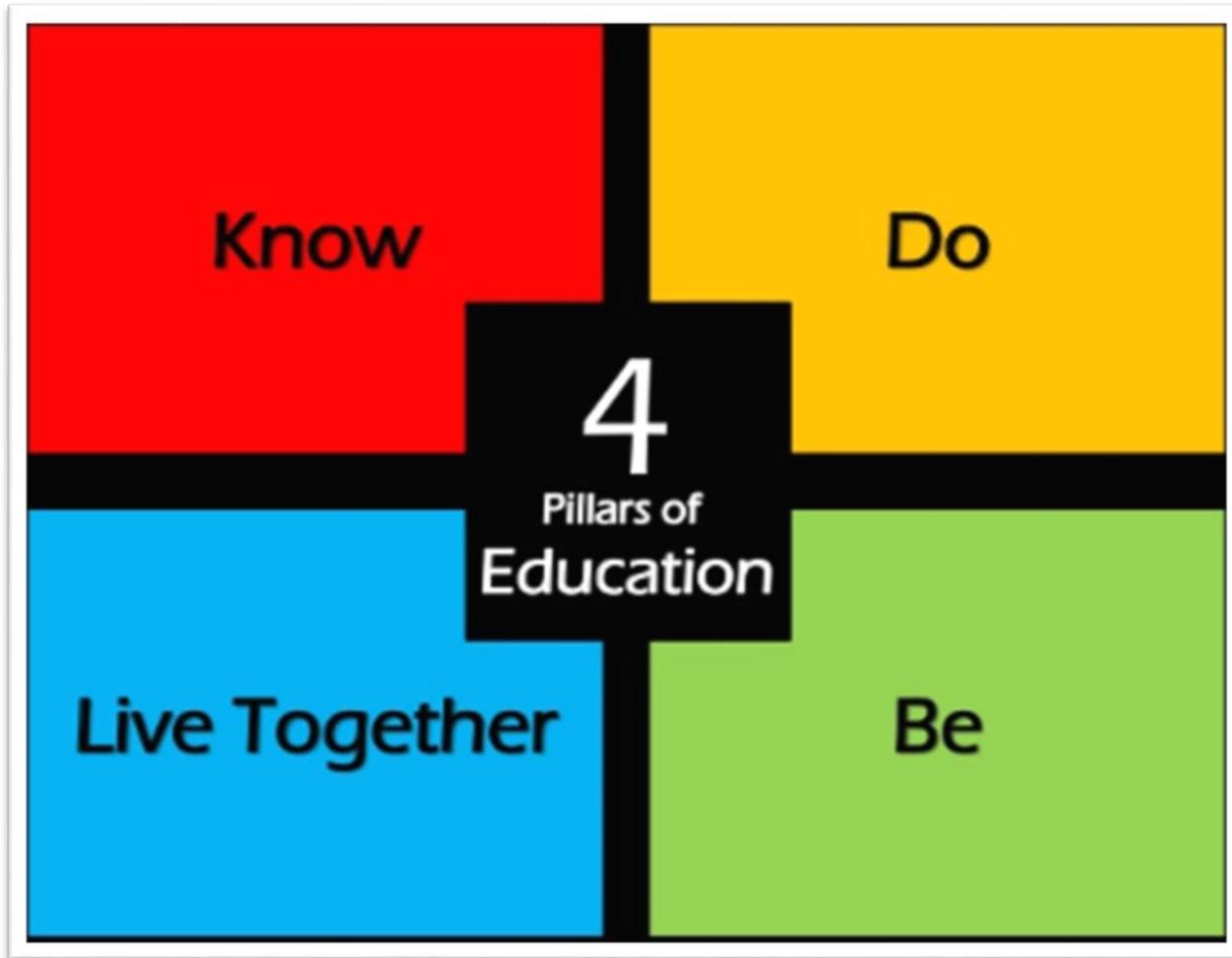


- ***Global Issues: Sustainability and Citizenship*** provides learners with opportunities to reflect upon diverse worldviews and perspectives as they conduct inquiry into issues that are crucial to living in a contemporary, connected, interdependent world.
- **The course is intended not only to enrich learners' awareness of significant global issues, but to develop an ethos of concern as they come to understand their own capacities as contributing members of their local, national and global communities.**
- **As they develop and practice the competencies of citizenship, students become able to envision and work toward a better future for all.**
- They develop an ethos of engaged citizenship founded on the recognition of the importance of ecological principles as they address issues of social justice, economic sustainability and quality of life on Earth.

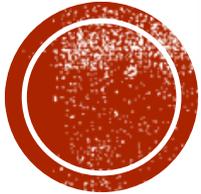
# Teaching Global Issues



## OVERARCHING GOAL

The overarching goal of this course is the development of active **democratic citizenship** based on these four pillars, with a particular focus on **ecological literacy** and **social justice**.





## Learning to **know**

*Acquire knowledge and understanding, and think critically about our complex and changing world.*

- Develop ecological literacy through an understanding of the interdependence of society, the environment, and the economy.
- Be open to new ideas and divergent thinking.
- Seek knowledge from diverse sources and perspectives.
- Use creative, critical, and systems thinking to address complex questions.
- Conduct focused in-depth inquiry.
- Explore alternative approaches to issues without fear of challenging the status quo.
- Engage in long-term thinking, and articulate a vision for a sustainable future.

## Learning to **do**

*Learn to participate effectively in local, national, and global communities.*

- Act responsibly towards self, others, and the environment.
- Be willing to let go and give back, and to make changes so as to live sustainably.
- Be an empowered and committed agent of change, willing to take a stand and engage in action for a sustainable future.
- Cultivate and share personal skills, talents, and gifts.
- Practise helpfulness and share hopefulness.
- Demonstrate care and respect through language and actions.
- Apply intuitive and innovative thinking and decision-making skills.
- Plan informed courses of action.

## Learning to **be**

*Build self-knowledge and be conscious of connections to nature and society.*

- Appreciate the natural world and live by ecological principles.
- Be willing to contribute to the present and future well-being of all.
- Be introspective, reflective, and self-aware.
- Acquire a strong sense of self-knowledge and personal identity.
- Accept and express multiple identities, allegiances, and influences.
- Know how to be and how to live with others in shared spaces.

## Learning to **live together**

*Learn to live peacefully with others and to care for our common homeland.*

- Respect Earth as a shared commons made up of complex and interconnected systems.
- Recognize the solidarity of all human beings and their dependence upon the planet.
- Respect diversity and value equity.
- Engage in intercultural dialogue and cultivate a widening circle of empathy and concern.
- Respect the inherent, inalienable, and universal nature of human rights.
- Be willing to collaborate, lead, and support.
- Resolve conflicts peacefully.

# Four Pillars of Education for the Future

## Enduring Understandings

## Take Action

Our ecological footprint is exceeding Earth's capacity to sustain biodiversity and human life.

Minimize your ecological footprint, and live more responsibly (e.g., use fewer non-renewable resources; reduce waste; limit dependence on petrochemicals; seek sustainable and ethical food choices...).

Our decisions and actions matter; they have social, environmental, economic, and political consequences.

Recognize the consequences of your decisions, and take action as a citizen for a sustainable and just future for all.

Individuals, groups, governments, and corporations have the power to effect change and the responsibility to contribute to a sustainable future.

Be an ethical decision-maker, take a stand to support quality of life for all, and challenge the unethical and the unsustainable.

The media do not provide neutral reflections of reality; they affect our decisions and actions.

Evaluate the purposes of media, critically question information sources and our responses to media, and make decisions accordingly.

A global economic system that depends upon and perpetuates unrestrained consumerism is unsustainable.

Make consumption decisions that follow ecological and ethical principles, and be respectful of nature, self, and society in your actions.

Economic and technological development has contributed greatly to society, but often with harmful human and environmental consequences.

Assess the relative value and sustainability of economic and technological developments in order to make informed decisions.

Indigenous knowledge and world views offer alternatives to prevailing assumptions about how to live with one another within the environment.

Explore indigenous perspectives to extend the boundaries of the familiar and to challenge assumptions and practices.

Political systems distribute power, privilege, and wealth in different ways, some more justly than others.

Support democratic citizenship and be vigilant about political decisions that affect social, economic, and environmental conditions.

A just society respects human diversity and recognizes universal, equal, and inalienable human rights.

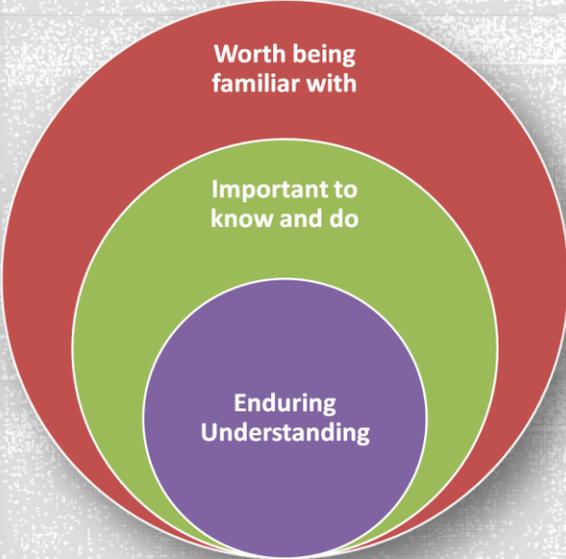
Be committed to universal human rights, regardless of gender, age, physical ability, sexual orientation, language, culture, religion, political beliefs, ethnicity, national or social origin, or status (e.g., property, birth, economic...).

There is *no them or over there*: we all belong to the human species, our concerns are interdependent, and we are part of the natural world.

Uphold the value of every person and strive to build community; act in ways that acknowledge human solidarity and the complexity and interrelatedness of all life.



# TAKE ACTION



Worth being familiar with

Important to know and do

Enduring Understanding



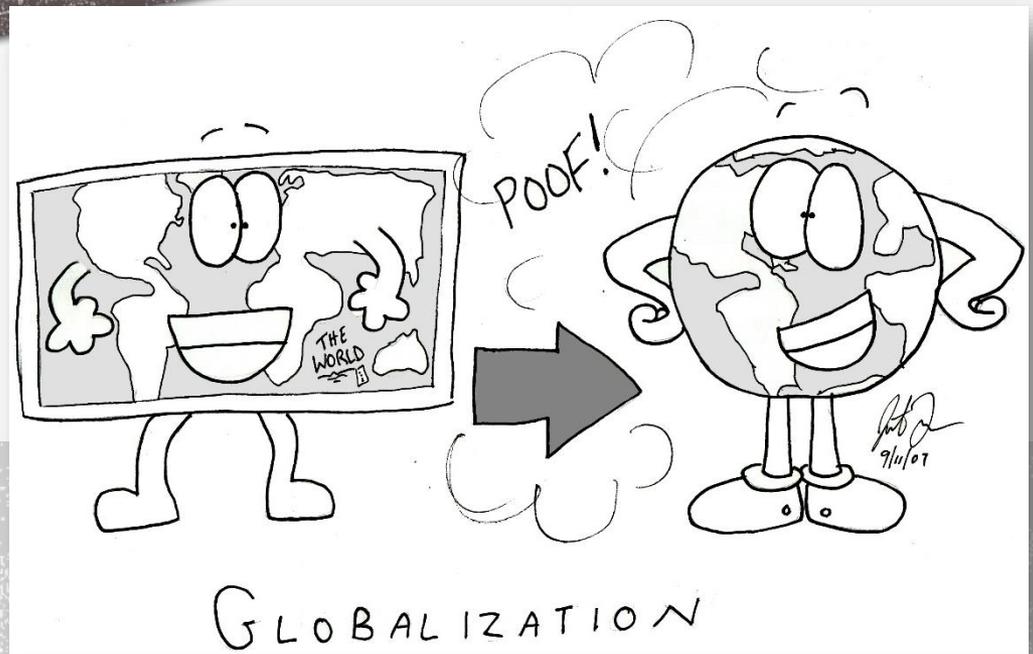
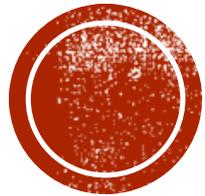
# HOW IS THIS COURSE DIFFERENT?



- Unlike the previous 'World Issues' offering, there is no final examination.
- 25% of the students' final grade is to be hinged on a 'Take Action Project'.
- The course takes an inquiry approach: the role of the teacher shifts from covering content to becoming a guide and facilitator.
- Topics of study may be based on student needs, interests, and new or emerging issues of global significance.



Inquiry-based learning has its roots in the educational reform movements that began in the early twentieth century and were guided by the work of Piaget, Vygotsky, Dewey and other constructivists who regard learning as an active process – a process where students construct understanding through problem solving and reflection.



# Inquiry-based Learning

# Areas of Inquiry/Issue Selection :

- Media
- Consumerism
- Environment
- Poverty, Wealth, and Power
- Oppression and Genocide
- Health and Biotechnology
- Gender Politics
- Social Justice and Human Rights
- Peace and Conflict
- Indigenous Peoples



If students are to achieve a balance of breadth and depth in their understanding of global issues, they need to focus on a **minimum of three areas of inquiry** over the length of this course.



# MEDIA LITERACY

## Media malice: does the media treat Native issues harshly, or with kid gloves?



Wind Speaker  
March 1, 1997 | Hayes, R. John | Copyright

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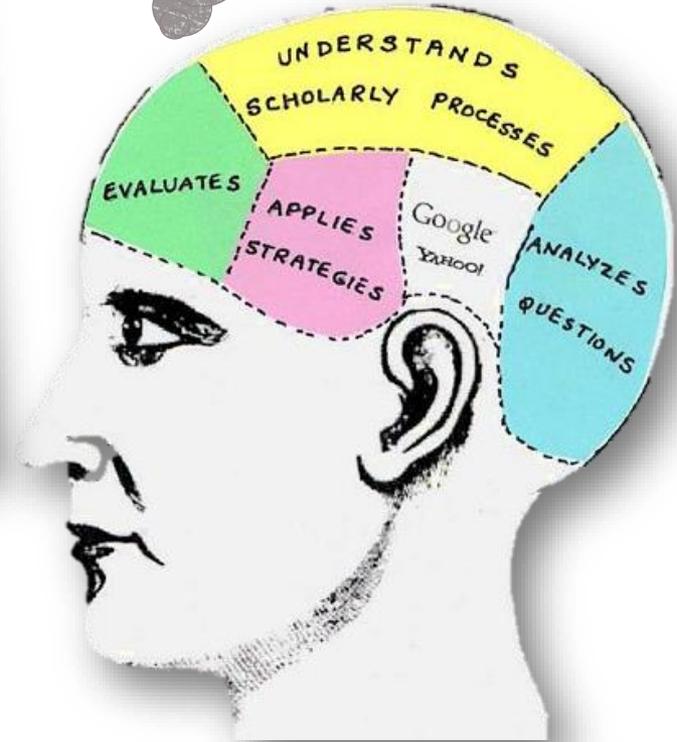
The picture is an ugly one: a horde of reporters descends on the unsuspecting people on an isolated reserve. Their reports are at best only somewhat accurate, not respecting the people or the traditions of the place as they deserve. The people are celebrities for 24 hours, non-entities thereafter. "Old news," they are called. The rest of the country remembers the tiny community as "the place where there was that blockade," or "the place where that Native guy was killed."

How true is this picture? Is the media insensitive to Native issues? Or, as some have suggested, are they so afraid of offending that they don't cover Native issues much, and when they do they don't do it in any depth?

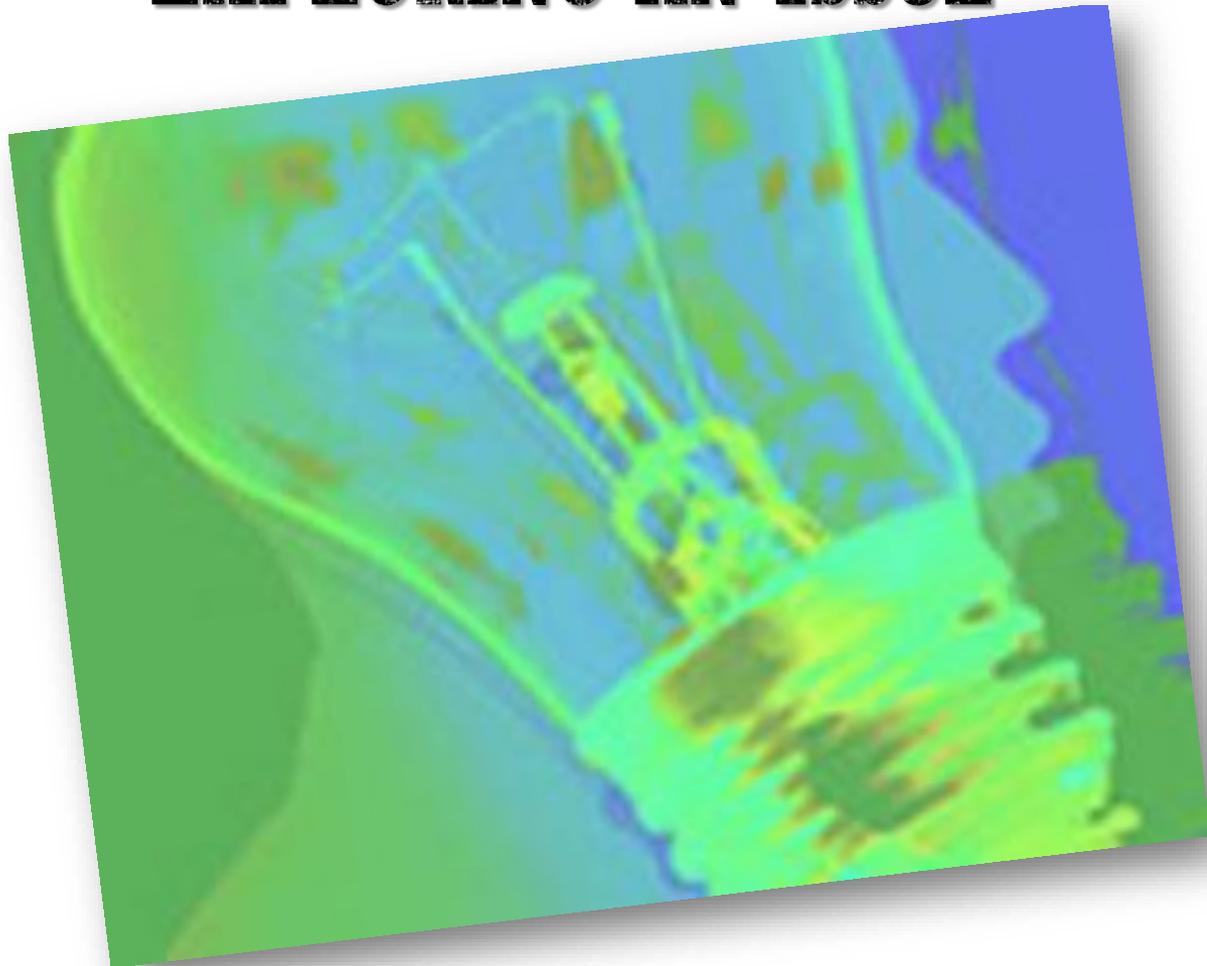
"There is often the perception that journalists behave in a callous manner, and this extends beyond the Native community," said Tom Arnold, president of the Canadian Association of Journalists and a reporter with the Edmonton Journal. "I think it's a perception that journalists float into town, trample on people's feelings, then leave onto the next big story."

Arnold explained that, as far as he is concerned, it isn't that way: most of the journalists he knows are caring and sensitive, but that is mitigated by the requirement that they get a story and by the time constraints placed upon them by deadlines. ...

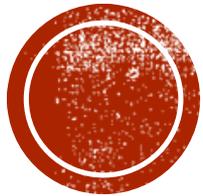
*How does media influence, affect, and control us? Do media create or reflect our world?*



# **SUGGESTED GUIDING QUESTIONS FOR EXPLORING AN ISSUE**

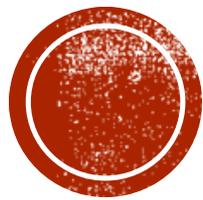


- Why does this issue matter? To whom?
- Who/what is affected by the issue? Who benefits? Who is harmed?
- When/where/how did this issue begin?



## Significance and Scope

- Have I used a variety of sources, including primary sources?
- How reliable are my sources?
- How do the media treat this issue?



## Primary Source

- › Autobiographies
- › Diaries
- › Documents
- › Eyewitness accounts
- › Film footage
- › Laws
- › Letters
- › Video recordings of actual event
- › Minutes to meetings
- › E-mail messages
- › Blog postings
- › Coins
- › Novels
- › Objects from the time
- › Photographs
- › Poems, art, music
- › Speeches
- › Interviews
- › Manuscripts
- › Newspaper articles written at the time of event
- › Maps
- › Podcasts
- › Voice mail messages
- › Paintings

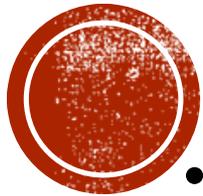
# Evidence

- How do perspectives differ on this issue?
- Which perspectives are most defensible and why? Whose voices are not heard?
- What role do media play?



## Perspective

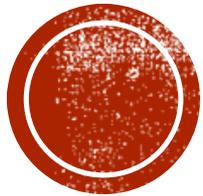
- What is happening at the local, national, and global level?
- What actions are being taken by citizens, governments, businesses, and other groups?
- What might be some of the short and long term consequences of these actions?



**Impact – Environmental,  
Social, Political, Economic**

- How has this issue changed over time? What might be future concerns?

- How is this issue connected to other environmental, social or economic concerns?



- Is this issue part of a larger trend or problem?

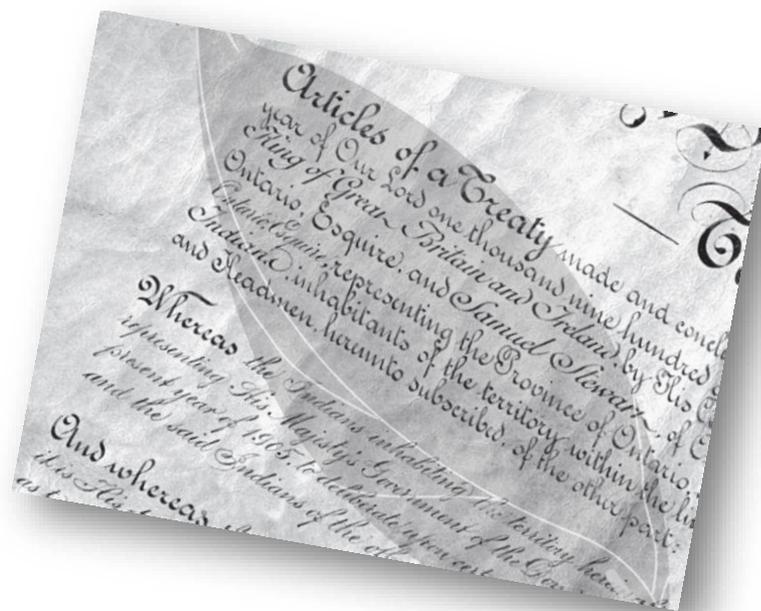
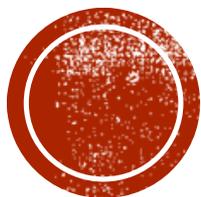
- How does this issue effect the environment? Economy? Society? Quality of life?

- Why does this issue continue to be a problem and for whom?



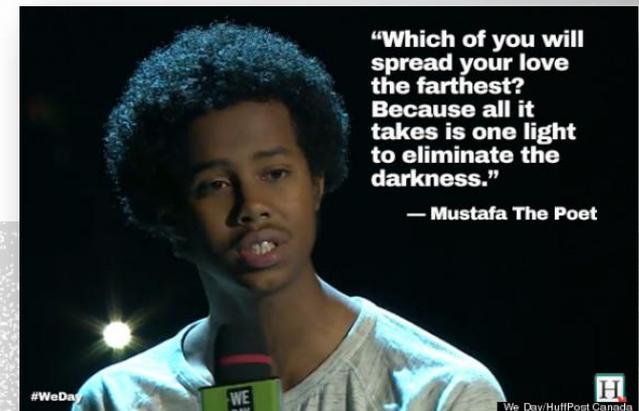
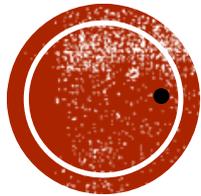
## Connections

- How do you feel about the issue now that you know more about it?
- **How might this issue have been prevented? What could have been done differently?**
- What questions do you still have?



## Reflections

- Who needs to do what?  
What can and should we do?
- What are the challenges/  
barriers/risks to action?
- What do I have to offer?  
How can I take action?
- How can I get others  
involved?



## Action/Praxis

# TREATIES IN GLOBAL ISSUES . . . .

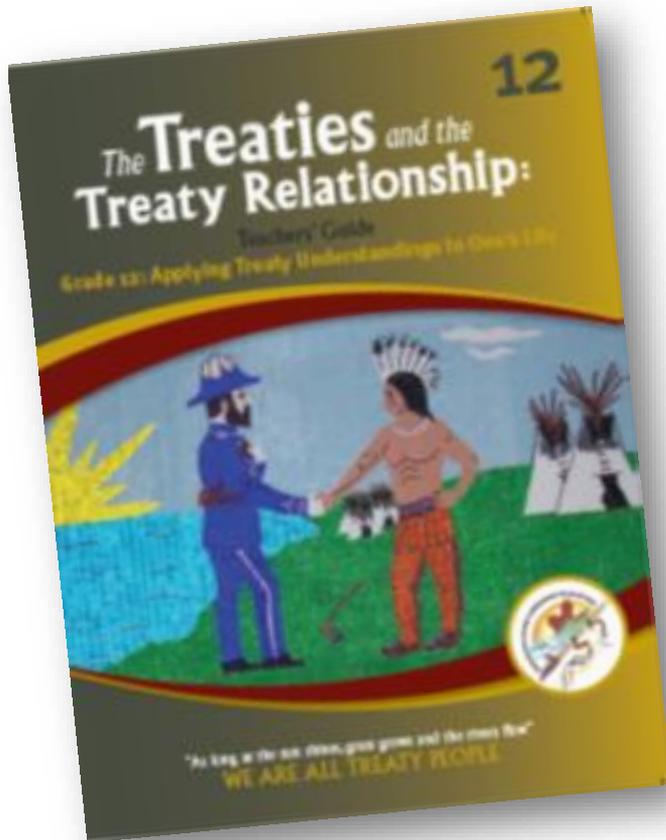


- How does the media portray modern Treaty issues?
- How are sustainable development and Treaties connected?
- How may we relate Treaties to social justice and human rights?
- What parallels can we draw between indigenous issues in Canada and other nations?
- What are the connections between gender issues and Treaty issues?



# GRADE 12 TREATY EDUCATION

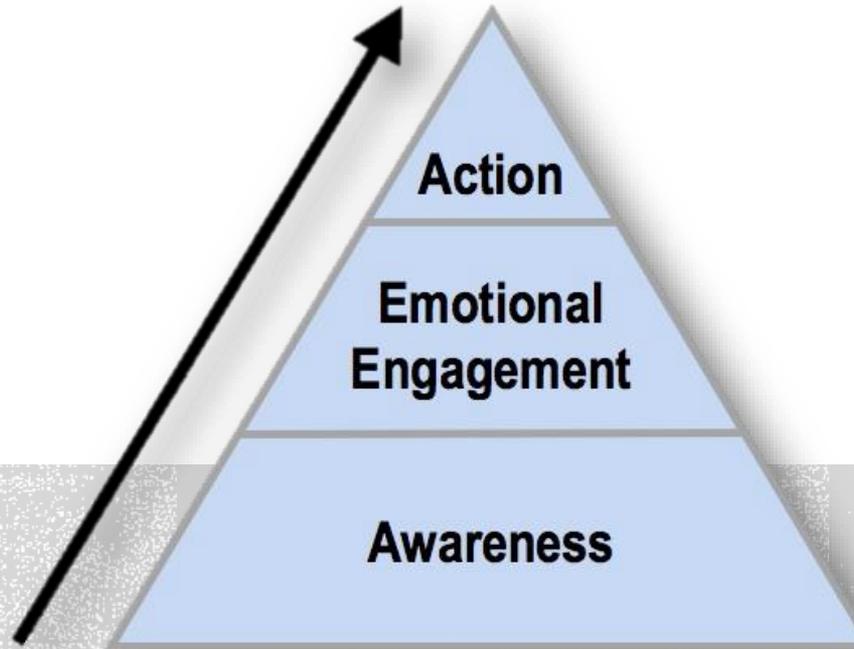
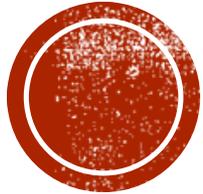
## Applying Treaty Understandings to One's Life



<b>Sub-Theme 1: Relationships</b>
Topics: <ol style="list-style-type: none"><li>1. Sustainability and Treaties</li><li>2. Sustainability and the Treaty Relationship</li></ol>
<b>Sub-Theme 2: Traditional Teachings</b>
Topics: <ol style="list-style-type: none"><li>1. Stories in the Oral Tradition – Oral History as Primary Evidence</li><li>2. Concept of Reciprocity: The Treaty Relationship</li></ol>
<b>Sub-Theme 3: History</b>
Topics: <ol style="list-style-type: none"><li>1. The Treaty Implementation Experience in Manitoba</li><li>2. Social Justice: Perspectives and Challenges</li></ol>
<b>Sub-Theme 4: Treaties</b>
Topics: <ol style="list-style-type: none"><li>1. Inventory of Treaties in Manitoba and Canada</li><li>2. The Treaty Relationship: Economic and Social Prosperity</li></ol>



# TAKE ACTION!



 - Relatedness