



Unit 3 Giving a Forum to NGOs

Contributor

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Subjects and Level

This unit is developed for secondary students, specifically Grades 7–9 English language arts and social studies. It is recommended that the lessons be taught in succession, even though the lessons can stand alone. The discretion of the teacher is emphasized.

Suggestion: The unit 2 Human Rights; Human Freedoms gives students the opportunity to gather information about nongovernmental organizations, and present their findings to their peers. It may be favourable to complete the unit before beginning this one.

Unit Objective

As a continuation from the introduction to NGOs, the school will invite representatives from local NGOs to share with the students their current projects or efforts. NGO representatives can outline how students become involved to make a difference in the lives of people in developing nations. Students will gain experience interacting with people/organizations in the field and working toward the betterment of our global populace and the natural world.

Time

This unit will take approximately two weeks to complete. The culmination is a schoolwide panel discussion with representatives of local nongovernmental organizations and relies on the availability and schedules of the invited NGO representatives.

Lesson 4: A Successful Event

Objective

Students will carry out a panel discussion for representatives from nongovernmental organizations in their school. This will include meeting and greeting speakers, introducing speakers, moderating the discussion, presenting gifts and thanking speakers, pre-and-post setup of the gymnasium and making sure all participants feel comfortable.

Time

This lesson will take approximately two or three classes.

Materials

- Gymnasium setup
- Microphones
- Paper, pens

Getting Started

Knowledge Now

Class Meeting: students will run through the event–individual roles–and make any last-minute preparations before the event.

Engaging Interest

Remind students of appropriate attire

Learning Activities

Activity: Before and during the panel discussion.

1. Students will carry out their voluntary roles and responsibilities.
2. Students will *listen* to the guest speakers and *interact* by asking questions or commenting.
3. Refer to student handout from Lesson 3.

Activity: After the discussion

4. Students will *discuss* the presentation and answer the following questions concerning the presentation:
 - a. Is this a project or group or activity that Canada (as a nation) should support? If so, why?
 - b. What can we do to support this group and its goals?
 - c. Do you understand the mission of this group? Do you agree that as Canadians we should be involved?
 - d. Are there any questions you have that have not been addressed?
 - e. Are there any questions that should have been asked that were not?
 - f. Is this an organization our school should collaborate with? Become involved with?

Assessment/Analysis

Students will report on their experiences of this large group activity.

- What they enjoyed
- What worked well
- What did not work well
- What they learned about themselves

Application

Students will write thank-you letters to the presenter(s) and express their views and willingness to be involved (or not).

Students will write letters of thanks to the larger community through the school newsletter and to any special guests who were in attendance.

Activities for Extension and/or Integration

Students will write letters to CIDA expressing their support (or lack of support) for CIDA's involvement with this organization.

The entire school may decide to partner with one (or more) of the presenting NGOs and begin their plan for schoolwide involvement regarding active global citizenship.

Subject and Level Learner Outcomes for Subject and Level

English Language Arts 9

1.1 Discover and Explore

- Extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts
- develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts

1.2 Clarify and Extend

- Integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts

2.2 Respond to Texts

- Relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance

3.1 Plan and Focus

- Synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions

3.3 Organize, Record and Evaluate

- Reflect on new understanding and its value to self and others

5.2 Work Within a Group

- Contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others

Social Studies 9

Values and Attitudes

9.1.3 Appreciate how emerging issues impact quality of life, citizenship and identity in Canada

Knowledge and Understanding

9.1.5 Analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions:

- How do citizens and organizations participate in Canada's justice system (jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?

Research for Deliberative Inquiry

9.S.7 Apply the research process:

- Reflect on changes of perspective or opinion based on information gathered and research conducted
- Draw conclusions based upon research and evidence
- Organize and synthesize researched information
- Include and organize references as part of research
- Analyze and synthesize information to create a product

Safe and Caring Topics and Concepts

Living Respectfully

- Examining methods that help us deal with conflicts and problem solving
- Working cooperatively in groups
- Helping others learn or attain a goal
- Developing positive interdependence and relying on each other to complete tasks
- Giving and receiving help
- Respecting and appreciating others' ideas, insights, solutions and contributions

Developing Self-Esteem

- Striving for competency builds self-esteem
- Taking responsibility for our actions
- Communicating thoughts and feelings

Respecting Diversity and Preventing Prejudice

- Respecting human rights
- Examining the meaning of respect for the dignity and rights of all persons... without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, dress, age, ancestry or place of origin

Teaching Strategies

	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions</p>	<ul style="list-style-type: none"> • Teamwork— Running a schoolwide event 	<ul style="list-style-type: none"> • Problem solving 	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Thank-you letters • Newsletter article 	<ul style="list-style-type: none"> • Classroom meeting • Cross-grade instruction/modelling 	<ul style="list-style-type: none"> • Reflecting on experience • Teachable moments 	