

# Inspiring Global Citizens

A Pan-Canadian Educators' Guide

**Grades 9 to 12**



Theme 1:

# Connected World



AGA KHAN FOUNDATION  
CANADA



In partnership with

Canada



Kindergarten students working in their classroom in the Kyrgyz Republic. Credit: Christopher Wilton Steer / AKF

# 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 1: Connected World**

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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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# Contributors

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Girls learn tent-building skills at a gadget creation workshop in northern Pakistan. Credit: Danial Shah / AKFC

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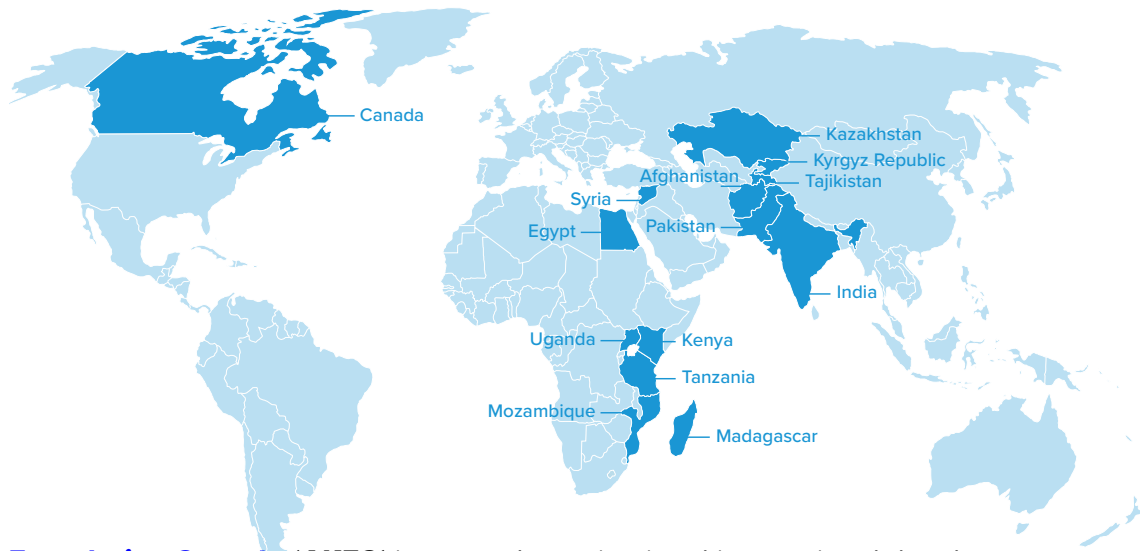
Philippe Leduc



# Who We Are



AGA KHAN FOUNDATION  
CANADA



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

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

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

## how you can get involved:

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



**This resource explores the first of four themes:**



**Inspiring Global Citizens**  
A Pan-Canadian Educators' Guide  
Grades 9 to 12

Theme 1:  
**Connected World**

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## Theme 1:

# Connected World

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



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Grades 9 to 12

Theme 2:  
**Quality of Life**

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## 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.



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Theme 3:  
**Sustainable Development**

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## Theme 3: Sustainable Development

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



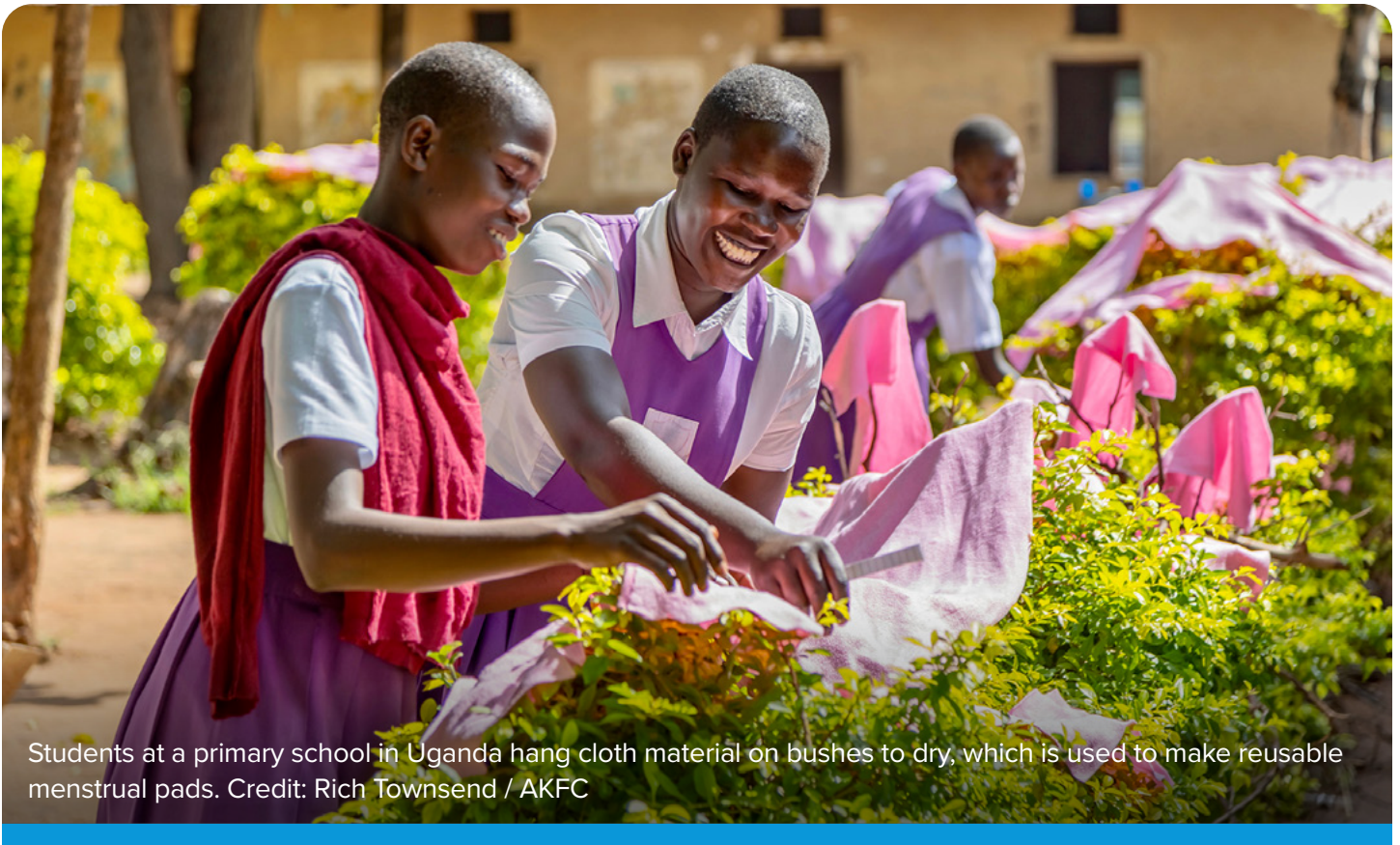
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Grades 9 to 12

Theme 4:  
**Making a Difference**

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## 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](mailto: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](http://www.akfc.ca/en/guide). To download a French copy, please visit: [www.akfc.ca/fr/guide](http://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](mailto:akfc.education@akdn.org).
- Sign-up for our monthly newsletter where we share our favourite activities, videos, and resources: <https://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.

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 relationships<sup>1</sup>

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.

<sup>1</sup> "Trauma-Informed Pedagogy." *Barnard College, Columbia University*. Accessed 8 August 2023.



- Protect students by not personalizing issues.
- 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.

# Connected World



Students play games during recess at a pre-primary school in Kwale, Kenya. Credit: Mohamed Altoum / AKFC

## Overview

This module focuses on our connected world and what it means to be a global citizen. Students will explore **globalization**, map personal and classroom connections to the world, and reflect on the views of global leaders, visionaries, thinkers, engineers, and activists. Students will create personal and group definitions of what makes a **global citizen**, which they can carry forward to the next module.

## Learning Outcomes

Learners will:

- Become familiar with the concept of globalization and a connected world
- Activate thinking around the benefits and challenges of a connected world
- Explore personal connections to the world
- Explore classroom connections to the world
- Reflect on the view of global leaders, visionaries, thinkers, scientists, and activists
- Understand how to create an effective Mind Map to show global connections
- Understand what it means to be a global citizen

## Key Concepts

[Globalization](#)

[Global citizenship](#)

[Mind Map](#)

# Earth, Our Connected World



Verbal Linguistic



Visual-Spatial

**Length:** 50+ minutes

**Objective:** Students will watch a short video about globalization, then reflect on the elements, benefits, and challenges of a connected world.

## Procedure:

### Do

1. Invite students to reflect: What does globalization mean to you? Have students think-pair-share and/or have students share their ideas with the whole class.
2. Introduce students to **globalization** and our interconnected world, by sharing the CFR Education video: [What is Globalization? Understanding Our Interconnected World](#) (3:14). The video is fast-paced. If it helps your students, reduce the playback speed by clicking on the “Settings” icon on the video and/or play the video a few times.
3. Share the handout: [What is Globalization? Understanding our Interconnected World](#) Reflection Questions. 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.

### Think

1. Invite students to reflect on the questions below. Have students think independently or collaboratively, then share. Facilitate a discussion. Consider using [FigJam](#) to record your class’ ideas so you can return to them later.

## Materials:

- Any way of recording ideas
- The CFR Education video: [What is Globalization? Understanding Our Interconnected World](#) (3:14)
- [What is Globalization? Understanding our Interconnected World](#) Reflection Questions handout, one per student
- (Optional) [FigJam](#), a free online whiteboard

## ACTIVITY 1

- What is your reaction to this video? Choose three words to describe your reaction.

Answers will vary. This is an opportunity to talk about the similarities and differences in students' responses.

- What makes ours a connected world?

Possibilities include: The movement of people (e.g. travellers, immigrants, **internally displaced people**, **refugees**), language, stories, beliefs, news, ideas, data, technology, information via the internet and social media, money, goods (e.g. food and clothes), drugs, weapons, computer and biological viruses, **greenhouse gases**, and more.

- What are the benefits of a connected world?

Possibilities include: Information spreads more quickly and broadly, so people can cooperate and collaborate positively to create opportunities and solve problems; trade strengthens relationships between trading partners; imports create choices and different price-points for consumers; people can travel and migrate; people facing oppression, persecution, and/or conflict can flee and find safety in another place.

- What are the challenges of a connected world?

Possibilities include: Information spreads more quickly and broadly, so people can cooperate and collaborate negatively; companies in rich countries can outsource labour to poorer countries, increasing their financial gains and widening the gap between the rich and poor.

- This video was released on June 18, 2019, before the COVID-19 **pandemic**. How did the pandemic impact local and global connections?

Possibilities include: COVID-19 spread across international borders; there were lockdowns and people had to isolate and practice social distancing; governments closed borders to mitigate the spread of the disease; people stopped travelling; supply chains were interrupted; there were more hate crimes; schools closed; people were laid off and let go from work; nations shared health data and strategies to deal with the virus; people worked together to create and distribute vaccines.

## Connect

1. Invite students to reflect: How are you personally connected to the rest of the world? Facilitate a discussion. You may also turn this into an exit ticket and have students explain three ways that they are connected to the rest of the world.

Answers will vary. You may explore this further with Activity 2: Globingo on [page 17](#) or with Activity 4: Mapping Our Connections to the World on [page 26](#).



# What is Globalization? Understanding our Interconnected World

## Reflection Questions

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1. What is your reaction to this video?

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2. What makes ours a connected world?

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3. What are the benefits of a connected world?

# What is Globalization? Understanding our Interconnected World

## Reflection Questions

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4. What are the challenges of a connected world?

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5. This video was released on June 18, 2019, before the COVID-19 **pandemic**. What local and global connections did the pandemic amplify?