It is important to lay the foundations for a solid understanding of global citizenship in the early lessons of a unit or semester. This involves equipping students with the knowledge, skills, and attitudes that will help them move forward in their global citizenship studies and begin applying what they have learned in other parts of their education. By helping students understand that they are global citizens (whether they know it or not), by showing them the different dimensions of global citizenship, and by teaching them ways to see with a global perspective, classrooms can lay the proper foundations for solid global citizenship education.

Young people need to see that part of the rationale for global citizenship education is that we are all global citizens just by the very fact of being alive in this century. Through migration, trade, culture, telecommunication, and even disease, we are connected to many parts of the earth and its inhabitants. More than being citizens connected to other citizens, however, we are citizens of the globe—affected like others in distant lands by media monopolies, weather and pollution patterns, and governing or power structures such as transnational corporations that influence the lives of millions of people. The first activity, Strategy 1, introduces some ways that students can begin to understand the new realities.

A global citizenship curriculum must also help students discover the many dimensions of global citizenship—the goal of Strategy 2. The reality of seeing citizenship on a global level involves grasping the many shades of meaning within the concept of global citizenship. Not even the traditional left-right/conservative-radical spectrums are sufficient to explain the range of ideas within education for global citizenship. Some see the global citizen as having a wide range of knowledge on international affairs; others add that it entails a series of skills such as becoming media-savvy, developing critical thinking and adopting perspective thinking. Some push for us to move beyond our own Canadian context and include voices from the South, while others assert that we must even move beyond an anthropocentric attitude and see issues in light of all living beings and of the biosphere itself. The rationale for global citizenship can be seen as important for trade and prosperity, for challenging power structures and the status quo or for bringing about peace and world survival.

A key to building on these understandings and embarking on a deeper study of global citizenship is the ability to take a global perspective and Strategy 3 is designed to help students begin this practice. Key writers in this area have suggested that the ability to take a global perspective can mean everything from having an ethic of caring and a futures orientation to possessing a range of skills such as seeing issues from multiple perspectives and entertaining conflicting viewpoints.
A thread through these three activities is that global citizens—including Canadian youth—can be empowered actors on the world stage, not just objects to be buffeted by the waves of change. These activities attempt to lay the groundwork for this conception of citizenship.

**Strategy 1: Connecting to the Global**

*Reflections on the Strategy Employed*

This initial strategy is one that we know must serve an introductory function in bringing concepts of global citizenship to the classroom and to teachers—possibly for the first time. The challenge in writing it was to make it energizing and inviting, but still include an in-depth and valid exposure to what might also serve as a larger introduction to the field of global citizenship and to the myriad strategies and ideas in this volume.

Strategy 1 was tried in the field in three different classes in inner city high schools serving largely working-class immigrant communities. A third of the students were identified as requiring special education supports. In short, we were working with a diverse demographic, many of whom do not envision themselves as influential agents of the political process. The intent was to use this strategy as an introductory activity to engage students in the very notion of citizenship, that is, to see that there is no monolithic definition, but rather a range of viable options to embrace and so to open a space for envisioning themselves as agents of change.

We heard many positive comments about our activities: “Effective!” “Interactive!” “I wish we could do more of this stuff!” Students enjoyed making a list of their daily activities and relating these activities back to their partners. They found the visual elements engaging and fun. Students had to take responsibility for presenting their partner’s activities and presentations led to meaningful discussion regarding the ways in which they are connected to the world. Good examples were brought up and they learned from each other. Debriefing questions created debate and could possibly be assigned as homework responses and/or adapted to a four corners activity.

In talking to teachers trying the activities, we concluded that the strategy was a success and that it certainly initiated the achievement of the expectations which were later reinforced in subsequent strategies and class work. There were some hurdles and some things we might try differently. Students found it challenging to make the conceptual links between daily activities and their global connections (e.g., just how is an alarm clock connected to the world?). They could often make a generic comment on resources, but tended to be repetitive and/or remain on the surface in their analysis. One of the teachers found it difficult to complete and debrief the whole activity in one 75-minute period. This activity provides an introduction to global citizenship and themes, including shared responsibility, action for change, social justice, interdependence, etc., and it may be helpful to include an advanced organizer to guide the unit. Another idea may be to mount a world map on the wall, and with different coloured thread link the global connections in the categories of labour, environment, politics, etc.
Learning Expectations

- Analyze connections between different parts of Canada, and between Canada and other countries (e.g., migration patterns, cultural activities, foreign ownership, trade).

- Encourage an understanding of global interdependence and Canada’s responsibilities as a member of the global village.

- Demonstrate an understanding of citizenship within a global context.

- Demonstrate an ability to collaborate effectively when participating in group enquiries and community activities.

You Will Need

- Flip chart paper
- Marker
- Tape

Steps at a Glance

Step 1: “A Day in My Life”
(Student Journal)
Students are asked to keep a journal of all their activities for a day. Have them title the journal entry “A Day in My Life.” Their list should include everything from brushing their teeth to using the Internet to chatting with friends to eating at a local fast food restaurant. This journal will be used the next day for Step 2.

Step 2: Connections with the Global World
(Class activity: 25 minutes)

- In pairs, have students divide a piece of flipchart paper in two. Each person will draw their partner in the centre of the paper and as they listen to their story will draw the connections their partner has to the global world. They will put these up around the room. The teacher will ask some people to present these to the class.

- Teacher note: To ensure student understanding the teacher could begin with one student and make the global links. For instance: the Colgate we use to brush our teeth was made in the U.S., the person they challenged in an Internet game was from Germany, or the bananas we put on our cereal were imported from Ecuador, etc. The teacher should ensure that the students are considering trends as well as products.

- Debriefing questions:
  ⇒ Is it important to understand what is happening in other places around the world? Why?
  ⇒ Did anything surprise you about this exercise?
Do you think we play a role in global issues or are we simply students who do not affect global processes?

Is it our responsibility is to take action or are we part of the global system without choice?

**Step 3: Village “Mind Map”**
(Class activity: 15 minutes)
- Have students write the word “village” in the centre of a piece of paper. Have students close their eyes and picture a village. Around the word “village” they will write down some words or draw pictures that come to their head when they think of a village.

- On the board give each student an opportunity to share one thing they wrote.

**Step 4: Our Global Village**
(Class activity: 15 minutes)
- Ask the class: Do you think we live in a global village? Why or why not?

- Create a class note on why we live in a global village. Ask for input from the class. Note will include ideas of: communications, trade, common culture, environment, travel, etc.

- **Debriefing questions:**
  ⇒ If we live in a global village should we care about the people in our village?
  ⇒ Should a goal be to ensure that our global village is healthy for ourselves, our children, and everyone else in the world?

- For homework have students respond to the following in paragraph form: What are some things we can do in our own life to make sure that we are keeping our village safe and healthy for everyone? Be sure to include at least four concrete things.

**Suggestions for Assessment**
- Check homework for detail and demonstrated effort.
- Mark will be 0, 3, or 5.
- For partner activities give students an excellent, satisfactory or needs improvement.
- Base mark on their ability to listen to their partner and to think critically about the connections to the global world.

**Strategy 2: Taking a Global Perspective (What’s in Your Coffee?)**

*Reflections on the Strategy Applied*

This was an exciting strategy to construct—it seemed that there were so many different
directions that could be taken by a class after the introductory Strategy 1. The biggest challenge was to locate authentic resources with voices from the South that were at the same time age and reading level appropriate. Yet for us this was key. Too often global citizenship work is done without the authentic voices of the “majority world.”

This strategy was applied in the field in four different classes in inner city high schools serving largely working-class immigrant communities. Many students are identified as requiring special education supports—a diverse population who often do not see themselves as “political.” In these instances the strategy was used as a unit culminating activity AND as a research stage working toward the course culminating activity. The intent was to engage students in the very notion of citizenship—that is, to see that there is no monolithic definition, but rather a range of viable options to embrace and so to open a space for envisioning themselves as agents of change.

The teachers and students gave excellent feedback on this strategy. They commented upon how “it got down to real life” and “finally [give us] a chance to use the Internet for something worthwhile.” Yet the research requirements were fairly complex, with a range of expectations, and therefore different teachers had different views. The achievement of certain expectations seemed to be more reliant on individual student contributions to whole-class learning and so contingent upon the quality of their performances. All in all, the activity provided an excellent opportunity to attain all expectations stated.

The challenges seemed the same ones voiced by the writers. Concerns were raised around the consistent and reliable access to computers and the recommended web links. Students with literacy and/or ESL needs found it challenging to locate appropriate resources. A number of students required one-one-one assistance navigating and browsing for desired information. This was balanced, however, by the fact that the authentic use of the Internet in this case provided access to information that would be very difficult to find in alternate formats and could be compensated for by having printed versions of the material, if necessary.

**Learning Expectations**

- Introduce the concept of global perspective and ways in which a global perspective might be enhanced.

- Raise awareness of a range of issues of international significance (e.g., health and nutrition, food, human rights, environmental quality) and identify information from different types of sources that would be helpful in encouraging a global perspective.

- Investigate and analyze a contemporary global issue (e.g., coffee) and consider different perspectives and types of participation and involvement as a global citizen.

**You Will Need**

- Sufficient copies of handouts
• Internet access

**Steps at a Glance**

**Step 1: Guess the Country**

This step introduces the concept of perspective by using sets of clues to determine which country is being talked about.

• Students receive a set of 7 clues and are asked to determine what country is being discussed.

• Half the class will have Country A and the other half Country B. They are both talking about India but list A discusses clues that reflect aspects linked to Western nations and list B reflects aspects linked to non-Western states.

<table>
<thead>
<tr>
<th>Country A</th>
<th>Country B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guess the country associated with the clues listed below</td>
<td>Guess the country associated with the clues listed below</td>
</tr>
<tr>
<td>• strong entertainment industry</td>
<td>• most of the population dependent on rice</td>
</tr>
<tr>
<td>• thriving computer industry</td>
<td>• majority of people are rural</td>
</tr>
<tr>
<td>• rail network links all major centres</td>
<td>• huge slums in major cities</td>
</tr>
<tr>
<td>• constitutional democracy with an assembly of elected representatives</td>
<td>• problems of flooding, but also drought</td>
</tr>
<tr>
<td>• well developed tourism industry</td>
<td>• religious violence sometimes spoils the multicultural society</td>
</tr>
<tr>
<td>• fourth in the world in the number of universities</td>
<td>• 845 of the world’s 4,400 languages are spoken here</td>
</tr>
<tr>
<td>• extensive cell phone network throughout the country</td>
<td>• has a sacred river which attracts thousands of tourists every year</td>
</tr>
</tbody>
</table>

**Debriefing questions:**

⇒ Why was India hard to see?

⇒ Where do we get our ideas about other countries? It is important for students to realize that a global perspective is mediated by many things including media bias, films, racism, industry, distance and more.

⇒ What is the ideal?

⇒ How can we gain a global perspective which is not ethnocentric? Ideas may include: reading world literature, creating email connections with classes around the world, taking part in international projects like No-War Zone, reading newspapers from other parts of the world.
Step 2: Information about Issues
This step provides a transition to using perspective to examine a particular issue by providing students with a number of examples of the different sources of information for global issues.

- Give a blank copy of the “Information about Issues” chart to each pair of students
- Have the students work in pairs to fill in column one and then share ideas as a class on an overhead copy. Repeat for column two.
- Have pairs then fill in as many examples for the third column as possible and discuss as a whole class. A sample chart is reproduced below the blank chart.

### Information About Issues
(Blank Chart)

<table>
<thead>
<tr>
<th>Global Issue</th>
<th>Examples In Our Lives</th>
<th>Sources Of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Investigating Coffee

In this exercise six small groups of students use source material to investigate a different aspect of coffee production and consumption as a global issue.

- The teacher’s introduction sets the context for the investigation by looking at one of the global issues involved in coffee production and consumption and at one of the ways that that issue intersects in our lives. The chart “Information About the Issues” explains the research approach. Group members can take on roles to share the work.

- In small groups students brainstorm possible answers to help fill in the blanks in the chart below. Include more than one example if possible—especially for the third column.

- A fair method should be used by each group to choose their spokesperson. The panel discussion could include videotaping, or involve a wider audience than just the class.

<table>
<thead>
<tr>
<th>Global Issue</th>
<th>Example in Our Lives</th>
<th>Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Bananas, Coffee</td>
<td>• workers and labour unions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• scientists in developing countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• stories of families in those countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• newspapers and media in that country or from the South</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Internet sites based in the South</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• economists who study globalization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a range of alternate sources from our own Canadian media</td>
</tr>
<tr>
<td>environment</td>
<td>acid rain, oil spills</td>
<td></td>
</tr>
<tr>
<td>fossil fuels</td>
<td>Gasoline, heating fuel</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>HIV/AIDS, plague viruses, West Nile virus</td>
<td></td>
</tr>
<tr>
<td>Sweatshop clothing</td>
<td>Jeans, Sneakers</td>
<td></td>
</tr>
<tr>
<td>media control</td>
<td>Hollywood movies, television shows, newspapers and news networks, magazines</td>
<td></td>
</tr>
<tr>
<td>GMO</td>
<td>Canola</td>
<td></td>
</tr>
</tbody>
</table>
After the different individual reports and class discussion, the teacher can make a transition to Strategy 3 by having students answer the question:

⇒ What can we do as Canadians to make a difference for coffee workers?

**Step 4: What’s in Your Coffee?**

This exercise will give small groups of students a chance to investigate coffee—one example of the foodstuffs we consume that brings into focus how we can take a global perspective. This is just one example of the many issues that could be chosen—it is important to remember that each global issue helps us understand the complex global interactions that make up our world.

Listed below are six different topics that are part of understanding the world of coffee from the perspective of the people living in the South. Small groups investigate one of the topics each and report back to the class.

1. Labour  How does the coffee industry affect the lives of the workers?
2. Activism  What is being done to change the coffee industry?
3. Land Ownership  How is land ownership a key issue in coffee production?
4. Environment  What are the environmental effects of different ways of producing coffee?
5. Trade  What are the economic realities of the coffee trade?
6. Health  What are the health effects of different ways of producing coffee?

**Some Helpful Websites**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Source material</th>
</tr>
</thead>
<tbody>
<tr>
<td>all groups</td>
<td>• Coffee – Spilling the Beans <a href="http://www.newint.org/issue271/contents.html">http://www.newint.org/issue271/contents.html</a> issue of New Internationalist magazine which follows coffee from the farm to the store</td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.globalexchange.org/education/speakers/JorgeCuevas.html">http://www.globalexchange.org/education/speakers/JorgeCuevas.html</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.commondreams.org/views02/1206-05.htm">http://www.commondreams.org/views02/1206-05.htm</a></td>
</tr>
<tr>
<td></td>
<td>• <a href="http://salc.wsu.edu/Fair_F02/FS15/environmental/coffeplantationworkers.htm">http://salc.wsu.edu/Fair_F02/FS15/environmental/coffeplantationworkers.htm</a></td>
</tr>
<tr>
<td>Activism</td>
<td>• <a href="http://www.newint.org/issue271/enjoy.html">http://www.newint.org/issue271/enjoy.html</a></td>
</tr>
<tr>
<td>Trade</td>
<td>• <a href="http://www.newint.org/issue271/violence.htm">http://www.newint.org/issue271/violence.htm</a></td>
</tr>
<tr>
<td>Health</td>
<td>• <a href="http://www.usleap.org/Coffee/justiceforcoffee.html">http://www.usleap.org/Coffee/justiceforcoffee.html</a></td>
</tr>
</tbody>
</table>
Sharing
- After the research, each group will choose one person to be part of a panel discussion moderated by the teacher. Each student will report on their central question and a whole class discussion will follow.

Strategy 3: Images of a Global Citizen (Building a Definition)
Reflections on the Strategy Applied

Very careful thinking went into the creation of this complex strategy. There was a risk, on the one hand, that it would be too complicated to execute—the two axis scheme could be hard to communicate and the terms of reference could be ambiguous. On the other hand, we thought that the visual beginning to the strategy (appealing to different learning styles) would help students understand the material. The complexity of the strategy also served to help students understand the interaction of task and process that is a central part of global citizenship education.

This strategy was tried in two very different contexts. One was the diverse working-class school mentioned above in our description of Learning Strategies 1 and 2. In this context, it was used as a unit review activity to revisit the notion of global citizenship in its various forms. It was also tried during a province-wide conference presentation in which this document was presented as a work-in-progress. Feedback was invited after having the participants experience sections of the strategy. The intent was to construct classroom activities that engaged students in the very notion of citizenship—that is, to see that there is no monolithic definition, but rather a range of viable options to embrace and so to open a space for students to envision themselves as agents of change.

Students enjoyed this strategy very much, commenting that “the images really make it easier to get the point” and “I think that double axis idea is great.” Workshop participants also reacted favourably. “This would definitely work in my class” one teacher said and another commented that it was “both interactive and personally empowering for the learner.” Teachers felt that the students had met the core expectations, particularly with regards to developing a range of definitions of “global citizenship” and how various types of action are to be valued in their own right. One class expressed confusion over the intended ideas behind the images and the contrasts with their own created definitions. Significant discussion was required to clarify the terms used on the axes, but the point was emphasized that it was the process of the deciding that was the generative aspect of the activity, not placing the strips in the “right” spot—emphasizing that it is the discussion about the definition of “positive” and “negative,” “ineffective” and “effective” that is the goal of the exercise.

Thinking of the strategy in isolation from other parts of the curriculum is certainly very different from using it as part of a larger unit of study. Teachers felt that all three strategies would a great “jumping off” point for other classroom work. Strategy 3 could also be extended to be more in-depth. After the “Images of Global Citizenship” exercise,
a research activity might be assigned to learn about examples of the range of citizen actions. Students could be provided with case studies of local initiatives within the school such as letter writing campaigns and street protests (attempting to use diverse sources and voices). After reviewing case studies with a jigsaw or small group presentation model, students would be in a more informed position to complete Steps 2 and 3 of the strategy.

**Learning Expectations**

- Demonstrate an understanding of contrasting images of citizenship and citizen action within a global context.

- Contrast aspects of the role Canadian individuals and organizations play in overseas assistance and understand the global impact of their choices and actions in connection with notions of social justice.

- Demonstrate an ability to research questions and issues of civic importance, and to think critically about these issues.

- Demonstrate an ability to collaborate effectively when participating in group enquiries.

**You Will Need**

- Flipchart paper
- Markers
- Tape
- Handouts “Images of Global Citizenship” and “Action Slips of Global Citizenship” (see next two pages!)
- Envelopes
- (optional) *Take Action! A Guide to Active Citizenship* (Kielburger) for help in developing student action plans
Action Slips of Global Citizenship

<table>
<thead>
<tr>
<th>Voting in an election</th>
<th>Buying goods made outside of North America</th>
<th>“smart shopping” – e.g. Buying fair trade coffee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in a public protest</td>
<td>Donating to an international relief agency</td>
<td>Write a letter to a politician, newspaper or international agency</td>
</tr>
<tr>
<td>Visit a country outside of North America</td>
<td>Create a social justice, peace or environmental club in school</td>
<td>Volunteer in a local community agency e.g. Foodbank</td>
</tr>
<tr>
<td>Plan to study global development at post-secondary level</td>
<td>Join a political party</td>
<td>Attend a conference, film or lecture about world indigenous issues.</td>
</tr>
<tr>
<td>Get your family to recycle and/or compost more completely</td>
<td>Join the military cadets</td>
<td>Engage in non-violent civil disobedience e.g. A “sit-in”</td>
</tr>
<tr>
<td>Sponsor a child in another country</td>
<td>Submit poetry to the local/school newspaper that challenges consumer habits</td>
<td>Try to produce no “trash” for a whole day. Get friends to join you.</td>
</tr>
<tr>
<td>Get a subscription to a magazine that focuses on global events. Share it with your family.</td>
<td>Aim to be kind and just to every single person you encounter.</td>
<td>Find a quiet space in wilderness and listen to nature.</td>
</tr>
</tbody>
</table>

Steps at a Glance

The intent of this strategy is to expose students to different definitions of global citizenship and the actions global citizens take. As they work through the exercises, students will realize that global citizenship means different things to different people. With this knowledge they will reflect back on the first activity in Learning Strategy 1 (“A Day in My Life”), reworking one aspect of their life based on their new understanding of global citizenship. The will record their efforts at personal change in an Action Report.

Step 1: Building a Definition

- Request that students brainstorm a series of images and/or key words that come to mind when they think of “seeing” a global citizen. Have pairs compare their results and discuss: What are the similarities/differences? Are these images/terms mutually exclusive? Could a global citizen be all these things?
- Provide the students with a copy of the hand-out “Images of Global Citizenship”
What aspect of a global citizen is communicated in each image? How do these images compare/contrast with their own images/terms?

- Still within the existing pairs, create a working definition of global citizenship. Post the various definitions around the room. Discuss patterns. Could the class arrive at one all-encompassing definition of global citizenship? The Oxfam definition of the Global Citizen is helpful here (www.oxfam.org.uk/coolplanet/teachers/globciti/globciti.htm)

*Step 2: The Axis of Global Citizenship*

- Provide pairs of students with 15-20 action slips of global citizenship (one item per action slip) placed within an envelope (see hand-out “Action Slips of Global Citizenship” to get ideas).

- Students are to place each slip on an axis contrasting positive/negative impacts and more/less effective actions for creating a more just world. Example:

<table>
<thead>
<tr>
<th>Less Effective</th>
<th>More Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
</tbody>
</table>

- Once finished placing the action slips on the axis, students return to their definitions constructed in Step 1. How well does their definition fit the sort of actions located in the “Positive and More Effective” section? How could they modify their definitions to accommodate the differences?

- Students are now requested to focus on the different actions placed in the “Positive and More Effective” section, placing these action slips on a continuum of least to most effective for creating a more just world. (E.g. More effective to start a social justice club that initiates a fair trade coffee campaign than “smart shopping” on an individual basis).

- Students are then invited to place a strip of paper to show where they best fit on the continuum. The statements to the left of the paper indicate actions they would take and those to the right those they feel are ineffective and/or that they do not feel comfortable with.

- Once finished their continuum, pairs gather together in groups of six and explain how they have arranged their continuum.
• **Debriefing**
  ⇒ Did all groups agree on the placement of the statements?
  ⇒ Is there one definition of global citizenship and the actions global citizens can take?
  ⇒ What is meant by the term “effective”?
  ⇒ Which statements and actions did you agree with most/least? Explain.
  ⇒ Have any of you taken part in any of these actions? Do you feel you made a difference?

**Assessment (The Action Report)**

• Students go back to the first activity in Strategy 1 and select one aspect in their life that they would like to take action on. They individually need to determine which definition of global citizenship they agree with most and what type of actions they feel are the most effective to bring about a more just world.

• Having selected the area/issue they wish to address, each student will complete an Action Report that:

  a) Defines what being an active global citizen means to them.
  b) Explains why they selected this particular issue to address. What compels them to react?
  c) Creates a “Continuum of Action” with a minimum range of five distinct actions (use experience from Step 2) to address their specific issue (from more passive to more radical).
  d) Selects one action from the created continuum and performs it (e.g. Learn more about the issue). Summarize the experience of taking a step forward to change.

• **Debrief**

Invite students to share their experiences and/or anonymously select examples from the submitted Action Reports. Discuss the value of seeing small actions as part of a larger process, underscoring the notion that active global citizenship is a dynamic process of reflection and action.

**References**


Coffee, the economic, environmental, health and social connections. Student Advising and Learning Center, Washington State University. Available at: http://salc.wsu.edu/Fair_F02/FS15/


