Chapter 6: Building Collaborative Partnerships for Inquiry and Engagement in Global Citizenship

By Rosemary Evans, Reg Hawes, Rebecca Levere, Lesley Monette, and Nadine Mouftah

Our initiative involved three central planning aims.

1. Design an educational initiative in keeping with the definitions and practices of Global and Citizenship Education generated by researchers and practitioners.

2. Plan school-university initiatives in partnership with a number of like-minded educators in diverse educational institutions. This collaboration would enhance the professional learning of the participants. Moreover, the results of our planning would have an impact on students beyond the three schools involved in the initial project.

3. The curricular thrust involved two underlying learning expectations. First, we wished to have our students engage in authentic learning inquiries and action based initiatives. Second, we hoped to have students learn in interaction with role models in the area of global citizenship.

These three elements were woven into an initiative culminating in a two-day symposium entitled, Foray: A Forum for Young Voices on our Global Future. At this symposium students had the opportunity to share their authentic learning inquiries as well as interact with peers and noted role models involved in the fields of global and citizenship issues.

A significant part of the literature on global and citizenship education, as a subject or perspective within the curriculum, centres upon its very definition. (Pike, 1996) The express purpose of our project was not to generate another refined definition. Nevertheless, as we began to plan our partnership, it was important to examine existing research to answer two foundational questions. For our purposes, what was global education, and what did global educators do?i

For practical purposes, we settled on a Merryfield (1997) summary that reflects the current state of global education as it is defined and practiced. These are summarized in eight constituent elements: human beliefs and values, global systems, global issues and problems, cross-cultural understanding, awareness of human choices, global history, acquisition of indigenous knowledge, and development of analytical, evaluative, and participatory skills (Kirkwood, 2001). These generic elements provide an apt theoretical umbrella for what educators and students would think about and do in this project.ii

As with the other contributions to this volume, the basis for the development of our project lay in a collaborative approach. The field of Global and Citizenship Education is not unlike other areas of professional development and growth. Gaudelli (2001) expresses his concern about the traditional one-shot episodic professional development sessions.iii
In contrast to the traditionalist model, Gaudelli continues by asking the following provocative and useful questions:

What if teachers were given the opportunity to have extended dialogues about their practice related to a particular curriculum area? … What if their experiences in the classroom were not viewed as deficiencies to be corrected but as opportunities for sharing and future learning? (Gaudelli, 2001, p. 7)

We have followed the lead of non-traditionalists who have built partnerships for collaboration. Richard Clark (1999) and Judy Swanson (1995) outline the nature and composition of successful university-school partnerships in the United States. Other examples from Russia (Kolker, et. al., 1998) and Jordan (Hasan, 2000) are also instructive. Merryfield (1997) also suggests including community organizations in the school-university mix.

The distinctive aspects of the non-traditional model advocated by Gaudelli and others are that professional learning opportunities are non-hierarchical, inclusive, participatory, and process-oriented. This sort of professional learning comes from exploring and learning together (Selby & Pike, 2000).

This orientation dovetails with Ian Davies’ approach when he encourages student and teacher reflective engagement in authentic inquiries (Davies et. al., 2002). Davies confronts the problems inherent in traditional attempts to transfer laudable citizenship concepts such as tolerance, justice, or participation using conventional classroom teaching and learning methods. In short, when students participate in inquiries they are much more apt to become authentically engaged in global and citizenship issues after and beyond their classroom lesson learning episodes.

Providing students an opportunity to share the results of their inquiries became one of the key pieces of our plans for the project. The second piece was to provide students with the opportunity to interact with noted role models in the field of global and citizenship issues. While little has been explicitly written about employing role models in Global and Citizenship education its value for other fields has been demonstrated elsewhere. Our hope in providing student interaction with noted role models was to provide them with an opportunity to reflect upon the lives and ideas of role models when making life and value decisions about engagement in global and citizenship issues.

Strategy 1: Organizing a Symposium

Reflections on the Strategy Applied

Our plan began with a collaboration between OISE/UT (a faculty of education) and an independent residence school in Toronto. The original intention was to develop inquiry-based authentic learning activities in grade 10 Civics classes. Soon after, a teacher from another secondary school was invited to participate. This teacher brought links to “Foray,” an ongoing curricular project at the school. The focus for our project then became planning a symposium on Global Education entitled, “Foray: A Forum for Young Voices on our Global Future.”
The key themes for the symposium were: human rights; peace and conflict; globalization; climate change; international development; and civil society. The aims of the symposium were two-fold. The first was to engage students in authentic inquiry and action relating to global education issues. Throughout the year students completed inquiries and civic action assignments. The procedures for these assignments are outlined in Strategies 2 and 3 below. The culminating events for these assignments were student demonstrations of their findings and action initiatives. Exemplary demonstrations were then chosen for presentation at the “Youth in Action Fair” at the symposium. Some of the Civics students along with students in a senior politics class also took an active role in planning and running the event. These activities included: inviting guest speakers, hosting guests, and chairing or moderating symposium sessions. Students also administered the registration process at the symposium. Others volunteered to billet students attending the symposium from outside the city.

At the symposium students had the opportunity to hear and enter into dialogue with nationally and internationally known figures engaged in global and citizenship issues. In the culminating session of the two-day symposium, students had the opportunity to “respond to the challenges” presented in the symposium sessions. The aim of the symposium arising from this dialogue was to “inspire the informed, passionate and intensely practical civic engagement of young people in global society.”

What began as a partnership for a school and a university grew into a much larger collaboration. Students from schools in Toronto and as far away as Pearson College on Vancouver Island participated in the symposium.

The challenges involved in organizing a symposium at a school in conjunction with other schools are multifaceted. Organizing one symposium for two groups of students over two semesters involved the challenge of maintaining the interest and commitment. This was especially true for students involved in projects taking place in the first semester. Involving over 50 students, at a time in action initiatives in one school can tax resources such as assembly time. Students experienced the struggles of finding ways to have their voices heard. Securing the resources to run a major symposium was a challenge as well. In a number of cases, prominent guest speakers required honoraria. This meant that a considerable amount of time had to be devoted in finding funding resources for the conference. One of the biggest challenges was finding educators at other schools who we could convince to share our passion and enthusiasm for this project and were willing to get involved in the initiative in a meaningful ways. Also the issue of communication was a challenge both between teachers from different schools and between students. Finally, the process of encouraging students to play a major role in organizing and running this inaugural symposium proved to be challenging.

At the end of the symposium we all agreed that we had met our initial aims and learning expectations. First of all, we found that a review of the literature in global education provided our planning group with helpful contours in choosing and implementing our strategies. Second, we found the collaboration of teachers and students in diverse school settings to be a real asset. Working within a non-hierarchical, collaborative climate we were able to produce substantially improved curriculum initiatives for our students. We definitely believe that all participants in the symposium benefited from the learning experience. This was especially true for students making presentations of their learning inquiries and action based initiatives in the Youth Action Fair, and for those involved in the running of the Symposium. Finally, in the symposium evaluations students
overwhelmingly commented on how they appreciated the interaction with a variety of noted role models and students at the symposium.

After a year of planning and collaboration we can identify areas that we would change in our planning of another symposium. Most importantly, we would find mechanisms to support increased student leadership in organizing the symposium. We would involve more schools and more diverse schools. We would recognize how busy students are and find ways to bring students together during the school week. This would involve ensuring that all teachers in the schools saw the advantages of students missing a limited amount of time in their classes so that students could become fully engaged in the planning process.

After our initial “foray” into planning a symposium on global and citizenship education there are a number of hints we can offer to others to considering planning a conference or a symposium.

- Starting small is an important principle to remember. Having a group of committed teachers in two or three schools can ensure that planning is directed and effective. We would strongly suggest having students involved in the organizing committee from the start. Their ownership from the beginning will help ensure that the symposium is relevant to student needs and interests.

- Next, attracting noted speakers and finding funds to pay them is a real challenge for symposium organizers. We found that having a clear symposium theme and expectations was vital when we were inviting guest speakers. This helped provide clarity when potential speakers were deciding whether they commit to the symposium. Another important rule of thumb can be found in the adage, ‘nothing ventured nothing gained’. Don’t be afraid to approach noted speakers. With a polite and persistent approach you may be surprised who will agree to attend your symposium. We also found that we could achieve a “rolling momentum” in building our speakers list. Once a noted speaker had agreed to attend other noted speakers were more prone to accept our invitation to be in the company of speakers they respected. Finding funds for guest speaker honoraria is an important related issue. In a number of cases, we found that speakers were willing to forgo or reduce their speaking fees when they reviewed the symposium program and were gently reminded that high schools have limited budgets. To ensure we had a balanced budget we also had to approach school administrators, government agencies and foundations for funds. We had to make these appeals early in the process in order to ensure our solvency at the end of the symposium.

- Finally, we found that administrative support and participation was vital in planning a symposium. They helped us in finding a symposium venue, securing funding support, and in supporting teacher and student time release for planning and implementing the symposium.

**Learning Expectations**

- Understand the critical challenges facing our world today including issues related to development and co-operation issues such as: peace and security, poverty and economic development, the environment, health care and education, and international development.
• Raise awareness of the role Canadian individuals and organizations play in overseas relief and development assistance.

• Be able to see themselves as capable of undertaking practical action to make a difference on an issue of concern to them.

• Share their own action initiatives and understand possible actions that can be taken by governments, other institutions and individuals related to these challenges.

**You Will Need**

• Foray Spring Symposium Evaluation form (included at the end of Steps at a Glance section for Strategy 1)

• “The Nobel Statement of Triple Challenge of the 21st Century” (included in the Steps at a Glance section for Strategy 1)

• “A Sample 12-Point Agenda for Responding to the Triple Challenge ” (included in the Steps at a Glance section for Strategy 1)

**Steps at a Glance**

**Step 1: Inspirational Speaker**

• The Symposium began with an inspirational speaker who would serve as a role model for students. This speaker issued a challenge to students and informed them about their individual quest for change and the practical realities of their endeavour. Ideally this speaker is a young person whom students can relate to and thus see themselves following a similar path to the one he or she has taken. Students have an opportunity for questions and answers. The inspirational speakers at our conference were Marc and Craig Kielburger from the organization Free the Children. They fit all our criteria perfectly.

**Step 2: Youth in Action—Civics Fair**

• Following the opening address students took part in a Civics fair, called Youth In Action, where students presented demonstrations of their inquiries and accounts of their activist campaigns.

**Step 3: Confronting the Triple Challenge of the 21st Century**

• A panel of experts responded to a statement developed by 34 Nobel laureates in January 2001 entitled, “The Triple Challenge of the 21st Century” (see the Statement reproduced below). The panelists included John Polanyi, one of the authors of the statement, James Orbinski who accepted the 1999 Nobel Peace Prize for Médecins Sans Frontières, and Maude Barlow, Chair of the Council of Canadians. The session was moderated by students. Students had an opportunity following the panel presentations to respond and to participate in small group discussions facilitated by students.
The Nobel Statement on the Triple Challenge of the 21st Century

The most profound danger to world peace in the coming years will stem not from the irrational acts of states or individuals but from the legitimate demands of the world's dispossessed. Of these poor and disenfranchised the majority live a marginal existence in equatorial climates. Global warming, not of their making but originating with the wealthy few, will affect their fragile ecologies most. Their situation will be desperate, and manifestly unjust. It cannot be expected, therefore, that in all cases they will be content to await the beneficence of the rich. If, then, we permit the devastating power of modern weaponry to spread through this combustible human landscape, we invite a conflagration that can engulf both rich and poor. The only hope for the future lies in co-operative international action, legitimized by democracy. It is time to turn our backs on the unilateral search for security, in which we seek to shelter behind walls. Instead we must persist in the quest for united action to counter both global warming and a weaponized world. These twin goals will constitute vital components of stability as we move toward the wider degree of social justice that alone gives hope of peace. Some of the needed legal instruments are already at hand, such as the Anti Ballistic Missile (ABM) Treaty, the Convention on Climate Change, the Strategic Arms Reduction Treaties (START), and the Comprehensive Test Ban Treaty. As concerned citizens we urge all governments to commit to these goals that constitute steps on the way to the replacement of war by law. To survive in the world we have transformed we must learn to think in a new way. As never before, the future of each depends on the good of all.

Step 4: Responding to the Challenge

- The second day of the conference focused on responses to the triple challenge. A keynote address by Stephen Clarkson, professor of Political Science at the University of Toronto, focused on informing students about the many forms of action could be effective in bringing about change.

- Following this introductory speech, students moved into three groups, each facilitated by an expert, where they explored, in greater depth, one strand of the triple challenge and in particular what action steps would be most effective in confronting this challenge. The global security session was facilitated by David Welch of the Centre for Peace and Conflict Studies at the University of Toronto. The poverty session was facilitated by Stephanie Sauve of Street Kids International. Bob Hunter, co-founder, Greenpeace, tackled climate change. Each group of students developed a “4 point document” articulating necessary and global policy initiatives as well as citizen action initiatives needed to respond to the challenge.

Step 5: Students Design Their Own Responses to the Triple Challenge

- Students, working with information examined earlier in the conference and from their own prior classroom studies, designed their own responses to the Triple Challenge. Together the students formulated a “12 point agenda” for discussion, which could be forwarded to the Minister of Foreign Affairs for information.
A “Sample” 12-Point Agenda: Responding to the Triple Challenge

Poverty
We call on the Canadian government to pledge 0.7% of its GDP to foreign aid, in an effort to ensure the global realization of articles 22 and 25(1) of the UN Universal Declaration of Human Rights: the right to an adequate standard of living, including food, shelter, clothing, medical attention, and security in times of unemployment.

We ask the Canadian government to ensure that trade laws reflect international human and labour rights, and make corporations accountable for their impact on all aspects of environmental and human welfare.

We call for government support of the creation of a regulatory body of local, non-governmental, international agencies to ensure that more international aid goes toward specific programs that empower local citizens to break out of poverty and become self-reliant.

We call on the all levels of the Canadian government to increase financial support for, and employment opportunities within, local social services.

Climate Change
We call on the Canadian government to recognize the imminent dangers of climate change, and the need for a massive increase in public knowledge about the issue, through the adoption of an environmental curriculum and public awareness campaigns.

We call on the Canadian government to aid and encourage citizens to accept personal responsibility for their very real role in contributing to greenhouse gas emissions. We ask for a plan of financial incentives and rewards in the form of tax breaks for individuals who implement shifts to sustainable energy in their individual lifestyles.

We call on the Canadian government to extend this new economic plan to shift tax relief from the petro-chemical industry to the growing alternative energy sector. We ask for public, governmental support for new and proven sustainable, renewable energy technologies, such as wind, solar and hydrogen fuel power, as well as further commitment and funding for systems of mass transit and other systems that reduce consumption and greenhouse gas emissions.

And finally, we call on the Canadian government to renew their support for the Kyoto protocol, through full implementation of the plan as a starting point for their dedication to reducing the threat of climate change on a national and international level.

Security
We call on the Canadian Government to encourage the implementation of the Nuclear Non-Proliferation Treaty by all nations—and particularly the G8 nations.

We call on the Canadian Government to consider a good governance partnership exchange program that would enable leaders from developing countries to familiarize themselves with Western democratic institutions and governance so as to foster democracy and better governance in developing countries.
We call on the Canadian Government to create a treaty initiative similar to the one on landmines that deals with a ban on small arms.

We call on the Canadian Government to encourage the implementation of Stephen Lewis' agenda for dealing with AIDS in Sub-Saharan Africa.

---

**Step 6: Networking**

- All students who attended the conference were encouraged to join an online network of students interested in continuing to take action on the initiatives discussed during the Symposium. These students would become involved in forwarding the 12-point agenda to politicians and others and forming a network instrumental in planning future conferences and initiatives.

---

**Foray Spring Symposium Evaluation**

We welcome your comments about the Foray Spring Symposium: please take a few minutes to let us know what you enjoyed, what you learned, and what we should consider doing differently in the future.

Thank you!

Friday, May 2nd

To what extent did the speakers change or deepen your understanding of the challenges the global community faces in the 21st century?

Not at all  1  2  3  4  5   greatly

Please explain
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

To what extent did the workshops you attended (please list: _____________________, _____________________) expand your awareness of the possibilities of activism and service?

Not at all  1  2  3  4  5   greatly

Please explain
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How valuable was the opportunity to visit displays and network informally with other young activists in the Youth In Action Hall?
Strategy 2: Civic Action Inquiry Project

Reflections on the Strategy Applied

Strategies 2 and 3 were planned and implemented by two teachers at the two different schools. Both strategies were developed for grade 10 Civics students. These strategies were planned and implemented in conjunction with the symposium (Strategy 1). Strategy 2 focused on student inquiries into student or NGO civic action and how students might become involved in them. Planning for both strategies were initially connected to learning expectations within the Ontario grade 10 Civics course. As they initiated the strategy the teachers believed that this inquiry would provide students with knowledge about models of civic action and provide them with a “recipe” for how they could make a difference.

The first important challenge for Strategy 2 was found in the time constraints faced in seeing students every second day. This made it difficult to gain research momentum in student inquiries. The second important challenge confronting students was the difficulty in making interview contacts with the activists or organizations they chose. This led to some frustration. Nevertheless, this is a typical difficulty inherent to most interview and research projects, and consequently this challenge lent an authentic ingredient to the project.

We believe that all of the students benefited from the learning experience. The Civics course emphasizes citizens’ rights and responsibilities, and many students realized that it is not only their right to get involved in outreach and advocacy but also their responsibility as global citizens to be aware of the issues that plague so many in our community and around the world.

In the future, it would be best for the teacher to contact all of the civic action organizations in advance. This would ensure that there would be someone available to speak to the students so that they did not feel they were running into dead-ends.

There are many benefits to students learning about civic action. At its best, this strategy helps students gain an awareness of both the issues and possible actions that can be taken in the area of global and citizenship education. Our emphasis in this strategy was that any small action done by a number of people is what helps change the world.

Learning expectations

- Research and summarize civic actions of individuals and non-governmental
organizations that have made a difference in global affairs.

- Demonstrate an ability to organize information effectively.
- Demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in the school or local community.

**You Will Need**
- Materials for posters and pamphlets (paper, markers, scissors, glue).
- Access to the library/resource center and computers if they choose to complete their presentations using “PowerPoint.”
- Support resources (included at the end of Steps at Glance section for Strategy 2).

**Steps at a Glance**
In this project students have three tasks to complete:

1. A visual aid product (poster, PowerPoint presentation, pamphlet, etc.).
2. A 3-5 minute presentation (if there is a partner, each student must speak for approximately 3 minutes).
3. A final written product that includes the interview questions, the answers to the interview questions, a bibliography with a minimum of three sources completed in proper bibliographic format.

**Options**
Students will select one of the following options for their culminating Civics assignment.

**Option 1: Discovering Student Civic Action Projects—A Maximum of Four Students**
Each student will select a young person/group of young people that have undertaken a civic action project, either local, provincial, national, or global that involves student action to address a public issue. Students will have an opportunity to visit the Resource Centre to explore possibilities. The final selection must be approved by the teacher.

a. You must research to answer the following questions:
   ⇒ What are the goals of the project?
   ⇒ How did the project originate?
   ⇒ How is the project organized?
   ⇒ How many students are involved?
   ⇒ To what extent has the project made a difference? What criteria did you use to determine the effectiveness of the project?

b. You must conduct an interview of one young person involved in action.

c. Use your information to create a poster, PowerPoint presentation, pamphlet, etc. to share your findings.

d. Research Guidelines
   **Interview questions:**
⇒ Open-ended questions that will lead to valuable information (avoid use of questions that require one word responses).
⇒ Questions that require explanation, analysis, and evaluation>

Research sources and note taking:
⇒ A minimum of three sources considered representing more than one point of view.
⇒ Evidence of appropriate note-taking (in their own words, use of notes).
⇒ Proper bibliographic information.

Product:
⇒ Content (depth of the information)
⇒ Clarity
⇒ Originality
⇒ Effectiveness/impact

Option 2: Discovering Agencies and NGO’s Willing To Work With Students—A Maximum of 10 Students

a. You must select an agency or NGO that is willing to involve students in civic action projects, local, provincial, national, or global. You will have an opportunity to visit the Resource Centre to explore possibilities. Your final selection must be approved by the teacher.

b. You must research to answer the following questions:
⇒ What are the goals of the project?
⇒ How did the project originate?
⇒ How is the project organized?
⇒ How many students are involved?
⇒ To what extent has the project made a difference? What criteria did you use to determine the effectiveness of the project?

c. You must conduct an interview with an activist from this particular organization.

d. Use your information to create a poster, “PowerPoint” presentation, pamphlet, etc. to share your findings.

e. Research Guidelines, same as Option 1 (d)
## Civic Action Inquiry Project Visual Aid Rubric
(Support Resource)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Mark Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/Understanding</strong>&lt;br&gt;- Were key facts and terms included in the completed task</td>
<td>Completed task demonstrated limited understanding of facts and terms</td>
<td>Completed task demonstrated some understanding of facts and terms</td>
<td>Completed task demonstrated considerable understanding of facts and terms</td>
<td>Completed task demonstrated thorough understanding of facts and terms</td>
<td>___ / 10</td>
</tr>
<tr>
<td><strong>Thinking/Inquiry</strong>&lt;br&gt;- Has the student thought about and completed the task in a creative manner?</td>
<td>Creative thinking skills have been utilized with limited effectiveness</td>
<td>Creative thinking skills have been utilized with moderate effectiveness</td>
<td>Creative thinking skills have been utilized with considerable effectiveness</td>
<td>Creative thinking skills have been utilized with a high degree of effectiveness</td>
<td>___ / 5</td>
</tr>
<tr>
<td><strong>Communication</strong>&lt;br&gt;- Were a title, symbols, visuals, and colour employed accurately and effectively?&lt;br&gt;- Did the visual material accurately depict the theme?</td>
<td>A title, symbols, visuals, and colour have been employed with minimal accuracy and effectiveness&lt;br&gt;- Visual material did not accurately depict the theme</td>
<td>A title, symbols, visuals, and colour have been employed with some accuracy and effectiveness&lt;br&gt;- Visual material depicted the theme with some accuracy</td>
<td>A title, symbols, visuals, and colour have been employed, for the most part, with accuracy and effectiveness&lt;br&gt;- Visual material depicted the theme with considerable accuracy</td>
<td>A title, symbols, visuals, and colour have been employed in a highly accurate and effective manner&lt;br&gt;- Visual material depicted the theme in a thoroughly accurate manner</td>
<td>___ / 2</td>
</tr>
<tr>
<td><strong>Application</strong>&lt;br&gt;- Overall effectiveness/impact of final product</td>
<td>Limited effectiveness and impact</td>
<td>Moderate effectiveness and impact</td>
<td>Considerable effectiveness and impact</td>
<td>High degree of effectiveness and impact</td>
<td>___ / 5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>___ / 24</td>
</tr>
</tbody>
</table>
### Civic Action Inquiry Project Presentation Rubric  
( Support Resource )

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Mark Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td>Presentation demonstrated limited facts, terms, concepts, and/or relationships</td>
<td>Presentation demonstrated some knowledge of facts, terms, concepts, and/or relationships</td>
<td>Presentation demonstrated considerable knowledge of facts, terms, concepts, and/or relationships</td>
<td>Presentation demonstrated thorough knowledge of facts, terms, concepts, and/or relationships</td>
<td>___/ 10</td>
</tr>
<tr>
<td><strong>Communicatio (Oral)</strong></td>
<td>Language and/or delivery resulted in information being communicated orally with limited effectiveness</td>
<td>Language and/or delivery resulted in information being communicated orally with some effectiveness</td>
<td>Language and/or delivery resulted in information being communicated orally with considerable effectiveness</td>
<td>Language and/or delivery resulted in information being communicated orally with a great degree of effectiveness</td>
<td>___/ 10</td>
</tr>
<tr>
<td><strong>Communicatio (Visual)</strong></td>
<td>Inappropriate or ineffective visuals were utilized</td>
<td>Appropriate visuals were utilized in an ineffective manner</td>
<td>Appropriate visuals were utilized in an effective manner</td>
<td>Appropriate visuals were utilized in a highly effective manner</td>
<td>___/ 6</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Presentation was not organized in an effective manner</td>
<td>Presentation was organized in a somewhat effective manner</td>
<td>Presentation was organized in an effective manner</td>
<td>Presentation was organized in a highly effective manner</td>
<td>___/ 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Mark: ___/ 30</td>
</tr>
</tbody>
</table>
### Civic Action Inquiry Project Research and Written Product Rubric  
(Support Resource)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Mark Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Were interview questions open ended to lead to valuable information</td>
<td>- Inappropriate and ineffective interview questions</td>
<td>- Moderately effective interview questions</td>
<td>- Considerable effective interview questions</td>
<td>- Interview questions require explanation, analysis and evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 1 source utilized representing one point of view</td>
<td>- 2 sources utilized representing one point of view</td>
<td>- 3 sources utilized representing one point of view</td>
<td>- 3 sources utilized representing more than one point of view</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- No bibliography</td>
<td>- Many format errors</td>
<td>- Few format errors</td>
<td>- Correct bibliographic format</td>
<td></td>
</tr>
<tr>
<td><strong>Appropriate number of research sources?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proper bibliographic information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**  
___/ 8
Strategy 3: Citizenship Lab: Testing the Limits
Reflections on the Strategy Applied

There is no substitute for the authentic experience. In preparation for the Citizenship Lab, we studied examples of inspiring activists, and evaluated the merits of their campaigns. But that was all inherently removed from the students’ own experiences—to undergo is to understand? This strategy was based on the premise that students would discover the realities of activism for themselves. This included the frustrations, limitations, and excitement of successes inherent to activist engagement. Students enjoyed the reward of marks, but they were even more excited by the kinds of evaluation and reward often absent in the classroom experience. This included genuine interest, criticism, and/or praise from individuals outside of the school community. Some were caught up in the donations to their cause. This was a powerful affirmation of their effectiveness in raising awareness and provoking a concerned response. Students were especially impressed by the responses from their peers when they visited such places as classrooms in other schools, community groups, places of worship, and NGO offices. Others were enthused when they received feedback from members of parliament.

The Citizen Lab project presents some ethical, legal/safety and logistical problems. Attempting to provide students with an authentic activist experience demands that they have a considerable degree of freedom in the cause they commit to, the creative strategies they develop, and the personal connections they form over the course of their campaign. How do you respect a student’s individual freedoms, give them scope to tackle sensitive and often controversial issues, while ensuring that they exercise sensitivity and mature judgment? Keeping on top of this requires frequent meetings with students, and careful communication with administration and parents. This is particularly true regarding outreach activities (for example, visits to other schools, interviews with NGO’s, soliciting signatures for petition in public areas, and visiting businesses to speak with managers). In many school jurisdictions carefully worded permission forms will be required.

Another challenge faced by teachers in implementing the Citizenship Lab was finding ways in which to balance required performance tasks with creative freedom in developing campaign strategies. The Citizenship Lab necessarily involves a number of variables beyond the constant purview of formal assessment methods. Because the task of mounting an activist campaign is an evolutionary one, a certain amount of flexibility in timelines and process assessment is a must. In the end, a careful assessment of the culminating activity did prove to be an effective gauge of the level and quality of effort expended by students in their campaigns.

Generally, the students were very successful in meeting and exceeding the learning expectations for the assignment. There is, however, one caveat that we would add. This is not a project for everyone. Try to create space for the more reserved student. It’s a tall order for many 15-year-olds to be engaging in outreach and advocacy. Care should be taken so that, when the grouping is done, students with different strengths can work together and take on different roles within the group. Research and letter writing, email interviewing, posting on-line petitions—these are things that most students can manage. However, not every student should feel compelled to go out, with video camera in hand, and challenge the manager of coffee chain store about the unfair trade coffee they sell! While resourcefulness is encouraged, students should be reassured that there are different roles for engaged citizens to play in bringing about change.
After a second year of implementing the Citizenship Lab, there are a number of changes we will make for next year. First, more emphasis on documenting activities is needed. We also need to be more pro-active in making school resources such as cameras and video recorders available to students. Also, because the project is a fairly lengthy one, time-management can be a problem for some students. Conducting a kind of informal roundtable every couple of weeks, where each group takes two minutes to update the class on their recent activities, and share their experiences, challenges, and successes, could be a valuable sharing and learning experience. This would encourage greater accountability and pro-activity.

One of the students also suggested a Citizen Lab newspaper, which we think is a wonderful idea. There have been so many accomplishments, and sharing these within the school community, with parents, and even alumni, is a great motivator and reward for the students. Also, one of our groups had their article “The Politics of Cocoa,” about their Fair Trade Chocolate campaign, published in a city newspaper. There are a variety of media like newspaper, television, and radio outlets that often welcome accounts of student volunteer initiatives. This is an excellent way to celebrate student accomplishments as active citizens.

**Learning Expectations**

- Participate effectively in a civil action or project of interest to students and of importance to the community.

- Demonstrate an ability to organize information effectively.

- Demonstrate an ability to effectively use strategies within the inquiry process when studying questions of civic importance in the school or local community.

**You Will Need**

- Materials for posters and pamphlets (paper, markers, scissors, glue).
- Access to the library/resource center and computers if students choose to complete their presentations using PowerPoint or other programs.
- Digital cameras and video cameras for recording evidence of student campaigns.
- Citizen Lab Workshop and Workshop Evaluation Rubric (included at the end of the Steps at a Glance section for Strategy 3)

**Steps at a Glance**

“Never doubt for a moment that a small group of dedicated citizens can change the world. Indeed, it’s the only thing that ever has…” – Margaret Mead

You may wish to refer to the “Entering the Two-Tier Phase of Citizen Lab…” at the end of the chapter.

**Step 1: The Citizen Lab**
The Citizen Lab will provide students with the opportunity to engage in a civic action initiative of their own design related to a cause that is significant to them.
- In a 20-minute time slot, students will inform others about their issue through a short lesson and will present the highlights of their personal campaign through a visual documentary. They will likewise assess their citizen action strategies.

**Important Citizen Lab Dates**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign commitment letter</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Research logs</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Activist Campaign proposal</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Activist Campaign “scrapbook” presentations</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Global Citizen Workshop proposal</td>
<td>11</td>
<td>10%</td>
</tr>
<tr>
<td>Global Citizen Workshops</td>
<td>15</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Step 2: Choose Your Cause (and Your Group of Three)**
- In groups of three, discuss the categories below, and select the one which your group feels most committed to. Environment; Human Rights; Peace and Conflict; Humanitarian/Socio-economic Justice; Democracy; Cultural Heritage.

**Step 3: Strength in Numbers**
- Each group member will visit the web site of a civil society organization in the category your group has chosen: what campaigns are they currently working on that your group might be interested in supporting? Bring some notes to class about possible campaigns to share with group members. From your notes, you should be able to explain to your partners the roots of the problem, its societal impact, and recommended actions to address the problem. (This will be the first entry in your research log.) Remember that your cause must be global in scope, but keep in mind that you will be developing and advocating a strategy for local citizen response.

- Below are some suggested organizations; alternatives are welcome, but subject to teacher approval.

**Suggested Organizations**

Environment: Sierra Club (youth); Greenpeace; David Suzuki Foundation
Human Rights: Amnesty International; Human Rights Watch
Peace and Conflict: Science for Peace, Canadian Peace Alliance, International Physicians for the Prevention of Nuclear War
Democracy: OPIRG, Council for Canadians, Media Literacy Centre, Toronto Youth Cabinet, Youth Action Network
Cultural Heritage: UNESCO

**Step 4: Campaign Commitment**
- After sharing what you have learned about various campaigns within your field, your group will have to select one particular campaign to support, and draw up a
letter of commitment (250 words max.). Your letter should explain why your group has chosen the campaign, present some initial ideas about how you might contribute to a solution (be as specific as possible), and include a minimum of three resources (other web sites, books, articles, personal contacts) you will use to further your learning about the campaign and help get you started on your research logs. (One source per group member).

- Before you submit your letter, consider the following:
  - Thoughtfulness of choice: Does your letter demonstrate a mature understanding of the issue, and a genuine commitment to solution?
  - Strategy for contribution: Does your letter demonstrate some careful deliberation on effective and imaginative possible use of resources available (keeping in mind pragmatic consideration of time and other limitations)?
  - Evidence of preliminary research: Are the sources listed scholarly/reputable, substantial, and do they encompass a variety of perspectives on the issue?

**Step 5: The Learning Curve**

- Now that your group has committed to a particular campaign, it is time to deepen your understanding by conducting research into three facets of your chosen issue: (1) root causes of the problem; (2) manifestations of/consequences of the problem; and (3) actions needed to address the problem—both at a governmental and individual citizen level. Each group member will be primarily responsible for one facet.

- Your research log must include notes from a minimum of three reputable sources** (to be approved by the teacher), offering a variety of perspectives. There should be no duplication of sources among group members. The use of different chapters within the same book is allowed.

  (**Ed: Session with school librarian on judging sources: discerning academic rigour, bias...).**

**Do’s and Don’ts for Your Research Log**

- **DO**: stick to the three S’s when note-taking: Selectivity (based on relevance to facet of topic you are exploring); Synthesis (pulling together relevant ideas to build a persuasive case); Succinctness (encapsulating the essential in as short a form as possible). Ensure visual clarity; reference carefully.

- **DON’T**: mistake quantity for quality; confuse prettiness with clarity; cut and paste sections of web sites; hand in high-lighted material; forget to reference scrupulously.

**Step 6: Realist Idealists**

- Now it’s time to combine your group’s academic expertise with creative initiative and resourcefulness in order to develop your own activist campaign strategy. The objectives of your campaign are: to raise awareness of your chosen cause in your community; to empower members of your community with a clear and feasible
course of citizen action with which to respond to the problem; to contribute in some measurable way to a solution through your own actions.

- For the awareness-raising component, options include a letter to a newspaper, developing and distributing pamphlets, making a presentation at a school assembly, community centre, local school, or preparing a clip for a youth-focused television or radio show. Direct action options include volunteering with an NGO, running a fund-raising activity, enlisting friends, family, classmates in a letter-writing campaign, organizing a “week of action” at your school, or circulating a petition.

- Your proposal should be in the form of an action time-line, with task allocations clearly indicated (i.e. a “who is doing what, when” document). It will be evaluated on the basis of the following:
  ⇒ To what extent does the proposal demonstrate resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change?
  ⇒ How wide an audience do your proposed actions reach?
  ⇒ Does the proposal indicate a clear and feasible course of constructive citizen response? Does it include a clear way to measure this response?
  ⇒ Do documented activities demonstrate optimal (and realistic!) use of time and resources available?

---

**Entering the Two-Tier Phase of Citizen Lab**

*The Campaign Continue and the Workshop Planning Begins*

**Objectives:** The purpose of the workshop is two-fold: to introduce participants to the possibilities of engaged citizenship, through peer example; and to deepen participants’ understanding of, and inspire a constructive response to your cause.

**Length:** 20 minutes

The Civics Fair is an hour and twenty-minute commitment as the culminating project in the Civics course. You will be required to participate as a presenter, for 20 minutes, and as an audience member, for 60 minutes, with an optional 20-minute break built in. Parents, students and faculty, and the judging committee for the Foray Spring Symposium will be invited.

**“Scrapbook” Progress Presentations**

*Note: This phase provides an important time for rehearsal before the final workshop presentation.*

Now that you have had a month to get started on your campaigns, it is time for a progress report! The objectives of your presentation are to share what you have learned about your cause to date; to share your creative strategies for contributing to a solution; to show what you have accomplished to date in contributing to a solution, and share your future plans for contributing to a solution. Length: 12-15 minutes.

All group members should speak for roughly equal times.
Workshop structure: The basic structure of the workshop will be:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>10-minute interactive lesson, introducing the issue (root causes of,</td>
</tr>
<tr>
<td></td>
<td>consequences/manifestations of, responses needed to address issue).</td>
</tr>
<tr>
<td></td>
<td>Visuals to enhance communication mandatory.</td>
</tr>
<tr>
<td>8 min</td>
<td>8 minutes presenting campaign highlights. Visual documentation mandatory.</td>
</tr>
<tr>
<td>2 min</td>
<td>2 minutes presenting citizen action strategies (i.e. “what you can do”). VISUALS</td>
</tr>
<tr>
<td>OPT</td>
<td>optional.</td>
</tr>
</tbody>
</table>

Workshop materials need for your presentation:
All guests in your workshop will receive two items: a brochure, encapsulating the essence of your cause, with specific guidelines for a constructive citizen response; and a hand-out chronicling the highlights of your activist effort on the front, and reflections on the experience (what works well, less well, what you learned from the experience, advice for future young activists…) on the back (5 marks each.).

Reflective campaign and workshop evaluation:
This is a reflective self and group evaluation, addressing, in 750 words. Be sure to address the following questions: What was my quantitative and qualitative contribution to the campaign? (Be specific). What would I personally do differently, if I could do it again? How effective was the campaign (defining effective, and justifying your assessment with specifics…)? What did I learn from the experience?
<table>
<thead>
<tr>
<th>Workshop Presentations Evaluation Rubric</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Superficial understanding of problems or solutions</td>
<td>Fair understanding of problems or solutions</td>
<td>Demonstrates a good general knowledge of relevant issues</td>
<td>Demonstrates a sophisticated and in-depth knowledge of root causes, manifestations of, and solutions to, problem</td>
</tr>
<tr>
<td>Evidence of an Effective Activist Campaign</td>
<td>Demonstrates limited resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Very little outreach. Presents a vague/somewhat impractical course of constructive citizen response</td>
<td>Demonstrates some resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Reaches a small audience. Presents a general course of citizen response</td>
<td>Demonstrates resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Reaches a good audience. Presents a clear and feasible course of constructive citizen response.</td>
<td>Demonstrates exceptional resourcefulness and creative initiative in maximizing use of limited resources to raise awareness and effect change. Reaches as wide an audience as possible. Presents a clear and feasible course of constructive citizen response. Has a clear way to measure this response.</td>
</tr>
<tr>
<td>Effort and Accomplishment</td>
<td>Documented activities demonstrate poor use of time and resources available. No thought given to subsequent steps.</td>
<td>Documented activities demonstrate reasonable use of time and resources available. Little thought given to next steps</td>
<td>Documented activities demonstrate good use of time and resources available. Some planning about next steps is evident.</td>
<td>Documented activities demonstrate optimal use of time and resources available. Careful planning for subsequent actions evident.</td>
</tr>
<tr>
<td>Style and Organization</td>
<td>Delivery organization somewhat unclear. Members reading off scripts, with little eye contact. Presentation of ideas and order of speakers confused.</td>
<td>Delivery organization is clear, and correct use of syntax. Group members use notes appropriately, making reasonable eye contact. Presentation of ideas and sequence of speakers is organized</td>
<td>Delivery organization is clear and articulate. Group communication is polished and authoritative (not overly dependent on notes.) Smooth connective flow gives presentation logical coherence.</td>
<td>Delivery organization is clear, dynamic, fluid and eloquent. Imaginative and engaging means of communication. Smooth connective flow gives presentation logical coherence.</td>
</tr>
</tbody>
</table>
Notes

i Pike (1996:8-9) enforces the crucial point that teachers require a clear definition of global and citizenship education to bring organization and effectiveness to their practice.

ii A substantive focus for the global issues dealt with in this project came from the Nobel Statement on the Triple Challenge of the 21st Century (see Strategy 1).

iii Gaudelli underlines widely shared reservations about the traditional models of professional development. “Professional development is frequently undertaken as an activity to be done to teachers rather than in collaboration with them; designed to make teachers more effective, with the assumption they are currently deficient, communicates ideas with an air of expertise and messianic quality; and assumes universally effective teaching practice that is readily transferable and teacher-proof” (Gaudelli, 2001, p. 3).

iv Minor exceptions to the rule in the literature are Ballentine (1995), and Loeb (2001). However, role models continue to play an important role in such areas as science, medical, mathematics, minority, diversity and, most significantly, career education.

v The Foray project is a “curricular initiative designed to engage senior high school students, in partnership with some of North America’s most distinguished thinkers and actors in the global socio-political arena, in rigorous, purposeful thought and action in confronting the crises of our global community.” The Foray project is part of the Eureka! Fellowship program at the University of Toronto Schools. The Eureka! Fellowship provides teachers at UTS and from other schools with the opportunity to develop innovative projects designed to enhance student learning and contribute to models of best teacher practice. See the URL at: http://www.uts.oise.utoronto.ca/professional_educators/eureka/.

vi We would like to thank Lesley Monette of Branksome Hall for her contributions to this project. She provided valuable curricular insights and support in planning Strategy Two. She also managed the technical logistics at the Spring Symposium.

References


