

Teacher's Guide



EARTH=home

Produced by JUDITH MARCUSE PROJECTS

Spring 2009

Prepared by Judith Marcuse and Caelan Griffiths for the national tour of *EARTH=home*

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide



Photos from the *EARTH=home* production. Photos by Chris Randle 2009.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Contents

| | |
|--------------------|---|
| Introduction | 2 |
| Objective | 3 |

Activities

| | |
|--|----|
| <i>In the Classroom</i> | 5 |
| Ecological Footprint Quiz..... | 5 |
| The “Food We Eat” Journal | 7 |
| The Neki Bidding Wars | 10 |
| <i>Use the Whole School</i> | 16 |
| World of 100 Game..... | 16 |
| Five Minute Field Trips..... | 17 |
| <i>Local Issues</i> | 19 |
| Imaginative Inquiries..... | 19 |
| Facebook Group | 22 |
| <i>Global Issues</i> | 23 |
| Island Earth..... | 24 |
| Poverty and World Wealth | 28 |
| Living With Hunger | 33 |
| <i>Connecting Social and Environmental Justice</i> | 36 |
| Blog and Discussion | 36 |
| War Toys to Peace Art..... | 40 |

Teacher's Resources

| | |
|----------------------------|----|
| <i>Website Links</i> | 41 |
| <i>Books</i> | 46 |
| <i>Contact Us</i> | 48 |

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Introduction

Judith Marcuse Projects is touring ***EARTH=home***, a multi-media live theatre/dance creation, to youth and family audiences across Canada in spring 2009. Part of a sequence of works designed to address issues concerning today's youth, ***EARTH=home*** encourages us to inform ourselves about environmental and social issues and to participate in our communities in work for positive change. The production is based on four years of workshops with hundreds of young people who explored the state of the earth and where we are taking it. The show uses dance, music, video, humour and drama to tell a story about a group of people trying to live together while trapped in a place with limited resources.

EARTH=home will be presented in ten Canadian cities, in fifty performances and will reach more than 50,000 youth and their families. We hope that audiences will be inspired to take action in their schools and communities, informed and entertained by the ideas presented in the production and by the short, facilitated dialogues that will follow each performance. Members of environmental and social justice organizations will join in these dialogues, answering questions and suggesting avenues for collaboration and participation.

The activities outlined in this study guide are designed for individual and collective learning and discovery, as well as to enrich the experience of seeing ***EARTH=home*** in the theatre. We hope that our suggestions will inspire you!

Young people can lead our communities, our country and our world. With your collaboration, ***EARTH=home*** will inspire creative responses to environmental and social problems and motivate engagement and positive change.

Enjoy!

Judith Marcuse and Caelan Griffiths

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Objective

This guide suggests a wide range of activities for possible use in and outside your classroom prior to and after seeing *EARTH=home*. With your guidance, these activities will encourage discussion, reflection and action – and you will have fun in the process! With your help, your students will, perhaps, become active in social and environmental justice work.

EARTH=home connects two categories of concern:

- Social justice: such as ending poverty or stopping the recruitment of child soldiers
- Environmentalism: such as reducing the impact of human activity on our natural world

Pour les professeurs d'immersion française – ne vous en faites pas! La majorité du texte est en anglais, mais lorsque possible nous vous recommandons les liens en français.

Mind the Income Gap – Young People and Social Justice

The growing gap between the poor and the rich is increasing poverty all over the world. Extremes in the distribution of wealth and resources cause critical shortages for many people. Control of resources can result in war and suffering.

Here in Canada, as many as a million children live below the poverty line (<http://www.campaign2000.ca>). Our conception of famine often conjures up images of starving African children... in fact hunger exists on a massive scale in our own country where an estimated 770, 000 people visit food banks each week.

Preventing poverty begins by seeing the world as one community or as a series of smaller communities where people can help one another. By emphasizing and exploring our human connections, we can create new empathy and action for making change.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Go Green or Go Home

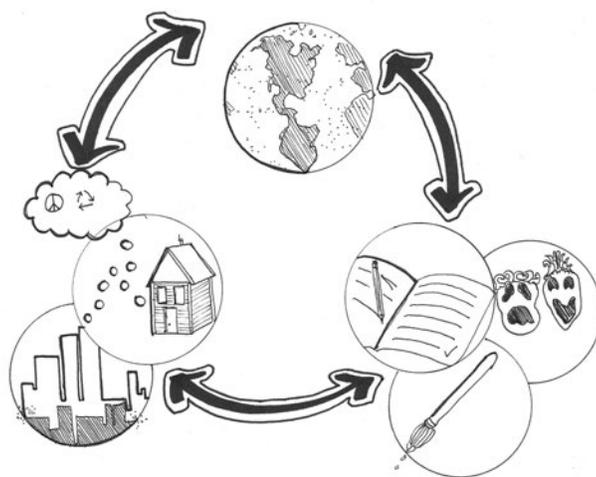
Environmental education is useful! As we confront serious and urgent environmental challenges, we must encourage our children to interact responsibly and intelligently with the natural world. We need to inspire young people to change behaviours and worldviews that lead to environmental degradation. Young people are often the catalysts for change in their households (the so-called “nag factor” often used by marketers, in this case, used for good!). We can encourage the use of analytical skills and encourage behaviours that lead to environmental justice.

Appreciation of our natural world is the first step... to know what is around you! Even five-minute field trips into the playground can instil a sense of the environmental realities of our surroundings.

Connecting the Two

The connection between a failing environment and social disparity is strong. If the world from which we derive our resources is in decline, ultimately human connections will become strained. As resources become scarce or polluted, the world can expect more conflict and suffering as we scramble to use the last of what's left.

We can change course!



JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

In the Classroom

You can introduce great concepts that connect your classroom to the outside world. Students will see how their everyday life affects great changes on our society!

Ecological Footprint Quiz

Grades 6-12

Introduction

To read or paraphrase:

An ecological footprint calculator is an interactive online tool that assesses the lifestyle choices you make as an individual and how these choices consume our planet's resources. When we know the full extent of the impact of our everyday lifestyle decisions, we can find out how little changes can add up to big improvements!

Concepts

Consumption, estimation, food security, ecological footprint, sustainability, resources

Materials

A computer laboratory

Groups

Each student will assess their individual footprint and then the class will discuss their discoveries together.

Time

30-45 minutes

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Objective

To assess and discuss the impacts of our everyday habits and to explore the massive improvements we can effect by changing them.

Suggested Procedure

Have your students complete an ecological footprint quiz during a computer class (you should complete one too!).

The Redefining Progress Quiz is available here:

http://www.myfootprint.org/en/visitor_information/

The Earth Day Quiz is available here:

<http://www.earthday.net/footprint/index.html>

Pour les étudiants en immersion française:

<http://www.footprint-wwf.be/footprintpage.aspx?projectId=100&languageId=1>

Ce petit test vous indiquera combien de planètes Terre nous aurions besoin afin de satisfaire notre niveau de consommation personnelle actuelle.

Discussion questions for your students

1. What areas were assessed by the “ecological footprint calculator”?
2. What can you change in these areas?
3. How do you feel about the ecological cost of your lifestyle?
4. Does this knowledge encourage or discourage you?
5. Do the adults in your life make some of these choices for you?
6. Do you make choices that affect the ecological footprint of the adults in your life?

Connection to Solutions

- Discussion should lead to action!
- Check out Suzuki Foundations Nature Challenge!
http://www.davidsuzuki.org/NatureChallenge/at_School/background.asp
- Relevez le Défi Nature! <http://www.davidsuzuki.qc.ca/relevezled>
- Eat vegetarian once a month!
- Encourage your students to create a walk-to-school buddy program, where parents or students walk with other students rather than driving.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

You may find an ally in an environmentally-conscientious parent: indispensable!

- Sierra Youth Coalition has a Sustainable High Schools program, a youth-driven initiative created to support school communities in envisioning, assessing and improving their level of ecological and social well-being. <http://www.sustainablehighschools.ca/>
- Institute a sustainable schools program! Started by Check Your Head, a youth driven organization located in Vancouver. CYH educates young people on global issues, by looking at the connection between global events and issues and local realities. http://cyh.dreamhosters.com/?page_id=4

The “Food We Eat” Journal

Grades 6 to 11

Introduction

You may read or paraphrase the following:

Food security is the movement concerned with the availability of food to our communities. The food we consume has a hidden cost; in many cases our food has travelled a long way to become a tasty meal. It takes oil and gasoline to bring food from far away. If our energy supplies were to be limited or cut off, how long could we last and what would the social consequences be?

Concepts

Globalization, geographic zones, international trade and transportation

Materials

Paper and pens/pencils

World Map (wall map)

Atlases

Pins

Fruits (preferably with stickers)

Vegetables (preferably with packaging)

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Groups

Students in groups of three or four

Time

On the day prior to the activity, ask your students to bring a fruit or vegetable *in its package and/or with its sticker* to class. (The food will be difficult to track without packaging or stickers.)

Conduct the activity, itself, during one morning period, before lunch!

Objective

Your students' aim is to make a journal of the fruit and vegetables they eat and to research the geographical origin and other details about that food.

Suggested Procedure

Divide the students into groups of three or four. Each student in the group will have brought a vegetable or piece of fruit to research.

Each group will fill out the table (as seen below) and will identify the origins of their food by placing pins on the world map.

Sample Journal:

| Food | Origin | Distance |
|----------|--------|----------|
| Tomatoes | Mexico | 3220 kms |
| Bananas | | |
| Apples | | |

Your students can remove the sticker from the fruit and stick it on their journal if they wish

Discussion questions for your students

- 1) What food travelled the least to get to the school?
- 2) What food travelled the most?
- 3) Can the food be grown in your own region?
- 4) How can we replace food that travels such a long way?
- 5) Food can be produced under poor human rights conditions: an article from Human Rights Watch about the farm workers in Florida.
<http://hrw.org/english/docs/2005/03/02/usdom10284.htm>. A similar report

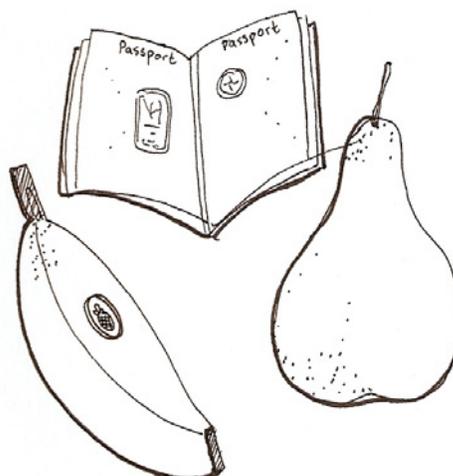
JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

from the Food and Agriculture Organization of the United Nations.
<http://hrw.org/english/docs/2005/03/02/usdom10284.htm>. Pour les étudiants en immersion, un rapport de l'Organisation des Nations Unies pour L'Alimentation et L'Agriculture.
<http://www.fao.org/Newsroom/fr/news/2005/107955/index.html>

Connection to Solutions

- Discussion should lead to action!
- Write to the supermarket and encourage the sale of local produce.
- Have your students find and visit farmers markets – and report them to other students.
- Food Secure Canada defines food sovereignty and discusses food policy.
<http://www.foodsecurecanada.org/en/food-sovereignty-0>
- Une discussion et une définition de sécurité alimentaire du groupe: Sécurité Alimentaire Canada:
<http://www.foodsecurecanada.org/fr/%C3%A0-propos-de-sac>
- Eat Local Newsletter from the Suzuki Foundation:
 - Food transportation, whether from planes, ships, or trucks, leads to greenhouse gas emissions that cause climate change. Buying local produce reduces these greenhouse gases and supports Canadian farmers in their own communities. This informative newsletter also includes suggestions and practical tips.
<http://www.davidsuzuki.org/NatureChallenge/newsletters/seven.asp> .



JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

The Neki Bidding Wars

Grades 10 to 12

Introduction

You may read or paraphrase the following:

The clothes we wear are made around the world. Sometimes your clothing is made in sweatshops – or it may be made in fair-paying and healthy factories.

From the CBC program *Street Cents*:

“Just because the label says "made in Canada" doesn't mean it wasn't made in a sweatshop. It's possible that the house next door is a sweatshop. *Street Cents* found a study done in 1999 by a professor at the University of Toronto that says that in Canada, close to 40,000 women work at home, sewing for big companies. Sometimes they earn as little as \$2/hr.

Likewise, just because the label says, "Made in China," it doesn't necessarily mean that the item was made in a sweatshop. Factories in some developing countries do pay their employees fair wages and provide good working conditions; some even have health clinics.

Concepts

Globalization, trade, export processing zones (EPZ), sweatshops

Materials

Paper and pens/pencils
World Map (wall map)
Atlases
Pins

Sets of cards for each group of students – you can do this by hand if you wish!

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Printed on green paper (or with green marker on recycled paper)

| Front | Back |
|-----------|-------------------------------------|
| \$10/hour | Cost for Neki: 25 cents per unit |

| | |
|----------|-------------------------------------|
| \$8/hour | Cost for Neki: 20 cents per unit |
|----------|-------------------------------------|

Printed on red paper (or with red marker on recycled paper)

| Front | Back |
|----------|-------------------------------------|
| \$4/hour | Cost for Neki: 15 cents per unit |

| | |
|----------|-------------------------------------|
| \$2/hour | Cost for Neki: 10 cents per unit |
|----------|-------------------------------------|

| | |
|------------------------------------|--|
| EPZ (export processing zone) | Cost for Neki (EPZ is tax free): 1 cent per unit |
| \$1/hour | |

What are the wage cards?

These numbers are arbitrary but the living conditions are based on the descriptions in Naomi Klein's book, "*No Logo*".

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

The green cards represent wages that will support workers in stable but poor living conditions:

- \$10/hour will support two adults and one child in a one-room home.
- \$8/hour supports an adult and child in an apartment.

The red cards will support workers in adverse living conditions:

- At \$4/hour, the wage supports an adult living with three other working adults in a one-room home.
- \$2/hour supports an adult with five other working adults in an apartment.
- \$1/hour supports an adult with nine other working adults in an apartment.

What is an EPZ?

The Export Processing Zone (or EPZ card) represents an area where the government levies no taxes and provides cheap labour. An EPZ is an area in a country where some normal trade barriers such as tariffs and quotas are eliminated and bureaucratic requirements are lowered to attract business and foreign investments.

Most EPZs are located in developing countries where, often, the enforcement or the relaxation of worker and environmental protection laws and regulations are minimized or not enforced. Corporations that set up in the zone may also be given tax breaks as an additional incentive. Usually, these zones are set up in underdeveloped parts of the host country, the rationale being that the zones will attract employers and thus reduce poverty and unemployment and stimulate the area's economy. These zones are often used by multinational corporations to set up factories to produce goods such as clothing or shoes.

Groups

Students in groups of three or four

One group will be the clothing manufacturer, Neki

All other groups will represent countries.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Time

One class period – any time

Objective

There are two types of student group: the Neki representatives and the government groups. The Neki representatives must run a profitable business. The government groups must attract the Neki contract to their country. Students who are acting as countries and those who represent Neki will have to consider the effects on citizens' quality of life as a result of their trade decisions.

Suggested Procedure

1. Have your students check the labels on their clothes that they are wearing that day. They should identify the country where the clothes they are wearing were made.
2. Next, use pins to identify these places on the world map.
3. Now choose two students that will act as a single group of Neki representatives. They will discuss and select from the other groups of students who will manufacture their goods.
4. Now divide the rest of the students into groups to represent each of the countries that are marked on your map. These students will take turns to discuss in their groups and select a wage card that will encourage Neki to manufacture in their country.
5. You may not have identified enough countries on the map to create a critical mass of groupings. In this case, create one or more new groups by assigning a new country or countries to them.

Each country group gets a set of cards with which they will bid for the Neki manufacturing contract.

Bidding:

1. In alphabetical order, each country group will bid for a Neki contract.
2. Let the country group students discuss their decisions for a minute or two. Tell them they may negotiate with whomever they choose: even other countries. This way they can collude like a trading bloc, cooperate as a monopoly or compete with one another for the manufacturer's contract.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

3. The country group students will play the card corresponding to the bid they will offer Neki. They will set the wage at \$10/hour for example, by playing the \$10/hour card. They can leave their offer on the table in the next round if they wish.
4. The Neki group can discuss before deciding to accept or reject an offer from a country group.
5. Once Neki decides to reject or accept the offer, the next country group can try to steal the contract by offering the same terms or better terms.
6. If your students collude as countries or form alliances with one another you can suggest to them that they are creating trading blocs or trade agreements.
7. Negotiations will end after 30 minutes or when all the countries use their EPZ cards.

Discussion questions for your students

- 1) Negotiation between countries: how did it work? Did it drive wages down or up?
- 2) How did you feel trying to negotiate?
- 3) What defines a “successful” deal?
- 4) What were some ideas or thoughts that went through your mind as you were negotiating for the best deal?
- 5) When one country chose to use the EPZ what happened?
- 6) Should EPZs be allowed? Is there a way that your students can come up with alternatives?
- 7) Ask about the price of a t-shirt that one of your students is wearing. Talk about how its cost might relate to living conditions in an EPZ. Who benefits the most?
- 8) Rather than rely on Neki for investment, what do your students suggest their countries do to improve their economies?
- 9) Who elects the governments that make these types of trade decisions?
- 10) Do you consider the terms that you ended up with as fair for workers?
- 11) In order for the terms to be fair, what changes could be made to the global supply chain? What new business models exist which provide practical alternatives?
- 12) What are Corporate Social Responsibility (CSR) and Triple Bottom Line businesses?
<http://www.ic.gc.ca/epic/site/csr-rse.nsf/en/Home> and
http://en.wikipedia.org/wiki/Triple_bottom_line

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Connection to Solutions

- Discussion should lead to action!
- Check out Oxfam's Make Trade Fair initiative.
<http://www.oxfam.ca/what-we-do/campaigns/make-trade-fair> .
- The Maquila Solidarity Network (MSN) is a labour and women's rights organization that supports the efforts of workers in global supply chains to win improved wages and working conditions and a better quality of life. They believe retailers, manufacturers and brand merchandisers must be held accountable for the conditions under which their products are made. The MSN provides a Stop Sweatshops Education Kit at a cost of \$10 CND. <http://en.maquilasolidarity.org/en/node/455>
- A resource of news from the world of business – of projects where human rights are respected or disrespected – can be found at the Business and Human Rights Resource Centre at <http://www.business-humanrights.org/Home> .

Pour les étudiants en immersion française

Vous pouvez traduire ces cartes en français: \$8/heure – le coût pour Neki est 20 cents par unité, etc... La zone d'exportation se traduit par "Zone Franche". Le "sweatshop" est traduit par *usine à sueur* ou *atelier de la misère*. Vous pouvez employer cette définition du dictionnaire Collins: "une usine où les employés sont sous-payés et soumis à des conditions de travail extrêmement dures."

Vous pouvez consulter un rapport au sujet des ateliers de sueur de Disney à http://contreinfo.info/article.php3?id_article=38 .

Ou bien des nouvelles d'espoir de la société Danone au Bangladesh à <http://www.novethic.fr/novethic/v3/article.jsp?id=103673> .

Une ressource de nouvelles dans le monde des affaires – des projets justes et des projets injustes se trouvent au Centre de Ressources sur les Entreprises et les Droits de l'Homme à <http://www.business-humanrights.org/Home> .

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Use the Whole School

Use the whole school as your classroom! Your students will experience the environment share their new knowledge of the concepts of social and environmental justice with others. Likeminded teachers and students will discover each other. Students will network; start clubs, share experiences and knowledge. This may help to inspire student-led activities!

World of 100 Game

Grades 9 to 12 – highly recommended!

Courtesy of the Global, Environmental and Outdoor Education Council of Alberta (GEOEC).

This is a big activity that requires preparation ahead of time, as well as materials and volunteers. It demonstrates both the distribution and scarcity of resources and wealth in the global village. It is best to bring three or four classes together for this activity and to make use of the gym or another large space in the school.

This game is:

- an activity that demonstrates the distribution and scarcity of global wealth and resources.
- requires a hundred students
- requires the participation of volunteers, teacher's aides or several teachers

You will find the pdf of the teacher's guide here:

<http://www.geoec.org/worldof100/index.html> .

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Five Minute Field Trips

Grades 7 and 8

More suitable for younger students, these activities can easily be adapted for older grades by emphasizing observation (this activity is focussed on counting).

Five Minute Field Trips are performed explorations of the natural world designed to develop students' inquisitiveness, connection to ecology and their analytical skills.

The activities in Five Minute Field Trips are grouped into three sections: Awareness, Understanding and Action. These field trips require minimal materials, little or no travel and reveal the natural world that exists in the playground or environment close to the school!

Below is one example of the activities available from the GEOEC website:
<http://www.geoec.org/> .

Un-Nature Trail

This is a brief and enjoyable activity in which students walk quietly down a trail, looking for objects not found in nature. It is designed to develop observation skills and to create discussion about the problems of litter and garbage.

Time

30 minutes

Materials

A bag containing 15-20 objects collected from the schoolroom. Colours should range from neutral or green (e.g. crayon) to brightly fluorescent (e.g. highlighter), and from small (eraser) to large (e.g. exercise book).

Concepts

Camouflage, ecosystem, pollution

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Suggested Procedure

You'll need to identify a well-defined path that students will easily be able to follow.

Before the students arrive in the area, count the number of objects in the bag, and then walk the path 'littering' the area with your objects. For added fun you can suspend them from branches (we humans rarely look up!), insert pencils partially into the ground, etc.

Next, gather your students at the beginning of the trail, and tell them that there are some "unnatural" objects spread along the trail. The students' challenge is to find as many of them as they can. Ask students to walk slowly, look actively, and not point out items to other students. (This is a friendly competition.)

Gather students at the end of the trail, and ask them "If you saw more than three objects, put up your hand". Next ask them if they saw 5, then 7, etc. until you exceed the number of items on the trail! Ask them "If you saw the pink flamingo, put up your hand" (If you didn't actually put out a flamingo, this will tell you which students are being overly imaginative!)

Ask students if they found specific, hard-to-see items. Were some items harder to see than others? (Yes - because they are camouflaged. (If necessary, define this word for students). Is it easy to find man-made items that don't belong in nature? (YES! It's best not to litter - for environmental and aesthetic reasons).

Encourage students to walk the trail again and look for items they missed the first time.

Extension

Your students could set up a simple nature trail for other students to walk during recess. They could also use this as an opportunity to ask other classes to help in the crusade against littering!

Many other activities are available in PDF format: download from Global Environmental and Outdoor Education Council of Alberta website: <http://www.geoec.org/>.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Local Issues

The classroom and school are good starting places for your students to understand the consequences of everyday activities. Activities that focus on local issues will encourage your students to become active out in the community. Of course, they will quickly discover that many local issues have a global component (and vice versa). This is a good opportunity to contact local environmental and social justice groups to speak to your class or lead activities in the schoolyard!

Imaginative Inquiries

Grades 6-12

Concepts

Creative communication, collaboration, analysis, critical thinking

Materials

Art supplies – paints, pens crayons, paper, scissors glue

Pen and paper

Newspapers or magazines for cutting

A computer connected to the Internet with a printer

Examples of poetry from the curriculum

Examples of plays from the curriculum

Groups

Individual, small groups or a class effort. Your students can write and rehearse a short play about a local issue and perform it for the class or for the whole student body. They can create visual displays, read their poetry, perform their music or develop videos to post on the Internet.

Time

Several classes over the course of the year.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Objective

These activities introduce students to alternative means of analysis and communication of issues of social and ecological justice. Students will use their many talents collaboratively to engage with issues.

Introduction

The creation of art that expresses a social or environmental issue requires patience, skill and imagination. Work that resonates with audiences can inform, interpret and entertain them. Your students have these skills! They are waiting to use them. Challenge them to blend their artistic and activist sides.

Here are a few questions that might help to encourage their creativity:

- 1) Do you want to tell a story or capture a moment?
- 2) Whose perspective are you taking? One or many?
- 3) What are key phrases or images that summarise the issue?
- 4) How does the issue make you feel?
- 5) Is humour an appropriate way to express your ideas?

There is no “wrong” expression, but an audience can tell if attention and care have been put into the piece.

Consider finding inspiration from *Get Loud*'s *Firefly* project: it's a collection of dramatic pieces that were collected and edited by War Child Canada's Youth Advisory Board. *Firefly* includes submissions from youth in Sierra Leone, Liberia, Colombia and Canada. Some of the Canadian authors are first generation Canadians from countries such as Lebanon, Kosovo and Israel. The pieces are downloadable and designed for use in the classroom.

http://www.getloud.ca/en/dyp_ai.asp?id=2 .

En français, le texte est connu sous le nom de *Luciole*

http://www.getloud.ca/fr/dyp_ai.asp?id=4 .

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Visual Inquiry

Ask your students to do a "visual inquiry" about a local social or environmental issue. Students will search through newspapers, magazines or can print photos from the Internet. Students will explore the issue they have chosen by using images they have found that tell the story. They should assemble these images in an interesting format and then present their new creations to the class.

A visual inquiry might be a collage, a series of images – a painting, a sketch or comic book. If students wish to add their own artistic content to the images they find, all the better!

Poetic Inquiry

Ask your students to do a "poetic inquiry" about a local, social or environmental issue. A poetic inquiry might be a lyrical poem or ballad, a haiku or ode – or a rap – let them choose!

They can collect information in the library or online and then explore and express the issue they have chosen by using a poetic form that "tells the story" or "captures an emotion". Ask them to share their creations with the class.

Dramatic Inquiry

Ask your students to do a "dramatic inquiry" about a **local** social or environmental issue. Your students might first conduct interviews with people who are connected with the issue in some way, as well as research the issue at the library, using newspaper clippings or by going online. This material and their thoughts and feelings about the issue and its context should then be "translated" into a short play or a series of short skits, using a narrative form (telling the story literally) or presenting emotional reactions in a more abstract way.

Musical Inquiry

Using the same methods as for dramatic inquiry, ask your students to create songs. These can be sung with or without musical accompaniment and could become part of a play or as a vignette in a longer series of short dramatic pieces.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Facebook Group

Grades 10 to 12

Introduction

Students can start a Facebook group dedicated to an issue. (Most students will already have an online social networking presence.) Consider asking them to research existing Facebook discussions, wall posts, links or photos that relate to environmental or social issues.

Concepts

Media literacy and critical thinking

Materials

Computer laboratory

Groups

Individually or in pairs

Time

10 to 30 minutes. Or you may want your students to regularly assess their Facebook groups

Objective

New media is everywhere in our information-saturated society. This activity will introduce your students to the power of initiatives that bring people together for dialogue and action on the Internet and also help them to question the effectiveness of this medium.

Suggested Procedure

Have your students search for a Facebook group that focuses on a local environmental or social issue. There might not be a group for their issue, so they may have to seek information about a group from the library or Internet (Eventually, they can start a Facebook group on a local issue themselves). Ask them to join the group and assess the discussion and wall posts using the following questions. (It should take about 15 minutes to find the information necessary to answer these questions.)

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Discussion questions for your students:

1. Was it easy to find a group on your issue?
2. How much meaningful debate did you find on the wall?
3. Could you start a group?
4. Do people ask useful questions on the Facebook wall or forum?
5. What is the Facebook group best at accomplishing?

Connection to Solutions

- Students can start a Facebook group about the issue if it doesn't yet exist.
- They should maintain this group on a regular basis throughout the year.
- If the group exists, they should contribute to the group on a regular basis throughout the year.
- Continue to regularly discuss the usefulness of Facebook groups.

Global Issues

All the activities that have been suggested already contain global connections. Your students should be ready to connect their local and classroom level activities to global movements. Exciting!

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Island Earth

Grades 5 to 9

Introduction

To read or paraphrase: We live in a world that has limits. Our ecological world cannot be exploited at the rate at which we currently tax it. This activity invites your students to dream of their ideal world on an imaginary Island Earth.

What is sustainability? From the Suzuki Foundation website: “Sustainability means living within the earth’s limits – improving our health and well-being by reducing and eliminating pollution and waste. It means tackling the root causes of health and environmental problems before they occur.” To this definition we must add *social* sustainability. We must eliminate poverty and hunger in our society.

Concepts

Biosphere, consumption, life cycle, ecosystem, poverty, closed system, open system, conservation, pollution, sustainability, resources, community

Materials

Pens, pencils and Colouring supplies

Small island graphic handout for each student (page 26)

One large detailed graphic of another island, for whole class use (page 27)

Groups

There are two stages to this project. Each student will create their own island working alone. Then the whole class will collaborate by combining their ideas to create an island together.

Time

30 to 60 minutes

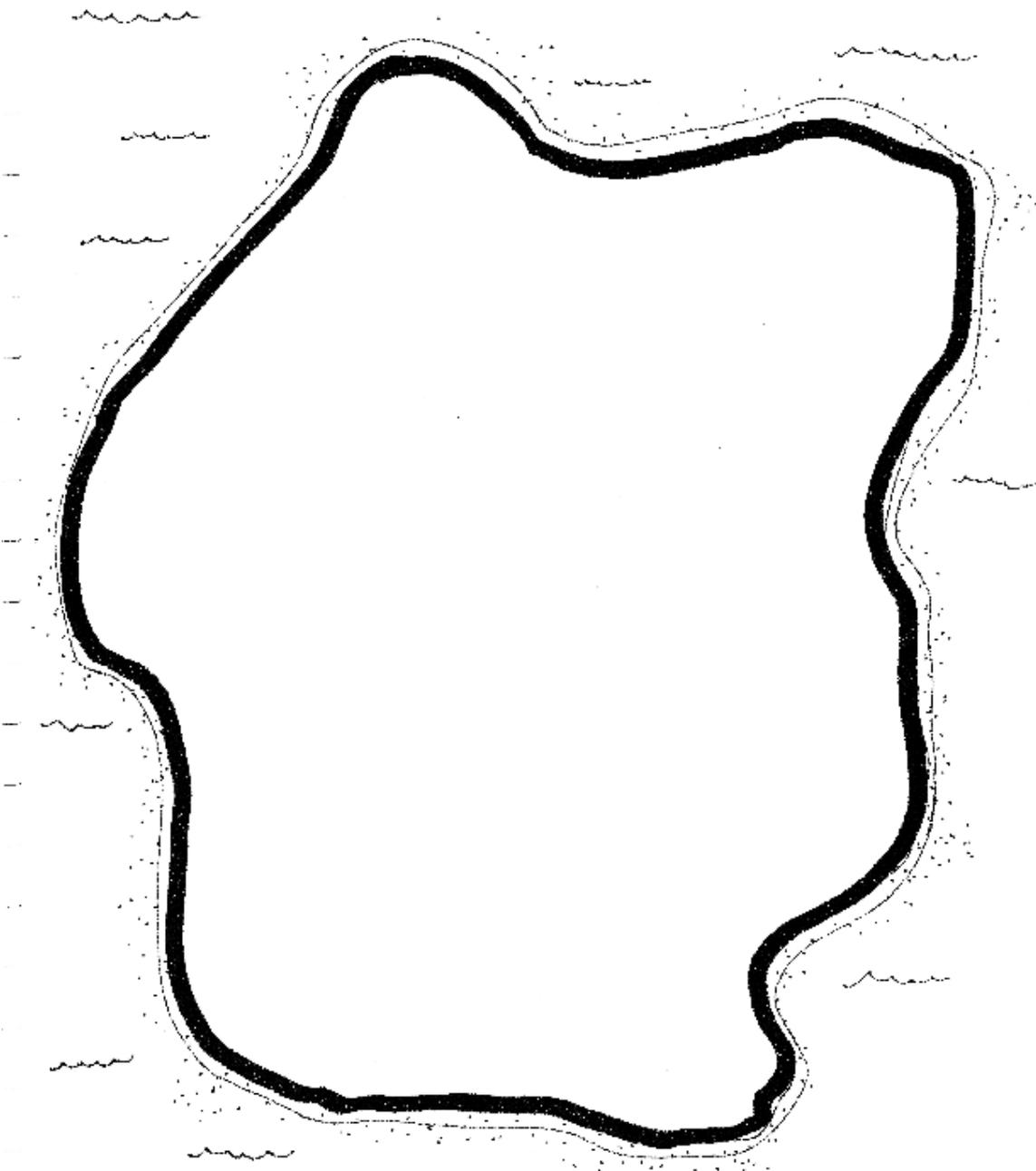
Objective

This activity will encourage your students to dream about their ideal world and to use creative means to explore their options.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

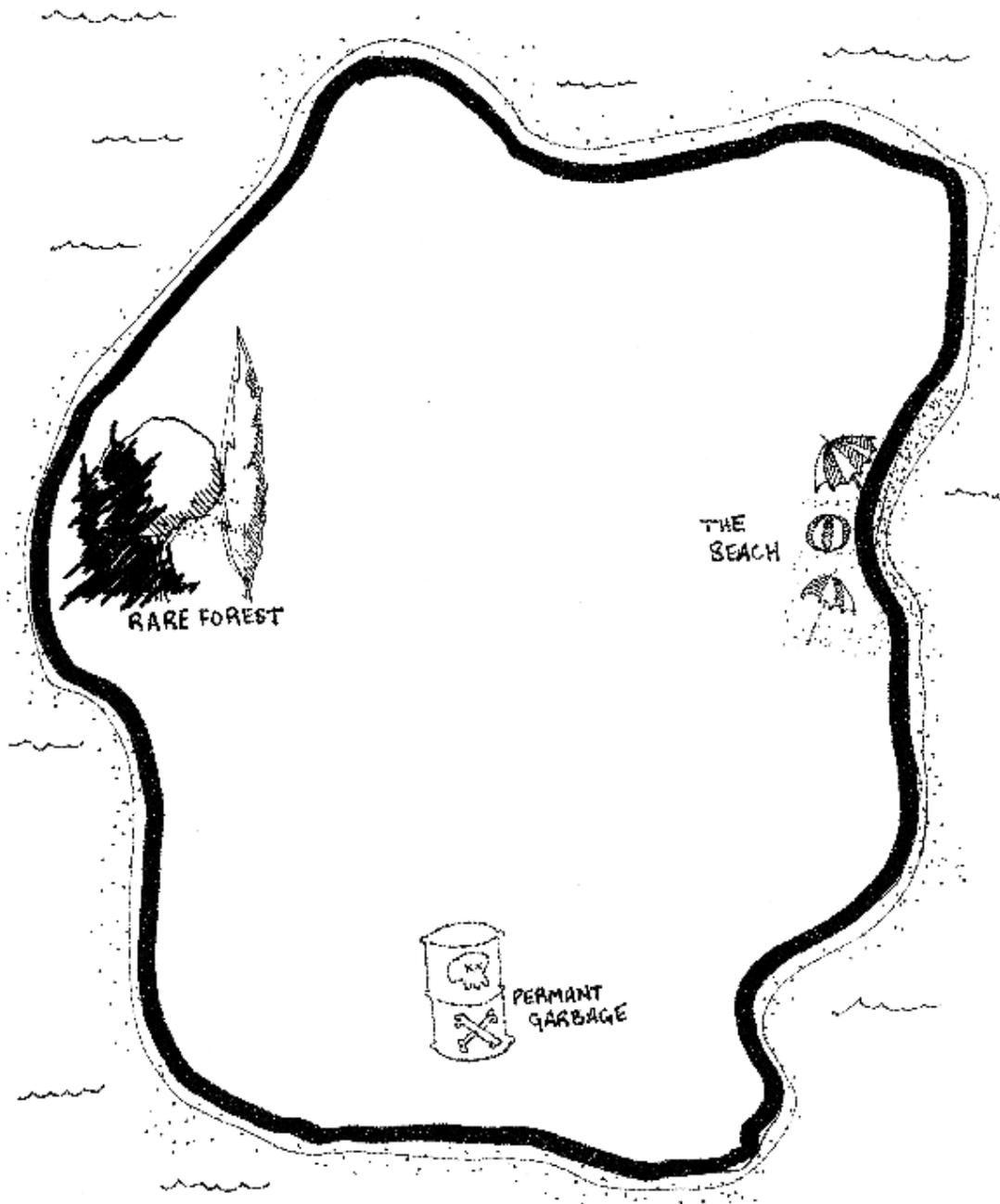
Island Earth



JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Island Earth



JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Suggested Procedure

Print the handout-sized island on page 26 on recycled paper and make as many copies as you have students.

Ask each of your students to design their own functional community on their island. Their goal is to imagine a society that is as environmentally and socially sustainable as possible. You may have to prompt them to consider where the food will be grown, where water will come from, where their garbage will go, whether they should they cut down trees for houses, etc....

Next, introduce students to a new and larger island which you will have already prepared using the template on page 27 for ideas and inspiration. There will be new and challenging elements on this larger island that will have to be taken into consideration, such as a rare forest, a beach and a permanent garbage site (waste that never degrades and is poisonous).

Now ask your students, as a group, to design a community integrating these elements and using ideas from their earlier islands. They must decide how the residents will live harmoniously with the environment and with each another.

Discussion questions for your students

- 1) How do you define “harmonious living”?
- 2) What does the word “sustainability” mean? How did you achieve it?
- 3) Will people always live here or will they have to move on when the environment is “used up”?
- 4) Who will have access to the beach and how will they use it?
- 5) Will you completely conserve the rare forest or exploit it?
- 6) How will you deal with the permanent garbage?
- 7) Will people have to live near the garbage? Who?
- 8) What kind of energy sources will your students harness?
- 9) How will your students deal with poverty? Will they supply housing? Where?

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Connections to Solutions

- Discussion should lead to action!
- Check out Suzuki Foundations Nature Challenge! At http://www.davidsuzuki.org/NatureChallenge/at_School/background.asp
- Relevez le Défi Nature! À <http://www.davidsuzuki.qc.ca/relevezed> .
- Sierra Youth Coalition has a Sustainable High Schools program, a youth-driven initiative created to support school communities in envisioning, assessing and improving their level of ecological and social well-being. <http://www.sustainablehighschools.ca/>
- Institute a sustainable schools program! Started by Check Your Head, a youth driven organization located in Vancouver. CYH educates young people on global issues, by looking at the connection between global events and issues and local realities. http://cyh.dreamhosters.com/?page_id=4

Poverty and World Wealth

Grades 7 to 12

Adapted from a game by Susan Hersh and Bob Peterson
in the book *Rethinking Globalization: Teaching for Justice in an Unjust World*

Concepts

Resources, Gross National Product (GNP), wealth, distribution, income, power, and colonialism.

Materials (note this is planned for a class of 25 students)

- 11" x 17" blank world maps for each student, or pair of students, to write on
- 50 chips (25 of one colour, and 25 of another) for each map
- A total of 25 slips of paper with "I was born in (name of continent)":
 - Three will say "I was born in Africa"
 - One will say "I was born in Canada or the US"
 - Two will say "I was born in Europe"
 - 15 will say "I was born in Asia"
 - No slips will say "I was born in Oceania"
 - Three will say "I was born in Latin America"

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

- 25 chocolate chip cookies (or an allergy-free alternative)
- divide an area of the playground or other appropriate space into continents, or create signs with names of continents and use string to distinguish the boundaries between them
- six "negotiator" signs with string to hang around students' necks
- writing paper
- additional cookies for students who don't get any during the simulation (optional)

Time

45 to 80 minutes

Objective

To imagine the inequality between the world's poor and rich countries and to understand economic class differences – important steps in learning about social justice.

The purpose of this activity is to demonstrate the vast differences in wealth between different regions of the world in by offering an experience of this disparity. Your students will combine math, geography, writing, and social studies throughout the activity.

Suggested Procedure

Part 1

- 1) Give each student or pair of students a world map. Have them identify the continents and other regions that are part of your program of studies.
- 2) Ask students how many people they think there are in the world.
- 3) After students have guessed, show them the estimates available from the World Population Clock of the US Census. (At the time of writing, global population is approximately 6 billion.)
<http://www.census.gov/ipc/www/popclockworld.html>
- 4) Ask: If we represent all the people in the world with 25 chips, how many people are represented by each chip? (Each chip represents approximately 240 million people in a total world population of 6.0 billion people.)

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

- 5) Give 25 chips to each student or group and have them distribute them in each continent according to the students' population estimates.
- 6) Discuss student estimates and then tell them the accurate figures from <http://www.nationsonline.org/oneworld/continents.htm>.
- 7) Accurate representation will give Africa 3 chips; Canada and the US will receive 1 chip; Europe will receive 2 chips, Asia will receive 15 chips, Oceania will receive 0 chips and Latin America will receive 3 chips.
- 8) Have them rearrange their chips to reflect these facts. Ask students what the differing stacks of chips tell them about the world's population.
- 9) Explain that you are now going to give them another 25 chips of a different colour that represent all the wealth produced in the world (the monetary worth of all the goods and services produced every year - from flipping hamburgers to automobiles).
- 10) Tell them to put the chips on the continents to indicate their estimate of who gets this wealth. (Each chip represents 1/25 of the world's total amount of goods and services produced.)
- 11) Accurate distribution of wealth will give Africa will 0 chips, Canada and the US will receive 8 chips, Europe will receive 9 chips, Asia will receive 6 chips, Oceania will receive 0 chips and Latin America will receive 8 chips.
- 12) Discuss student estimates and record them on the chalkboard. Have students reflect on the size of the two different stacks of chips, population and resources. Collect the chips.

Part 2

- 13) Tell students you are going to demonstrate how population and wealth are distributed by continent. Have each student pick a slip of paper from a container. (The "I was born..." slips.) They may not trade continents. (As you distribute the slips, listen for stereotypical reactions to the continents - these will be useful in the follow-up discussion and will indicate possibilities for future lessons.)
- 14) Have students go to an area in the room that you have designated to represent a continent. After students are in their areas, remind them that they each represent about 240 million people and that you are going to distribute the world's riches.
- 15) Have each continent/group designate one person to be a "travelling negotiator" and distribute a "travelling negotiator" sign to those people.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

- 16) Explain that once the bag of resources is passed out to a representative from each continent, each group should sit in a circle to discuss their situation. They are to talk about how many resources they have compared to people on other continents, and discuss ways they should negotiate to increase their resources. They may plead and/or promise via their negotiator. Tell the students there will be a cross-continent negotiation session when travelling negotiators can meet their compatriots from other continents, then a time for the travelling negotiators to return to their home base to discuss their negotiations with the rest of their group, and finally a time for any trading or donating of resources to take place.
- 17) Use a popular treat (but be sensitive to allergies!) - rice crispy bars or chocolate chip cookies - and distribute them according to the percentages given in the chart below.

| World Population and Wealth | | | | | | |
|-----------------------------|-------------------------------------|--------------------------|---------------------|---|----------------------|--------------------------|
| Continent | Population (in millions 2000) | % of world population | # in class of 25 | Wealth (GNP in billions of dollars US) | % of world GNP | # of treats out of 25 |
| Africa | 794 | 13.1 % | 3 | 495.4 | 1.8 % | 0.5 |
| Asia | 3,672 | 60.6 % | 15 | 7,172.6 | 25.5 % | 6 |
| Oceania | 31 | 0.5 % | 0 | 442.4 | 1.6 % | 0 |
| Europe | 727 | 12.0 % | 3 | 9,606.3 | 34.2 % | 9 |
| Canada & USA | 314 | 5.2 % | 1 | 8,933.6 | 31.8 % | 8 |
| Latin America | 519 | 8.6 % | 2 | 1,430.7 | 5.1 % | 1 |
| World Total | 6,057 | 100 % | 24* | 28,081 | 100 % | 24.5 |

Sources: World population figures are from the United Nations Population Division:

<http://www.un.org/esa/population> from 2000. For purposes of this chart, one-third of Russia's GNP was attributed to Asia and two-thirds to Europe. Latin America includes Mexico, the Caribbean Islands and South America. The data were broken down this way to highlight the great disparity of wealth between Mexico and the United States and Canada, all of which are considered part of North America.

*Because of rounding, there are only a total of 24 students needed to represent the world's population.

GNP figures are from the World Bank, quoted in the Universal Almanac, 1994. GNP is defined as the total national output of goods and services. Percentage of world wealth is an estimate based on total GNP. (Not shown in the graph.)

- 18) Announce the number of treats you are giving to each continent as you do so (as in the chart above, each cookie represents 1/25 of world wealth or \$1.1 trillion US). Provide a paper bag for each continent to keep the treats in as you dramatically place each of the resources into the bag. Remind students they are not to eat the treats until after the negotiation session.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

- 19) Announce that the negotiation session is to begin. Only travelling negotiators may move to a different continent. When they come, they should sit in a circle with the "stay-at-home negotiators" and discuss the distribution of wealth and what should be done about it.
- 20) After about 5 or 10 minutes, tell all travelling negotiators to return to their home continents. Each group should discuss the negotiations. After a few minutes, announce that the trading session may begin and if a continent wishes to trade or donate resources, they may.
- 21) After trading has ended, instruct the people holding the resource bags to distribute the resources to people in their group.

Part 3

- 22) Give each continental group writing paper and markers. They should record their reflections on the distribution of resources.
- 23) Bring students back together for a whole-class discussion. Have each group share their reflections. Show students the information from the chart on page 33 using a transparency or handout. Connect their emotions and feelings of fairness to the information on the chart. (At this time a teacher can give out additional treats to those students who did not get any)

Discussion questions for your students

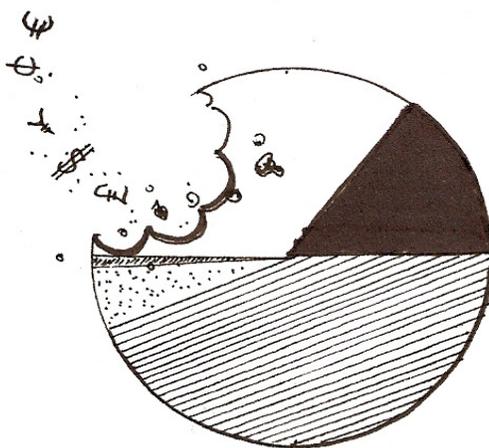
- 1) How did the distribution of wealth get to be so unequal?
- 2) What does the inequality of wealth mean in terms of the kinds of lives people lead?
- 3) Who do you think decides how wealth is distributed?
- 4) Should wealth be distributed equally?
- 5) Do you think that, within a particular continent or nation, wealth is usually distributed fairly?
- 6) How does the unequal distribution of wealth affect the power that groups of people hold?
- 7) Is wealth distributed fairly within our own community?
- 8) What can be done about the unequal way wealth is distributed?

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Connections to Solutions

- Discussion should lead to action!
- Dignitas Youth is a growing global network of young leaders engaging their communities in the international response to HIV/AIDS and related illnesses. Students can organize a Race for Dignity with the help of the resources here <http://www.dignitasinternational.org/articles.aspx?aid=288> .
- Check out Oxfam's Make Trade Fair initiative <http://www.oxfam.ca/what-we-do/campaigns/make-trade-fair> .



Living With Hunger

Grades 9 to 12

Introduction

Famine is often reported at its most dire; we see starving children and immobile, desperate adults in news clips. But we can also understand famine as the chronic absence of proper nutrition in a diet. Around the world, millions of people suffer from malnutrition – a type of famine.

Sometimes the best way to understand a situation is to experience it. Sorious Samara is a journalist who does just that. He takes his investigations so deeply

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

that he becomes a participant in the real experiences of others, if only temporarily.

What is it like to eat only boiled greens and a few grains? Sorious Samara attempts to survive under these conditions and reports his experience on film. “In an unprecedented mission, Sorious Samara set out to understand the real stories of people living on the edge of starvation. He moved into a remote village in Ethiopia far away from the range of the UN and most NGO's. Between August and September, Sorious lived in a hut and survived on the same meagre diet as the rest of the villagers...

...Very soon Sorious settles into the routine of the village. He is amazed and exhausted by the hard work he must do to keep up with the villagers as they climb steep slopes to plough and till their fields every day. Despite the weather failing them on so many previous occasions, the villagers always have hoped that their next harvest will bring the food they so desperately need.”

Find out whether your library can acquire the film or if it is already in the library. This film is available for order with an educational license online: <http://www.insightnewstv.com/hunger/>

Note: In discussion you may hear students talk about eating disorders (you may want to bring it up yourself) – it should be clear that the documentary does not encourage its audience members to attempt to emulate famine.

Concepts

Famine, aid, resources, nutrition, reporting techniques, critical thinking

Materials

Documentary entitled “Living with Hunger” by Sorious Samara

Groups

Watch and discuss as a class.

Time

60 to 80 minutes

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Objective

This activity seeks to open a frank dialogue on the experience of famine and encourage reflection on the systems of aid used to address this issue.

Suggested Procedure

Watch the film together and immediately debrief your students by engaging them with the following discussion questions. You may appoint a student to take notes for every one to read later.

Discussion questions for your students

Famine and Malnutrition

1. What conditions do you imagine exist in a famine?
2. What food did Sorious discover people were eating?
3. How did the film affect your emotions?
4. Is reporting through experience an effective technique?
5. Did Sorious' experience help you imagine how famine must feel?
6. What would you send to help the people who were suffering?
7. For how long would you send help?
8. What types of aid would have the longest and most profound effects?

Connecting to Solutions

- Discussion should lead to action!
- Eight areas of improvement identified by the United Nations, achievable targets and an international agreement: the UN Millennium Development Goals. The Stand Up program suggests actions to take in the community to encourage the international community to achieve these goals. Go to <http://www.standagainstopoverty.org/> and <http://www.un.org/millenniumgoals/>
- Oxfam – website and projects: <http://www.oxfam.ca/what-you-can-do/take-action>
- Pour les classes en immersion française <http://www.amnesty.org/fr/human-rights/human-rights-by-country>
- Food Security here in Canada! <http://www.foodsecurecanada.org/en/food-sovereignty-0>

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Connecting Social and Environmental Justice

Exploring the connection between a failing environment and social disparity is an important exercise for your students. As resources become scarce or polluted, the world can expect more conflict and suffering as we scabble to use the last of what's left. It can become clear to your students that we have the resources and ability to create real and positive change. And that we have all kinds of resources right at our fingertips!

Blog and Discussion

Grades 6 to 12

Introduction

A note on blogs: take some time to explore blogging yourself. Blogs are an excellent way of documenting *process!*

Concepts

Critical thinking, research, global, local, citizenship, community

Materials

Magazines, newspapers
Computers with internet access and printers

Groups

Individual or in pairs

Time

45 to 60 minutes
Twice a week
Or continue for the whole year if you can!

Objective

Students will research an issue in their own community or in the national media or go online to research an international issue. They will blog as they discover,

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

explore and reflect on their issue. They will also think critically about the sources of information they are using. The goal is to connect students to solutions of their own making and to introduce them to the action resources that are suggested in the “Connection to Solutions” sections of this activity.

Suggested Procedure

Pick a day of the week for students to bring in an article clipped from the newspaper, a magazine or from an online source. Engage your students in a discussion using the questions below.

Your students will then register to create a blog (a short name for weblog) on a free and advertisement-free hosting site. Blogspot is an excellent example, as it is advertisement-free and as a subsidiary of Google, and is searchable by the general public <http://www.blogspot.com/>.

Discussion questions for your students

Discuss why students chose to explore a particular issue. Here are some possible questions for exploration:

- 1) Does anyone experience similar issues in your own lives?
- 2) From what sources did the student find information about their issue?
- 3) Are the various sources similar to each other?
- 4) Why did you choose a global (or a local) issue?
- 5) Does this issue connect to a global (or local) issue?
- 6) Thinking critically about the source of your clipping – is it a news story, an opinion editorial, letter to the editor, an ad or a website paid for by another entity? Teachers, you may wish to print and discuss a War Child Canada document called *Thinking Critically about Websites*:
http://www.getloud.ca/en/dyp_ai.asp?id=5&type=1
C'est en français ici: http://www.getloud.ca/fr/dyp_ai.asp?id=5&type=1.
- 7) How does the writing make the students feel about the issue:
Discouraged? Hopeful? Concerned? Is the issue trivial?

Ask your students to research possible ways of becoming active in changing the situation – how can they change their lives. They can go online or ask other people such as family members or others in their community.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Research questions for your students

- 1) Does a group exist that explores solutions to your issue?
- 2) How do you become a member?
- 3) Does it cost money? How much?
- 4) What type of activities does the group engage in?
- 5) What kind of activities can you do with help from the group?
- 6) Is it a local, provincial, national or international group?
- 7) Do they have a group for young people that you can join?
- 8) Could you start a new group within the larger one for young people?
- 9) Who would you contact to start a young persons' group?

Connections to Solutions

- Discussion should lead to action!
- Get Loud – an initiative from War Child Canada– has a webpage of online resources called the Action Toolbox:
http://www.getloud.ca/en/dyp_ai.asp .
- Plus Fort – une initiative de War Child – vos étudiants peuvent servir de la Boîte d'Outils Action: http://www.getloud.ca/fr/dyp_ai.asp .
- Youth Action Centre has Action Resources online:
<http://www.youthactioncentre.ca/English/actionresources/index.htm> .
- Carrefour Jeunesse Resources D'Action:
<http://www.carrefourjeunesse.ca/French/actionresources/index.htm> .
- Check out Suzuki Foundations Nature Challenge!
http://www.davidsuzuki.org/NatureChallenge/at_School/background.asp
- Relevez le Défi Nature! À <http://www.davidsuzuki.qc.ca/relevezled>
- Sierra Youth Coalition has a Sustainable High Schools program, a youth-driven initiative created to support school communities in envisioning, assessing and improving their level of ecological and social well-being.
<http://www.sustainablehighschools.ca/>
- Institute a sustainable schools program! Started by Check Your Head a youth driven organization located in Vancouver, CYH educates young people on global issues by looking at the connection between global events and issues and local realities. http://cyh.dreamhosters.com/?page_id=4

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Photo Blog

Grades 6 to 12

Materials

Computers with Internet access

Digital camera

Time

30 to 60 minutes

Try to keep blogging the whole school year!

Concepts

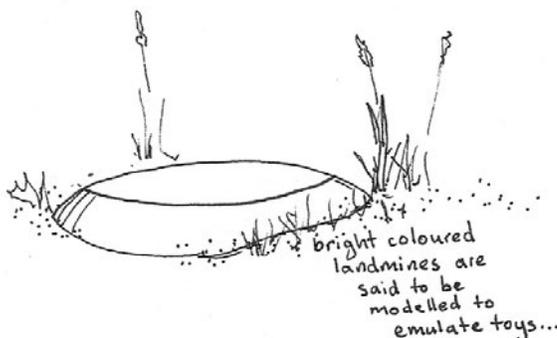
Sharing, community, networking, reporting

Blogging is a simple technology that provides a way for us to share experiences with others. Your class can create a photo blog with material coming out of any of your activities. Take pictures with a digital camera of your **Island Earth** or of your **Fruit and Veg Map** and post them to the class photo blog. Young people and the public can comment on the postings.

You or an adult volunteer should oversee the blog, acting as an administrator to ensure that no one outside the group can post to the blog.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide



War Toys to Peace Art

Grades 1 to 12

Highly recommended!

Introduction

The vision behind the six-year *EARTH Project* is to create dialogue and engagement about social and environmental issues by using artistic expression.

The War Toys to Peace Art project combines the desire to effect social change and the creative spirit in a simple way. For the *War Toys to Peace Art* project, students are asked to bring their war-related toys to school to participate in an art project that re-casts their toys as messages of peace. The website links to a teacher's guide and features photos of the original project in Coquitlam, British Columbia. Check out the website: <http://www.wartoystopeaceart.com/about.html>.

Time

60 to 80 minutes

Over several days

Materials

War-related toy: GI Joe, gun, vehicle etc

Art supplies

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Concepts

Critical thinking, war, culture, rights, United Nations, Charter of Rights and Freedoms

UN Convention on the Rights of the Child and Canadian Charter

While working on this project, students may be interested to learn about the worldwide rights of children and youth. UNICEF is guided by the provisions and principles of the United Nations' Convention on the Rights of the Child at http://www.unicef.org/crc/index_30160.html ou en français: les principes de la Convention relative aux droits de l'enfant à <http://www.unicef.org/french/crc/> .

Your students may also wish to learn about our own Canadian Rights and Freedoms. Consider getting a free copy of a guide to the charter and discussing the Canadian Charter of Rights and Freedoms from: http://www.canadianheritage.gc.ca/progs/pdp-hrp/canada/guide/index_e.cfm. Ce guide est disponible en version bilingue.

Teachers' Resources

Explore and use these links as much as you can! They are useful in your classroom and most have a link to a teachers' guide of their own. There are so many resources out there – all you need is to acquire and assess them!

Website Links

Del.icio.us – an Online Resource Compiled by Check Your Head

This is cutting-edge technology. Delicious is a social bookmarking service that allows you to tag, save, manage and share Web pages all in one place. With emphasis on the power of the community, Delicious greatly improves how people discover, remember and share on the Internet.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Delicious works as a bookmark database – you can give the bookmarks titles, descriptions and "tags" which are the most useful way of sorting through the bookmarks. The organizers at Check Your Head have tried to provide the resources they've found with meaningful tags so that you can find what you need.

Toolkits for action:

http://delicious.com/sustainable_schools/Toolkits/Guides/Skill-building

Lesson plans:

http://delicious.com/sustainable_schools/for_teachers_curriculum

Other "hubs" of information:

http://delicious.com/sustainable_schools/Campaigns/Competitions/Events

<http://www.checkyourhead.org>

Check Your Head Sustainable Schools Initiative

Check Your Head is a non-profit organization based in Vancouver dedicated to encouraging students to take action for social and environmental justice. Sustainable Schools gathers together young people and their allies in Vancouver schools (or yours!) in a spirit of hope and collaboration in order to take coordinated action on local environmental issues.

http://cyh.dreamhosters.com/?page_id=4

Online Curriculum assessment program

Here's an online curriculum assessment program. Enter your topic area, provincial jurisdiction and the course stream you are teaching; the results will direct you to the curricula available for you to teach. Go to the HELP page for how to use the site and for the results you will obtain.

<http://www.ceecap.ca/main.php>

The Canadian Charter of Rights and Freedoms

A guide to the Charter is available from the government. It is meant for adults but may prove useful in the classroom. Le guide est disponible en version bilingue.

http://www.canadianheritage.gc.ca/progs/pdp-hrp/canada/guide/index_e.cfm

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

UN Convention on the Rights of the Child

UNICEF's mission is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. UNICEF is guided by the provisions and principles of the Convention on the Rights of the Child.

http://www.unicef.org/crc/index_30160.html

La mission de l'UNICEF est de défendre les droits des enfants, d'aider à répondre à leurs besoins essentiels et de leur donner davantage d'opportunités de s'épanouir pleinement. À cette fin, l'UNICEF s'appuie sur les dispositions et les principes de la Convention relative aux droits de l'enfant.

<http://www.unicef.org/french/crc/>

World Wildlife Fund

WWF Canada has launched many ambitious conservation programs. These programs tackle some of the most daunting conservation challenges facing the country as well as the broader international community.

<http://www.wwf.ca/>

The BC Teachers' Federation (BCTF)

The BC Teachers' Federation website contains unit plans designed for teachers, by teachers. The units explore the themes of global education across the grades and across the curriculum. The units contain all of the necessary handouts and materials to be easily utilized in the classroom setting and are consistent with the outcomes of the BC Curriculum.

<http://www.bctf.ca/social/GlobalEd/GlobalClassroom/>

Highly recommended: the War Toys to Peace Art teacher's guide available from www.wartoystopeaceart.com.

Other BCTF curriculum-based classroom materials:

<http://www.bctf.ca/social/GlobalEd/GlobalClassroom/>

EcoKids

Started in 1994, EcoKids is a free, environmental education program that offers curriculum-linked materials and activities for Canadian elementary schools that encourage engagement in environmental action.

<http://www.ecokids.ca/pub/index.cfm>

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Classroom materials and printable material are available from EcoKids:
<http://www.ecokids.ca/pub/teachers/resources/index/index.cfm> .

Environmental Education Ontario

Environmental Education Ontario (EEON), a coalition of educators and citizens from across Ontario's wide diversity of public sectors, is proud to have facilitated the collaborative creation of Canada's first province-wide plan for environmental literacy at <http://www.eeon.org/> .

Ducks Unlimited Canada

Ducks Unlimited Canada (DUC) has been committed to wetland conservation for more than 65 years. Despite this, wetland loss continues across Canada. As much as 70 per cent of Canada's original wetlands have been lost in some areas of the country.

Classroom materials available from Ducks Unlimited: <http://www.ducks.ca/> .

Dignitas Youth

Dignitas Youth is a growing global network of young leaders engaging their communities in the international response to HIV/AIDS and related illnesses.
<http://www.dignitasinternational.org/articles.aspx?aid=16> .

The Dignitas Race for Dignity initiative:
<http://www.dignitasinternational.org/articles.aspx?aid=288> .

Campaign 2000

On November 26, 2007 Campaign 2000 (<http://www.campaign2000.ca/>) released the 2007 Report Card on Child and Family Poverty, revealing that 18 years after the 1989 all-party resolution of the House of Commons, Canada's rate of child poverty is exactly the same as it was. Despite a growing economy, a soaring dollar and low unemployment, Statistics Canada data show:

- 788,000 children or 11.7% live in poverty
- A job alone is not enough. 41% of low-income children live in families where at least one parent works full-time all year, and the family still lives in poverty.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

- The risk of living in poverty is not the same for all children. Poverty hits children in racialized, First Nations and recent immigrant communities much more often.

Make Poverty History

“At the start of the 21st century 1.2 billion people live in abject poverty, most of them women. More than 800 million people go to bed hungry and 50,000 people die every day from poverty-related causes. It doesn't have to be this way. If we choose - if we have the will to act - we can Make Poverty History.”

<http://www.makepovertyhistory.ca/en>

Understanding Prejudice

<http://www.understandingprejudice.org/teach/elemact.htm>

Nations Online Project

This site is about to Planet Earth and its inhabitants, and was made to improve cross-cultural understanding and international awareness.

One World - Nations Online Project pictures every country on the planet. For each country you will find a country profile with facts and figures, its geography, its flag, statistics, maps, and images, plus links to sources that provide you with information about each nation, for instance: official government web sites, newspapers, tourism and visa information, travel advice and much more. <http://www.nationsonline.org/oneworld/>

UN Millennium Development Goals

The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world's countries and all of the world's leading development institutions. The MDG's have galvanized unprecedented efforts to meet the needs of the world's poorest. The eight goals are as follows:

- 1) End Poverty and Hunger
- 2) Universal Education
- 3) Gender Equality
- 4) Child Health
- 5) Maternal Health

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

- 6) Combat HIV/AIDS
- 7) Environmental Sustainability
- 8) Global Partnership

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

Free The Children

Teacher's resources on activist Craig Kielberger's website:

<http://www.freethechildren.com/educator/index.php>

Green Street

Green Street aims to offer high quality Environmental Learning and Sustainability programs that actively engage Canadian elementary and secondary school students to encourage a sense of personal responsibility for the environment; foster a commitment to sustainable living and promote an enduring dedication to environmental stewardship; and take action in the school and/or local community, based on issues that are relevant to students' concerns. http://www.green-street.ca/home/index_e.html

Books

If the World Were a Village. © 2002

4-color • 9 x 12 • 32 pages

Hardcover Jacket

978-1-55074-779-9

\$18.95 CND

written by David J. Smith

illustrated by Shelaugh Armstrong

<http://www.iftheworldwereavillage.org/>

There are currently more than six billion people on the planet! This enormous number can be difficult to grasp, especially for a child. But what if we imagine the whole world as a village of just 100 people?

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

In this village

- 22 people speak a Chinese dialect
- 20 earn less than a dollar a day
- 32 are of Christian faith
- 17 cannot read or write
- 39 are under 19 years old

Grades: 2 and up

Ages: 7 and up

Curriculum Connections

- Social Studies
- Cultures, Local & Global Community
- human geography
- global awareness
- multiculturalism

Rethinking Globalization: Teaching for Justice in an Unjust World

Edited by Bill Bigelow and Bob Peterson

Paperback 402 pp.

ISBN 0-942961-28-5

\$18.95 CND

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

This comprehensive 402-page book from Rethinking Schools helps teachers raise critical issues with students in grades 4 - 12 about the increasing globalization of the world's economies and infrastructures, and the many different impacts this trend has on our planet and those who live here.

Rethinking Globalization offers an extensive collection of readings and source material on critical global issues, plus teaching ideas, lesson plans, and rich collections of resources for classroom teachers.

JUDITH MARCUSE PROJECTS

EARTH=home — Teacher's Guide

Contact Us!

Your feedback and thoughts on this Teacher's Guide are welcome! We would love to hear how the different activities worked for you and your students. If you would like to suggest an activity to be included in an updated version, please let us know. We look forward to hearing from you.

Judith Marcuse Projects
201-1688 W. 1st Avenue
Vancouver, BC V6J 1G1
info@jmprojects.ca
www.jmprojects.ca

Judith Marcuse Projects wishes to thank Vancity, our BC Corporate Sponsor, and other major sponsors for their generous support of this project:

Vancity



**Canada Council
for the Arts**

**Conseil des Arts
du Canada**



**CATHERINE
DONNELLY
FOUNDATION**



**BRITISH COLUMBIA
ARTS COUNCIL**



**CITY OF
VANCOUVER**