



## 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 3: Students as Ambassadors

### Objective

Students will develop competency in interpersonal skills, intrapersonal awareness, flexibility and problem solving through planning and organizing a schoolwide event. Students will take the lead in panel discussion format, contacting speakers, purchasing gifts, developing focus questions and managing the event.

## Time

This lesson will take approximately two or three classes.

## Materials

- Chart paper
- Felts

## Getting Started

### Knowledge Now

- In groups of three, students will brainstorm the specifics of planning an event (from their own experience, (which may be quite limited). Give each group chart paper to jot down their ideas. Allow approximately five to ten minutes.
  - List all aspects that go into the making of a successful panel discussion. Make sure you think about your speakers, your audience and your school.
  - List the roles of committee members (the class is the committee)
- Each group will share their ideas with the rest of the class. The teacher begins a class chart that will include all ideas.

### Engaging Interest

- Tell students that today is the day they begin the final arrangements for the panel discussion.

## Learning Activities

### Activity

Each group will work through these questions, come to consensus with their answers and share with the class.

- What do you think the speakers should address during their oration? Develop three questions that representative NGOs can address and/or focus on during their discussion. Remember the audience composition and the purpose this discussion.
  - **Example:** Nongovernmental organizations are committed to addressing issues that affect all of humanity and the environment. What do you believe is the role and responsibility of students?
  - How can your organization partner with the students of our school? What kind of opportunities are there for working in a partnership?
- Each group will share their questions. As a whole group, the class will come to a final consensus.

### Activity

#### Student Handout 1–Student Ambassador Roles

- Give each student a copy of this handout. Go through the roles and expectations with students. Each student will sign up for one (or more).
- Create a work plan with students. What needs to be done? By whom? By when? Let them know that this work plan will be revisited on a regular basis to ensure the success of the event.

## Student Handout 2–Student Moderator

- This is an example of the format. As a class, decide on the following:
  - Length of discussion
    - Number of minutes for each oration
    - Number of minutes for question-and-answer period with the audience
    - Number of minutes for closing
    - Title for discussion
- Begin the process – each student will fulfill his or her obligations, beginning with a student contacting the speakers with the focus information.
- Remind students that as ambassadors they should dress the part.

## Assessment/Analysis

Students will create a work plan for carrying out their objectives. This will include a timeline and roles/responsibilities of each person. Each day the teacher will follow through. The work plan will be revisited daily.

## Application

Students can use the skills (interpersonal, organization, creativity and so on) they have strengthened throughout this process in all areas of their life – inside and outside of school.

## Activities for Extension and/or Integration

Planning and organizing annual panel discussions focusing on a variety of topics/issues.

## 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 question:

- 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><b>Go to</b>  <a href="http://www.sacsc.ca">www.sacsc.ca</a>  <b>Click on</b>            Resources, Strategies for            strategy descriptions</p>	<ul style="list-style-type: none"> <li>• Committee work– panel discussion planning and organizing</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Metacognition</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and demonstration (examples)</li> </ul>

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Reinforcement and modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Teachable moments</li> <li>• Affect attunement</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Mind mapping</li> </ul>

## Supplementary Resources

- [www.climatecrisis.net](http://www.climatecrisis.net) *An Inconvenient Truth* (trailer and background information)
- [www.acdi-cida.gc.ca/index.htm](http://www.acdi-cida.gc.ca/index.htm) Canadian International Development Agency
- [www.sacsc.ca/Resources\\_MicroWorkshops.htm](http://www.sacsc.ca/Resources_MicroWorkshops.htm) SACSC website; *Becoming the Change We Want to See Micro Workshop*

### Non-Governmental Organizations

- Ainembabazi Children's Project [www.ainembabazi.org/index.html](http://www.ainembabazi.org/index.html)
- CAUSE Canada [www.cause.ca](http://www.cause.ca)
- Change for Children Association (CFCA) [www.changeforchildren.org](http://www.changeforchildren.org)
- Canadian Catholic Organization for Development and Peace (CCODP) [www.devop.org](http://www.devop.org)
- Foster Parents Plan [www.fosterparentsplan.ca](http://www.fosterparentsplan.ca)
- Ghost River Rediscovery [www.ghostriverrediscovery.com/home.htm](http://www.ghostriverrediscovery.com/home.htm)
- The John Humphrey Centre for Peace and Human Rights [www.johnhumphreycentre.org](http://www.johnhumphreycentre.org)
- Save the Children Canada [www.savethechildren.ca](http://www.savethechildren.ca)
- CODE Canada [www.codecan.org](http://www.codecan.org)
- Amnesty International Canada [www.amnesty.ca](http://www.amnesty.ca)
- Canadian Centre for International Studies and Cooperation [www.ceci.ca](http://www.ceci.ca)
- Canadian Coalition for the Rights of the Children [www.rightsofchildren.ca](http://www.rightsofchildren.ca)
- Canadian Human Rights Foundation [www.equitas.org](http://www.equitas.org)
- Canadian Race Relations Foundation [www.crr.ca](http://www.crr.ca)
- Northern Alberta Alliance on Race Relations <http://www.naarr.org>
- National Action Committee on the Status of Women [www.nac-cca.ca](http://www.nac-cca.ca)
- Oxfam Canada [www.oxfam.ca](http://www.oxfam.ca)
- United Nations Association in Canada [www.unac.org](http://www.unac.org)
- UNICEF Canada [www.unicef.ca](http://www.unicef.ca)

### Book(s)

- Gore, A. 2006. *An Inconvenient Truth*, Rodale Books.

## **Student Ambassador Roles**

1. **Introducing speakers**—Five students will be required to complete this task. As part of this duty, you will contact and ascertain a brief biography from the speaker. You can use this information when introducing the speaker.
2. **Moderator**—This person will preside over the panel discussion and ensure that each speaker stays within his or her time limit. You will explain the format to the audience members; preside over the question-and-answer period, and present gifts to the speakers at the end of the discussion.
3. **Speaker contactors**—This person will contact the speakers approximately one week prior to the engagement. This is a gentle reminder and a chance to ask speakers if they have everything they need.
4. **Meeting guests upon arrival**—We will need five people to meet the NGO representatives on the day of the panel discussion. These people will be waiting for the speakers, greet them, make them feel comfortable, bring them into the gymnasium and show them to their seats.
5. **Setting up and taking down**—These students will help set up the gymnasium the day before and clean up afterward. This will include setting up chairs (theatre style or group style) for audience members, the panel discussion head table (including jugs of water and glasses) and possibly microphones (if the school has access.)
6. **Gifts**—One or two students will be responsible for ordering and picking up the gifts for the speakers. A suggestion: Ten Thousand Villages located on Whyte Avenue in Edmonton. They have a wonderful and unique selection. The products are made in developing countries, and the fair-trade policy is in effect.

**Student Moderator  
Moderator Information  
Re: Panel Discussion: Title?  
Date and Time**

Introduce yourself and emphasize the importance of adhering to the time (use a stopwatch).

Introduce the student ambassador who will introduce the panel.

Briefly explain to the audience the format of this discussion:

1. Each panel will speak for ?minutes to the following questions:
  - What is the role of (your organization/group) in contributing to a growing awareness of the need for tolerance and understanding in maintaining a peaceful society?
2. There will be ?minutes for Q and A from audience members.
3. Each panel member will be given ?minutes for a closing statement
4. Closing – Thank panel and give each a gift.