you could do this exercise again, what might you do differently?
 - How did the sustainable development principles guide your ideation?
 - What surprised you? Did this activity make you consider something that you would not have considered before? If so, what?

ACTIVITY 5



Kit (second from the left) is a young Canadian supporting sustainable agriculture projects in Kenya.
Credit: Michael Goima / AKFC

Do

1. Feel free to play multiple rounds by assigning new Issue Cards and Audience Cards.
2. To extend learning, have students create their own Issue, Challenge, Resource, and Audience cards and play a round.

Issue Cards



Issue:

SDG 2:
Zero Hunger

Globally, millions of people, particularly those in low-income countries and regions affected by conflict or environmental disasters, lack access to safe, nutritious, and sufficient food throughout the year. This results in malnutrition, stunted growth, and other health complications, particularly among infants and vulnerable populations.

In Canada, food insecurity is a pressing issue affecting individuals and families across the country. Approximately 6.8 million Canadians live in food insecure households⁴, with Indigenous peoples, single-parent families, newcomers, and individuals living in poverty disproportionately affected.

Community Issue: In your community, there are many people experiencing food insecurity. Rising food prices, stagnant wages, and inadequate social assistance programs contribute to financial hardships, making it difficult for individuals and families to afford nutritious food options.

How could you help?



Issue:

SDG 3:
Good Health and Well-being

Globally, an estimated 4.3 billion people of reproductive age lack access to at least one essential reproductive health intervention during their lives.⁵ Marginalized groups, including women in low-income communities, face significant barriers in accessing family planning, information, education, and adolescent and maternal health care. This leads to preventable health issues, unintended pregnancies, unsafe abortions, and maternal mortality.

In Canada, while sexual and reproductive health-care services is generally more accessible compared to many other parts of the world, disparities still exist, particularly among Indigenous peoples, rural and remote communities, youth, and newcomers. These disparities are often linked to systemic barriers such as inadequate funding, limited access to health-care providers, stigma, discrimination, and cultural barriers.

Community Issue: Your community faces challenges such as inadequate comprehensive sexual education in schools, limited access to contraceptives, long wait times for specialized reproductive health services, stigma, and gaps in coverage for certain populations.

How could you help?

⁴ Household Food Insecurity in Canada. [Food Insecurity Policy Research](#). Accessed 2 May 2024.

⁵ Universal Access to Sexual and Reproductive Health. [World Health Organization](#). Accessed 2 May 2024.

Issue Cards



Issue:

SDG 4: Quality Education

Around the world, there are large gaps in access to relevant skills training and education for employment and entrepreneurship opportunities. Globally, youth and adults face barriers to acquiring technical and vocational skills needed for decent jobs and entrepreneurship. This issue is exacerbated by factors such as limited educational opportunities, inadequate infrastructure, gender inequality, and a mismatch between education and labor market demands.

In Canada, while there are opportunities for education and skills training, disparities exist in access to quality programs, particularly among marginalized and disadvantaged populations. Indigenous peoples, newcomers, individuals with disabilities, and those in rural or remote communities often face barriers to accessing relevant skills training and education due to systemic factors such as socioeconomic inequality, lack of resources, and discrimination.

Community Issue: Many people in your community are unable to find stable jobs that interest them due to a lack of quality skills training and education. As a result, many people have chosen to leave the community in search of better educational opportunities.

How could you help?



Issue:

SDG 5: Gender Equality

Globally, women and gender non-conforming peoples continue to face barriers to full and effective participation in decision-making processes, with entrenched gender norms, discrimination, and systemic biases hindering their advancement to leadership roles.

In Canada, gender representation in leadership positions remains unequal. In the political sphere, women are underrepresented in elected offices at the federal, provincial, and municipal levels, accounting for less than half of all elected representatives.⁶ In the corporate world, 2SLGBTQIA+ women hold less than 2% of senior leadership and pipeline positions in Canadian businesses.⁷

Community Issue: Women and gender non-conforming peoples who seek leadership opportunities in your community lack access to networking and mentorship opportunities and often face unconscious bias in recruitment and promotion processes. Additionally, caregiving responsibilities and societal expectations places additional burdens on women, limiting their ability to pursue leadership roles.

How could you help?

⁶ Who are Canada's legislators? Characteristics and gender gaps among members of legislative bodies. [Statistics Canada](#). Accessed 2 May 2024.

⁷ Government of Canada announces funding for women entrepreneurs to create a more equitable digital economy. [Women and Gender Equality Canada](#). Accessed May 7 2024.

Issue Cards



Issue:
SDG 11:
Sustainable Cities and Communities

The occurrence of disasters in urban and rural areas has increased significantly in the last decade. Globally, cities and communities face increasing risks from natural disasters such as floods, hurricanes, and droughts, exacerbated by climate change and **urbanization**. These disasters not only result in loss of life and property damage but also disrupt infrastructure, livelihoods, and the well-being of residents.

In Canada, coastal cities are susceptible to flooding and storm surges, while inland areas may face risks from wildfires, extreme heat events, and water scarcity. Disasters disproportionately affect vulnerable populations and marginalized groups. Additionally, rapid urbanization and inadequate urban planning exacerbate vulnerabilities, as informal settlements and inadequate housing are more prone to risks from disasters.

Community Issue: Your community is experiencing flooding due to heavy rainfall and inadequate stormwater infrastructure. The floods have caused property damage and disruptions to transportation and services.

How could you help?



Issue:
SDG 15:
Life on Land

Forests play a crucial role in providing ecosystem services, biodiversity conservation, **carbon sequestration**, and supporting livelihoods for millions of people. However, deforestation, forest degradation, and unsustainable land use practices threaten the integrity and health of forests worldwide.

In Canada, deforestation and forest degradation occur due to factors such as industrial logging, urban expansion, agriculture expansion, and natural disturbances like wildfires and pests. For example, in British Columbia, extensive clearcutting and logging operations have led to habitat loss, fragmentation, and degradation of old-growth forests, impacting biodiversity and ecosystem resilience.

Restoring degraded forests and promoting afforestation and reforestation are essential components of sustainable forest management. However, these efforts face challenges such as limited funding, competing land-use interests, and the need for collaborative approaches involving multiple stakeholders, including Indigenous communities, governments, industry, and conservation organizations.

Community Issue: Your community is experiencing an increasing severity and frequency of forest fires which have become a major environmental and public safety concern.

How could you help?

Audience Cards



Audience:

Children under the age of 14 who are from low-income families

Audience:

Single parents who are unemployed

Audience:

Newcomer youth who are learning English

Audience:

BIPOC (Black, Indigenous, People of Colour) university students

Audience:

Seniors with low-vision

Audience:

Members of LGBTQ2S+ communities who are Indigenous

Audience:

High school students from a rural community

Challenge Cards



Challenge:
Insufficient Funding

Rising inflation has made the cost of materials and services skyrocket. What was once a healthy budget is no more as your operation costs require more funding than you anticipated!

Challenge: Insufficient
Human Resources

The implementation and sustainability of your project is under threat because you haven't been able to recruit enough volunteers to help you.

Challenge: Lack of
Community Buy-in

Difficulty in engaging community members and stakeholders has resulted in low participation and lack of support.

Challenge: Lack of
Awareness

Limited awareness or understanding of the issue among community members is hindering support and action.

Challenge: Resistance
to Change

Resistance from entrenched interests or cultural norms is affecting acceptance of your project goals or methods.

Challenge: Environmental
Challenges

Environmental factors like climate change and natural disasters are posing hurdles to your project implementation.

Challenge: Negative
Media Coverage

An activity linked to your solution recently received negative media attention. The public is now skeptical about your work.



Resource Cards



Resource: Funding

You applied for and received a government grant which gives you \$250 to support your solution!

Resource:
Volunteers

Your friends, family, and classmates are very excited and want to help. They have all signed on to be volunteers for your project for the next 12 months.

Resource: Support
from Local Business

A local business in your community is offering an in-kind donation of their space where an event or activity could take place.

Resource:
Media Coverage

You've been invited by the local TV station in your city to talk about your idea and share it with others. They have also posted about your project on their social media channel.

Resource:
NGO Partnership

A local non-profit that works directly on the issue you are hoping to address wants to partner with you on it! They are willing to pool resources with you and are giving you access to their experts in the field.

Resource: Academic
Institutions

The local college or university is offering you research support so that you can learn more about your target audience and how to engage them in your work.

Ideation Frenzy Organizer

What is your issue and audience?

Describe your solution!

How does your solution cater to the specific audience?

Which sustainable development principles does your solution reflect?

What are some potential risks or challenges that your solution may come up against?

How will you respond to risks and challenges?

Ideation Frenzy

Reflection Questions

1. What was the decision-making process in your group?

2. How did the audience shape your decision-making?

3. When a variable changed, how did you respond?

4. How did you overcome challenges?

Ideation Frenzy

Reflection Questions

5. If you could do this exercise again, what might you do differently?

6. How did the sustainable development principles guide your ideation? Below are the characteristics of **sustainable development**:

- It focuses on **root causes**
 - It **reduces risks**
 - It **builds resilience**
 - It **empowers people**
 - It is a **long-term** approach or solution
 - It **builds inclusive partnerships**
 - It **protects the environment**
 - It supports **economic growth**
 - It **increases quality of life**
-

7. What surprised you? Did this activity make you consider something that you would not have considered before? If so, what?

ACTIVITY 6

Talking to the Community and Creating an Action Plan



Interpersonal



Intrapersonal

Length: 60 minutes +

Objective: Students will talk with people in their community and create an action plan for their community action projects.

Procedure

Think

1. Share the [Talking to the Community and Creating an Action Plan](#) handout. Invite students to reflect:
 - What is the issue that you want to address in your community?
 - Who in your community is connected to this issue? This can be people who are affected by the issue, as well as people unaffected by the issue but in a position to help.

Have students think independently or collaboratively (if they're working in groups) and answer the first two questions on the handout.

Do

1. Have students interview people connected to the issue. Encourage them to interview a diverse group (e.g., age, gender, ethnicity, physical abilities, beliefs, etc.). If students are entering an Indigenous community, they should connect with a community member and learn the proper way to invite Elders and others into conversation. Remind students to conduct this survey in a safe way, approaching people who they know and trust, and choosing public spaces where there are other people present. Alternatively, they could interview family members, staff and students at the school. If students are conducting digital interviews, they should only communicate online with people who they know and trust in person first.

Materials

- Any way of recording ideas
- *Talking to the Community and Creating an Action Plan* handout on [page 49](#), one per student
- *Advice from Change-makers* Handout on [page 54](#) or [Padlet](#)

ACTIVITY 6

Here are some questions they could pose.

- Why is this issue important to you?
- How long have you been affected by the issue?
- What challenges has the issue created for you and your community?
- What changes would you like to happen?
- What actions have people already tried? What did they achieve? What still has to be done?
- What knowledge, skills, and/or resources could you contribute to solving the issue?
- What advice do you have?
- Can you recommend other people that I should interview?

Connect + Think

1. Based on their interviews, have students complete the Action Plan.
2. To help inspire students as they plan and implement their action projects, share with them the [Advice from Change-makers](#) handout. This handout contains advice collected from change-makers from across Canada. Alternatively, you may share the [Padlet](#) version.

Talking to the Community and Creating an Action Plan

Talking to the Community

1. What is the issue that you want to address in your community?

2. Who in your community is connected to this issue? This can be people who are affected by the issue, as well as people unaffected by the issue but in a position to help.

3. Interview people connected to the issue. Try to interview a diverse group (e.g. age, gender, ethnicity, physical abilities, beliefs etc.) and try to interview a representative group. If you are entering an Indigenous community, connect with a community member and learn the proper way to invite Elders and others into conversation. Conduct your interview in a safe way, approaching people you know and trust, and choosing public spaces where there are other people present. Alternatively, you can interview family members, staff and students at your school. If you are conducting digital interviews, only communicate online with people who you know and trust in person first. Here are some questions you could pose. Feel free to create your own.

- Why is this issue important to you?
- How long have you been affected by the issue?
- What challenges has the issue created for you and your community?
- What changes would you like to happen?
- What actions have people already tried? What did they achieve? What still has to be done?
- What knowledge, skills, and/or resources could you contribute to solving the issue?
- What advice do you have?
- Can you recommend other people that I should interview?

Talking to the Community and Creating an Action Plan

Action Plan

1. Based on your interviews, what will your community action project be?

2. Please list the activities that will be part of your community action project in sequence. Add a timeline. If you need more space, feel free to continue on another piece of paper.

Step #	Activity	Date
1		
2		
3		
4		
5		
6		
7		
8		

Talking to the Community and Creating an Action Plan

Action Plan

3. How will you get the word out about your community action project? Here are some possibilities:

- Slogans
- Stickers
- Pins
- Celebrities
- Song
- Emotional appeal
- Impressive information
- Blog
- Newspaper
- Radio
- Television
- Social media

4. How will you document the activities of your community action project? For example, you may take pictures or videos, or keep a daily log of your activities and progress. It is important that you ask permission before you photograph or film anyone. In general, people need to know why you are photographing them and how those photos will be used.

5. How will you measure the impact of your project? Gather both **quantitative data** (numbers) and **qualitative data** (stories).

Talking to the Community and Creating an Action Plan

Action Plan

6. What resources do you have? What resources do you need, and how will you acquire them?



7. What are your goals, or what do you hope the outcomes will be?



8. How can you make your community action project sustainable? Below are the characteristics of **sustainable development** that we learned about earlier. Your project does not have to satisfy all these criteria. It's okay to focus on a few!

- It focuses on **root causes**
- It **reduces risks**
- It **builds resilience**
- It **empowers people**
- It is a **long-term** approach or solution
- It **builds inclusive partnerships**
- It **protects the environment**
- It supports **economic growth**
- It **increases quality of life**

Talking to the Community and Creating an Action Plan

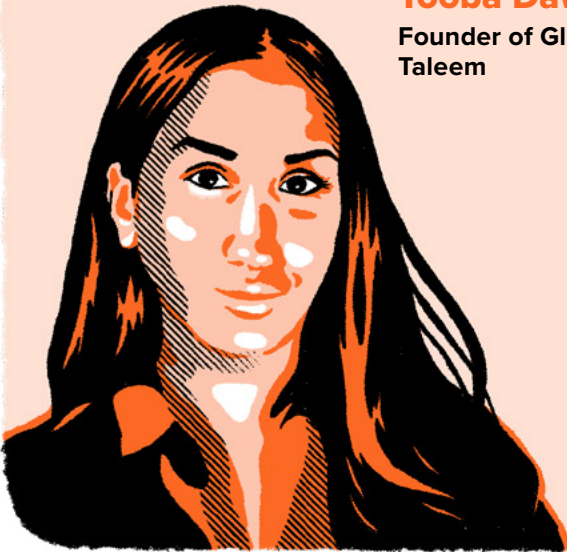
Feedback

1. Before you carry out your project, ask for feedback on your action plan. You could ask your school principal, teacher, community members, and/or trusted peers.

Advice from Change-makers

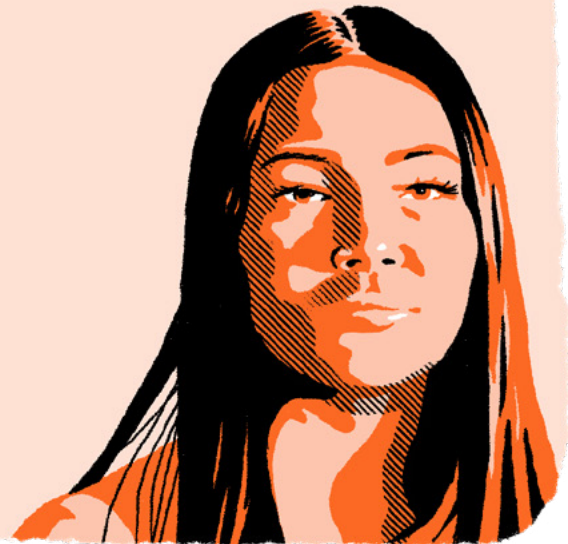
“If you want to be a change-maker, you must first embrace the journey of self-discovery because within it lies the compass to steer life with purpose and authenticity”.

Tooba Dawood
Founder of Global Taleem



“Keep going, don’t look back, and if you have an idea, just do it; no one is going to wait for you or tell you what to do”.

Autumn Peltier
Anishinaabe Indigenous rights activist



“While solving problems, you will continue to encounter failures. Accept them but persist with the problem. Do not give up, and always remember the bigger goals of making a difference.”

Gitanjali Rao
Inventor, author, social activist, and STEM advocate



Advice from Change-makers

“I think the most important thing I have learned is that there aren’t really big challenges, only lots of little ones. If you look at it that way, then it’s easier to face them.”

Ryan Hreljac

Founder of
Ryan’s Well



“Never underestimate the value of simply sitting with and listening to community. The relationships you develop by being truly present with community can be life changing.”

Ahmed Rana

AKFC International
Youth Fellow



“It’s important to start small. You might not be able to change the global narrative on climate change overnight or by next week, but you might be able to speak with your family and friends about an issue that you find important. You might be inspired to start a nature club at your school or start a project based on one of the SDGs. You never really know what your small local project is going to grow into, but your best chance of making it into something big is to make sure you’re starting with a solid foundation, and that includes not being afraid of asking for help.”

Megan Quinn

Conservation Biologist and Environmental Steward



ACTIVITY 7

Report and Reflection



Intrapersonal

Length: 60 minutes +

Objective: Students will reflect on and evaluate their community action project and outcomes.

Procedure

Connect + Think

1. Share the [Action Report and Reflection](#) handout. Invite students to reflect on their community action project, activities, impact and outcomes (both qualitative and quantitative), feelings and lessons learned, and future plans and sustainability.

Do

1. This marks the end of an enormous learning journey. Hold an informal sharing circle, where students can talk about their community action projects, experiences, and learnings. Consider treats and snacks.

Materials

- Any way of recording ideas
- *Action Report and Reflection* handout on [page 57](#), one per student

Action Report and Reflection

Community Action Project Overview

1. What was the issue that you wanted to address in your community?



2. What was your community action project?

3. Please list the activities that were part of your community action project in sequence. Add a timeline. The activities and timeline may be the same or different from what you had originally planned. If you need more space, feel free to continue on another piece of paper.

Step #	Activity	Date
1		
2		
3		
4		
5		
6		
7		
8		

Action Report and Reflection

Impact and Outcomes

4. How did your project make a difference?

5. Please share some **quantitative data** (numbers). For example:

- If you chose letter-writing, how many letters did you write and to how many people did you send them?
- If you created a petition, how many signatures did you secure?
- If you started a social media campaign, approximately how many people did you reach?
- If you held a fundraiser, how much money did you raise?
- If you staged a protest, how many participated?
- If you created educational materials, how many did you distribute, or how many downloads or views did you have?
- If you gave a talk or presentation, how many people were in the audience?

We've left this space blank, so you have the option of showing your data in the form of a chart, table, or graph.

Action Report and Reflection

Impact and Outcomes

6. Please share some **qualitative data** (stories). What feedback do you have from the people who your community action project served? What about stories, from you or others?

Photos! If your photos include people, you must have their written consent to be photographed and to share those photos. If your photos include children, you must have the written consent of a parent or legal guardian to photograph the children and share those photos. In general, people need to know why you are photographing them and how those photos will be used.

Action Report and Reflection

Feelings and Lessons Learned

7. Which emoji best expresses your feelings around your community action project? Put a checkmark beneath it. If none of these emojis feel like a good fit, feel free to draw your own.



8. What was the best moment for you?

9. What was the most challenging moment for you?

10. What lessons have you learned from your experience? If you were to carry out this community action project again, what would you do differently?

Action Report and Reflection

Future Plans and Sustainability

11. What future plans do you have for your community action project?

12. How can you make your community action project more sustainable? Below are the characteristics of **sustainable development** that we learned about earlier. Your project does not have to satisfy all these criteria. It's okay to focus on a few!

- It focuses on **root causes**
- It **reduces risks**
- It **builds resilience**
- It **empowers people**
- It is a **long-term** approach or solution
- It **builds inclusive partnerships**
- It **protects the environment**
- It supports **economic growth**
- It **increases quality of life**

Glossary | Theme 4: Making a Difference

Aga Khan Development Network (AKDN): A global family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. AKDN works in over 30 countries around the world, enhancing and promoting agriculture and food security, architecture, culture, education, environmental stewardship, financial inclusion, health, industry, infrastructure, media, music, tourism, and more.

Aga Khan Foundation Canada (AKFC): A non-denominational international development organization and registered Canadian charity. AKFC 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 health and nutrition, education, economic inclusion, agriculture and food security, early childhood development, and civil society. In Canada, AKFC empowers the public to learn about global development, channels skills and expertise to support its work overseas, and promotes learning and exchange within the development sector. 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. It is an agency of the global **Aga Khan Development Network (AKDN)**.

Carbon Sequestration: The process of capturing, removing, and permanently storing carbon dioxide from the Earth's atmosphere.

Global Goals: Another name for the **Sustainable Development Goals (SDGs)**, adopted by the United Nations in 2015 — a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected.

Qualitative data: Non-numeric information collected with a purpose and in a systematic way. It may include observations, interviews, focus groups, feedback, stories, photographs, audio recordings, videos, and more.

Quantitative data: Numeric information collected with a purpose and in a systematic way. It may include the number of participants or retweets, number of resources, frequency, size, length of time, temperature, distance travelled, and more.

Sustainable development: Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Sustainable Development Goals (SDGs): In 2015, the United Nations adopted the Sustainable Development Goals (SDGs) — a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected. The SDGs are also known as the **Global Goals**.

Urbanization: Process in which there is an increase in the number of people living and working in a city or metropolitan area.

Resources | Theme 4: Making a Difference

Videos



[Starfish Story \(aka The Star Thrower\)](#) (1:10)

Created by Rebel Shoes Productions, this video is adapted from Loren Eiseley’s essay, “The Star Thrower,” published in the book, *The Unexpected Universe*, in 1969. This video appears in Activity 1: The Story of the Star Thrower on [page 13](#).



[Melati Wijsen: A roadmap for young changemakers](#) (8:06)

In this must-watch TED talk, changemaker Melati Wijsen shares the story and lessons learned from ten years of environmental activism, starting at age 12 in her home on the island of Bali, Indonesia.

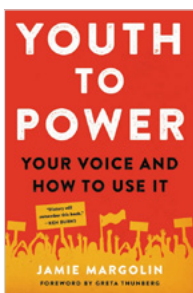


[Meet the young change-makers](#) (3:03)

In this Reuters video, you will meet Sky Brown, Rishab Jain, Somaya Faruqi, and Faith Boyd – young changemakers from around the world who are challenging stereotypes, innovating to solve medical problems, and empowering young Black girls.

Resources | Theme 4: Making a Difference

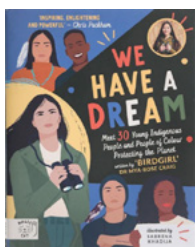
Publications



[Youth to Power: Your Voice and How to Use It](#)

By: Jamie Margolin | Hachette Book Group (272 pages)

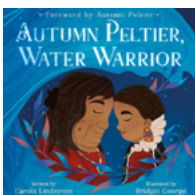
Winner of the 2020 Nautilus Gold Award for YA Nonfiction, this book “presents the essential guide to changemaking, with advice on writing and pitching op-eds, organizing successful events and peaceful protests, time management as a student activist, utilizing social and traditional media to spread a message, and sustaining long-term action.”



[We Have a Dream: Meet 30 Young Indigenous People and People of Colour Protecting the Planet](#)

By: Dr. Mya-Rose Craig | Magic Cat Publishing (60 pages)

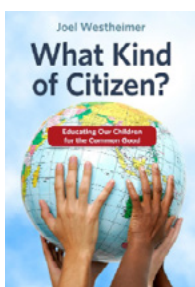
This illustrated book profiles 30 young people from around the world who are actively work on issues around wildlife conservation, clean water, air pollution, plastic waste, climate justice, and more.



[Autumn Peltier, Water Warrior](#)

By: Carole Lindstrom | Roaring Book Press (40 pages)

This illustrated children’s book tells the story of two Indigenous Rights Activists, Grandma Josephine and her great-niece, Autumn Peltier. It features a foreword by Autumn Peltier. Since she was 12 years old, Autumn Peltier has been speaking up about the water crisis in First Nations communities in Canada. In 2023, she was an 18-year-old Anishinaabe Indigenous Rights Activist and Chief Water Commissioner of the Anishinabek Nation. Though this book is intended for children, it may appeal to high school students of varying interests and needs.



[What Kind of Citizen?: Educating Our Children for the Common Good](#)

By: Joel Westheimer | Teachers College Press (128 pages)

What kind of society would you like to live in? How can schools help make that vision a reality? This book explores these questions through empirical research, discussions with schoolteachers and civic leaders, and “a comprehensive look at why schools should be at the forefront of public engagement and how educators and policymakers can make that happen.” It includes ways of teaching young people how to approach social issues, think critically, and debate intelligently with differences of opinion.

Resources | Theme 4: Making a Difference

Websites



[Aga Khan Foundation Canada: What kind of global citizen are you?](#)

You and your students can take this quiz to figure out if you are a dream-big citizen, hands-on citizen, start-up citizen, or thoughtful citizen.



[Climate Warriors Quiz](#)

You and your students can take this quiz to figure out your climate warrior archetype: the artist, caregiver, storyteller, organizer, architect, scientist, entrepreneur, or reformer. The website includes videos, resources, and career possibilities for your archetype, as well as ways to connect with others who are part of the climate warriors movement.



[Youthtopia](#)

Founded by Indonesian environmental activist and changemaker Melati Wijsen (please see her TED talk in the “Videos” section of these resources), Youthtopia is a place where young changemakers and find community, learn from free changemaking masterclasses, and uplift one another.

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Alberta

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
	Social Studies 10-1 <ul style="list-style-type: none"> • Perspectives on Globalization 		
	Social Studies 10-2 <ul style="list-style-type: none"> • Living in a Globalizing World 		

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



British Columbia

Grade 9	Grade 10	Grade 11	Grade 12	
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	
	English: Spoken Language 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	
		Explorations in Social Studies 11 <ul style="list-style-type: none"> • Methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12) 	English: English Studies 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	
			Social Justice 12 <ul style="list-style-type: none"> • Processes, methods, and approaches individuals, groups, and institutions use to promote social justice 	

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Manitoba

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts S1 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S2 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S3 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S4 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4
			Social Studies: Global Issues – Citizenship and Sustainability <ul style="list-style-type: none"> • Take Action – <i>Praxis</i>

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



New Brunswick

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Social Studies: Canadian Identities <ul style="list-style-type: none"> • Students will explore social responsibility 	Civics 10 <ul style="list-style-type: none"> • Students will investigate civic engagement 		World Issues 120 <ul style="list-style-type: none"> • Interdependence

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Newfoundland and Labrador

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 1201/1202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 2201/2202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 3201/3202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
	Social Studies 1201/1202 <ul style="list-style-type: none"> • Power, Active Citizenship, and Change 		

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)

Nova Scotia

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Writing and Other Ways of Representing 	English 10 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English 11 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English 12 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Citizenship <ul style="list-style-type: none"> • Engaged Citizenship 			

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)

Northwest Territories

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
	Social Studies 10-1 <ul style="list-style-type: none"> • Perspectives on Globalization 		
	Social Studies 10-2 <ul style="list-style-type: none"> • Living in a Globalizing World 		

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
Social Studies: The Growth of Canada <ul style="list-style-type: none"> • International Connections 			

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Ontario

Ontario grade 12 curriculum located on next page.

Grade 9	Grade 10	Grade 11
English ENL1W <ul style="list-style-type: none"> • Literacy Connections and Applications • Foundations of Language • Comprehension: Understanding and Responding to Texts • Composition: Expressing Ideas and Creating Texts 	English ENG2D/ ENG2P <ul style="list-style-type: none"> • Oral Communication • Reading and Literature Studies • Writing • Media Studies 	English ENG3U/ ENG3C/ENG3E <ul style="list-style-type: none"> • Oral Communication • Reading and Literature Studies • Writing • Media Studies
	Civics and Citizenship CHV20 (revised 2022) <ul style="list-style-type: none"> • Political Inquiry and Skill Development • Civic Engagement, Service, and Action 	Media Studies EMS30 <ul style="list-style-type: none"> • Understanding and Interpreting Media Texts • Media and Society • Producing and Reflecting on Media Texts
		Politics in Action: Making Change CPC30 <ul style="list-style-type: none"> • Political Inquiry and Skill Development • Personal Action on a Political Issue
		Equity and Social Justice HSE3E <ul style="list-style-type: none"> • Research and Inquiry Skills • Equity, Social Justice, and Change • Promoting Equity and Social Justice

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Ontario

Grade 12

English ENG4U/ ENG4C/ENG4E

- Oral Communication
- Reading and Literature Studies
- Writing
- Media Studies

Equity and Social Justice: From Theory to Practice HSE4M

- Research and Inquiry Skills
- Personal and Social Action

Challenge and Change in Society HSB4U

- Research and Inquiry Skills

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Prince Edward Island

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	English Language Arts 421A/B <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	English Language Arts 521A <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	English Language Arts 621A <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing
Social Studies: Interdependence – Atlantic Canada in the Global Community <ul style="list-style-type: none"> • Citizenship in the Global Community 		Global Studies 521/531A <ul style="list-style-type: none"> • Cultural Patterns of the World 	Global Issues 621/631A <ul style="list-style-type: none"> • Introduction – What is a Global Issue? • Active Citizenship – What Can I Do?

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)

Quebec

Grade 9	Grade 10	Grade 11	CÉGEP
<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	
<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Saskatchewan

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none">• Comprehend and Respond• Compose and Create• Assess and Reflect	English Language Arts 10 <ul style="list-style-type: none">• Comprehend and Respond• Compose and Create• Assess and Reflect	English Language Arts 20 <ul style="list-style-type: none">• Comprehend and Respond• Compose and Create• Assess and Reflect	English Language Arts 30 <ul style="list-style-type: none">• Comprehend and Respond• Compose and Create• Assess and Reflect

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
	English: Spoken Language 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
		Explorations in Social Studies 11 <ul style="list-style-type: none"> • Methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12) 	English: English Studies 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
			Social Justice 12 <ul style="list-style-type: none"> • Governmental and non-governmental organizations in issues of social justice and injustice

Appendix | Theme 4: Making a Difference

Curriculum Connections Across Canada + International Baccalaureate (IB)



International Baccalaureate (IB)

Middle Years Programme (MYP)	Diploma Programme (DP)
• Individuals and Societies	• Geography, SL/HL
	• Global Politics, SL/HL
	• Social and Cultural Anthropology, SL/HL
	• Environmental Systems and Societies, SL

Sources | Theme 4: Making a Difference

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Bahati, a pre-primary school teacher, walks with her students in rural Kenya. Credit: Rich Townsend / AKFC

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