

Global and Active Citizenship

Appendix 1- Lesson One



1. What is shown in this picture?
2. Is this an example of a home that you would see in your community?

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Appendix 2- Lesson Two



1. What is shown in this picture?
2. Is this an example of a home that you would see in your community?

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Appendix 3- Lesson One

Underdeveloped Nation: A country that has an unstable political and/or economic system and struggles to meet basic needs of its citizens. Underdeveloped nations are often non-democratic states where citizens do not have a voice in how they are governed.

i.e. Angola

Developing Nation: A country that *may* have a stable political or economic system that is striving to improve the quality of life for its citizens. Developing nations may be experiencing democracy for the first time.

i.e. Mexico

Developed Nation: A country that has a stable political and economic system. Citizens in these countries have guaranteed rights and freedoms and are encouraged to voice their concerns to their government.

i.e. Canada

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Appendix 4- Lesson One

<p>Country A</p> <p>Your large population is struggling against natural and man made disasters. Your country is not run by an elected government but rather by one man's absolute authority. Citizens in your country live in poverty and fear.</p> <p>Account Balance: \$ 300</p>	<p>Country B</p> <p>Your small population is struggling against natural and mad made disasters. Your country is not run by an elected government but rather by military rule. It is possible that civil war will erupt in your country at any time. Citizens in your country live in poverty and fear.</p> <p>Account Balance: \$ 300</p>
<p>Country C</p> <p>Your huge population poses a constant challenge for your government. While a significant number of your population is extremely wealthy, the majority of your population lives in poverty. The government of your country is elected but only followers of one political party may run. While your country has experienced significant economic growth, your human rights record is often criticized.</p> <p>Account Balance: \$ 500</p>	<p>Country D</p> <p>After many years of living under a cruel and harsh leader, people in your country are adjusting to their new free life. Conflict continues to exist over how the country is to be governed. Although you have experienced some economic growth, your people are still struggling with the lack of healthcare and proper education programs left behind from the previous government.</p> <p>Account Balance: \$ 500</p>
<p>Country E</p> <p>Your small population lives happily with a healthcare and education system that is the envy of the world. Your citizens are highly educated and generally are quite happy with their elected government. You live in peace and prosperity.</p> <p>Account Balance: \$ 2000</p>	<p>Country F</p> <p>Your large population lives in one of the richest and technologically advanced countries in the world. Your diverse population enjoys many rights and freedoms guaranteed by your elected government. Your population is very vocal about issues that affect them. You enjoy prosperity that is not experienced by the majority of the world.</p> <p>Account Balance: \$ 2000</p>

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Appendix 5- Lesson One



What can we do? Simulation



Objective: The purpose of today's simulation is to experience what it is like to be a underdeveloped, developing or developed nation in the world today.

Instructions:

- 1) Assign the following roles to group members:
 - Diplomats- take turns addressing the class on behalf of their country
 - Banker- counts and pays for items purchased
 - Accountant- keeps track of items purchased and money won or lost
- 2) As a group, read through the country profile assigned to your group.
- 3) Wait for simulation scenarios. Be aware that there will be several issues on which your group will have to make decisions. *Budget wisely!*

Opening Account Balance: _____

Round	Items Purchased	\$\$ Money \$\$ Spent/Won	Account Balance

Final Account Balance: _____

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Appendix 6- Lesson One

Simulation Scenarios

Scenario One: A worldwide epidemic of Watley virus has broken out on several continents. Watley spreads fast and first appears like the common flu. In order to prevent its spread in your country, the following preventative measures are available for purchase. As a country, decide on which items you would need and can afford:

- | | |
|--|--------|
| ➤ Face Masks for Medical Staff in Major Hospitals | \$ 75 |
| ➤ Vaccination for vulnerable groups (Infants/Elderly) | \$ 150 |
| ➤ Creation of Watley Team of worldwide disease control specialists | \$ 300 |
| ➤ Health Inspectors for Airports and Border Crossings | \$ 500 |
| ➤ Vaccination for general population | \$ 700 |

What will you purchase?

Scenario Two: A 7.0 magnitude earthquake has struck Countries A and C. It is estimated that 25% of the population of these countries have been affected. Countries A and C have declared a state of emergency and have requested help from the international community. Countries A and C have the following items available to them for purchase. The rest of the world can choose to purchase items to donate to Countries A and C.

Note: If Countries A or C do not have any money left they may send diplomats to other nations to request financial donations.

- | | |
|---------------------------|---------|
| ➤ Tents | \$ 200 |
| ➤ First Aid Supplies | \$ 300 |
| ➤ Emergency Food Supplies | \$ 700 |
| ➤ Emergency Medical Staff | \$ 1000 |
| ➤ Mobile Hospitals | \$ 1000 |

What will you purchase?

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Appendix 6 Continued- Lesson One

Scenario Three: The United Nations has declared this year to be The Year of Child Literacy! All nations are encouraged to take measures to improve their education systems, with a specific focus on developing technological skills in all levels of schools. As a country, decide on which items you need and can afford:

- Fund a team of Educators to create a plan for School Boards \$ 200
- Send local teachers abroad for professional development \$ 200
- Buy new computer software that supports new Literacy Program \$ 500
- Fund exchange program to send 50 students for professional training \$ 500
- Equip all schools with internet capabilities \$ 1000
** developed countries already have this and do not need to purchase it again**

What will you purchase?

Bonus Round:

Scenario One: If your country was able to purchase vaccinations for your general population you gain \$ 1000 as your country recovers quickly from the crisis. Congratulations!

Scenario Two: If country A or C purchased Emergency Medical Supplies, they gain \$ 1000 as they are able to treat their wounded population quickly. If any countries purchased items for Country A or C to help during their time of need, they receive \$ 500. If any countries donated less than \$ 500 to Countries A or C, they receive \$ 300. If any countries donated more than \$ 500 to Countries A or C, they receive \$ 700.

Scenario Three: If your country purchased new software and provided professional development for your teacher, you receive \$ 500 for your initiative.

Direct students to tally their final account balance and share this amount with the class.

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Appendix 7- Lesson One



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Appendix 8- Lesson One



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Appendix 9- Lesson One

PLACEMAT ACTIVITY ASSESSMENT

Student: _____

Criteria	Assessment
<ul style="list-style-type: none">• shows an understanding of main ideas and supports information offered by others	1 2 3 4
<ul style="list-style-type: none">• completes assigned tasks and fulfills roles as required	1 2 3 4

Key: 1 = limited; 2 = somewhat; 3 = fully; 4 = thoroughly and insightfully

Comments: _____

PLACEMAT ACTIVITY ASSESSMENT

Student: _____

Criteria	Assessment
<ul style="list-style-type: none">• shows an understanding of main ideas and supports information offered by others	1 2 3 4
<ul style="list-style-type: none">• completes assigned tasks and fulfills roles as required	1 2 3 4

Key: 1 = limited; 2 = somewhat; 3 = fully; 4 = thoroughly and insightfully

Comments: _____

WHAT IS AN IGO? NGO?

Intergovernmental Organization (IGO): An organization initiated and directed by national governments. Countries within these organizations cooperate to address various global issues.

Examples: The United Nations,
The North Atlantic Treaty Organization

Nongovernmental Organization (NGO): Any international organization that is not under the authority of any government and members work together to address various global issues.

Examples: Amnesty International
Greenpeace
Doctors Without Borders

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Appendix 11- Lesson Two



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Appendix 12- Lesson Two

Why can we not always rely on governments to act on behalf of their citizens?

Write your response to the above question below:

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Appendix 13- Lesson Three



NGO Webquest

Instructions: Fill in the following charts based on information found from the websites of FOUR different NGOs.

Name of NGO:
Mandate:
Issues that this NGO is currently focused:
Pick one of the above issues and describe the activities that the NGO is currently carrying out to aid or stop this event/issue:

Name of NGO:
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Name of NGO:

Mandate:

Issues that this NGO is currently focused:

Pick one of the above issues and describe the activities that the NGO is currently carrying out to aid or stop this event/issue:

Name of NGO:

Mandate:

Issues that this NGO is currently focused:

Pick one of the above issues and describe the activities that the NGO is currently carrying out to aid or stop this event/issue:

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Appendix 14- Lesson Three

Examples of Non-Governmental Organizations

- Amnesty International
- Coalition to Stop the Use of Child Soldiers
- Corporate Watch
- Doctors Without Borders
- Friends of the Earth
- Free the Children
- Greenpeace
- Human Rights Watch
- Project Ploughshares
- Project H.A.N.D.S
- Witness
- Working Group on Girls
- World Organization Against Torture

NGO Webquest Reflection Sheet



I was most surprised to learn:

I was most impressed by the work of _____ because:

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Appendix 16- Lesson Four

Non-Governmental Organization **PUBLIC RELATIONS CAMPAIGN!!!**

CONGRATULATIONS! The PR firm that you have been working for has been selected to represent a prominent non-governmental organization. Your task is to create a public relations campaign promoting the non-governmental organization and to educate the public about one of its current campaigns.

WHAT TO INCLUDE IN YOUR PR CAMPAIGN:

- Catchy Slogan
- Logo

Note: Both are to be included on your final product

In addition, create one of the following from the choices below to support your campaign:



- Commercial or Infomercial Script (either created for TV or Radio)
- Brochure
- Full-Page Newspaper Advertisement



You will have _____ periods to prepare your campaign.

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Appendix 17- Lesson Four

Non-Governmental Organization PUBLIC RELATIONS CAMPAIGN!!!

Student: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding	<input type="checkbox"/> demonstrates limited understanding of NGO and related issue	<input type="checkbox"/> demonstrates some understanding of NGO and related issue	<input type="checkbox"/> demonstrates considerable understanding of NGO and related issue	<input type="checkbox"/> demonstrates a thorough understanding of NGO and related issue
Thinking	<input type="checkbox"/> applies creative thinking skills to advertisement with limited effectiveness	<input type="checkbox"/> applies creative thinking skills to advertisement with some effectiveness	<input type="checkbox"/> applies creative thinking skills to advertisement with considerable effectiveness	<input type="checkbox"/> applies creative thinking skills to advertisement a high degree of effectiveness
Communication	<input type="checkbox"/> uses symbols and visuals with limited accuracy and effectiveness <input type="checkbox"/> advertisement requires proofreading <input type="checkbox"/> advertisement communicates information and message with limited effectiveness	<input type="checkbox"/> uses symbols and visuals with some accuracy and effectiveness <input type="checkbox"/> advertisement contains many grammatical and spelling errors <input type="checkbox"/> advertisement communicates information and message with some effectiveness	<input type="checkbox"/> uses symbols and visuals with considerable accuracy and effectiveness <input type="checkbox"/> advertisement contains minor grammatical and spelling errors <input type="checkbox"/> advertisement communicates information and message with considerable effectiveness	<input type="checkbox"/> uses symbols and visuals with a high degree of accuracy and effectiveness <input type="checkbox"/> grammar and spelling do not detract from overall effectiveness of advertisement <input type="checkbox"/> advertisement communicates information and message with a high degree of effectiveness
Application	<input type="checkbox"/> advertisement transfers concepts and skills and makes connections with limited effectiveness	<input type="checkbox"/> advertisement transfers concepts and skills and makes connections with some effectiveness	<input type="checkbox"/> advertisement transfers concepts and skills and makes connections with considerable effectiveness	<input type="checkbox"/> advertisement transfers concepts and skills and makes connections with a high degree of effectiveness

Comments/Next Steps: