



**FREE THE CHILDREN**  
children helping children through education

**Part 2**

# **Empower**

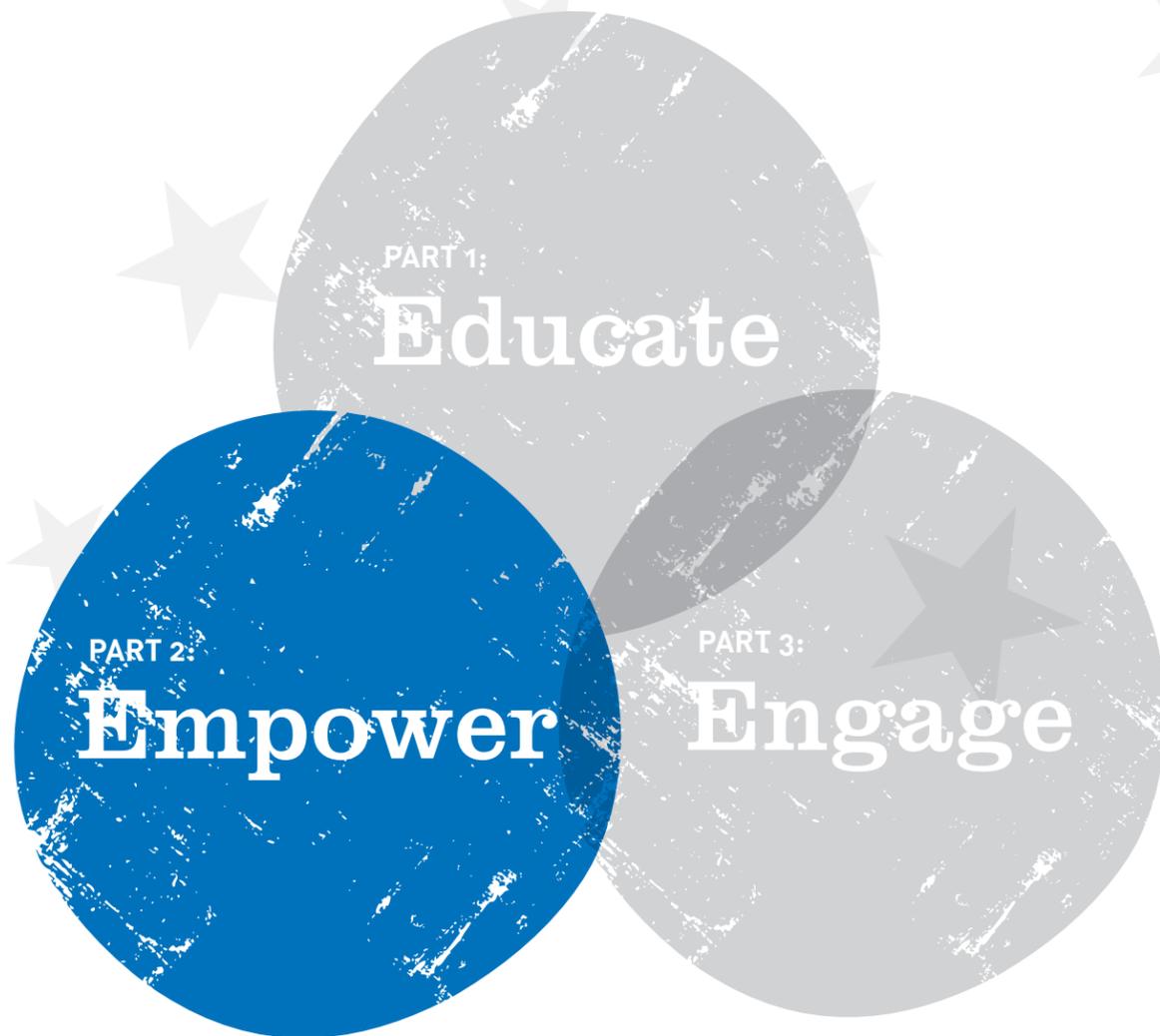
**Skills of a World-Changer**

**Junior World-Changers Kit**

Free The Children works closely with a broad network of educators and school boards around the world as partners in education on global citizenship, character education and service learning.

Our goal and passion is to create a generation of active global citizens students who are:

- **EDUCATED** about the world around them and inspired to care about the issues
- **EMPOWERED** with key skills to lead social action
- **ENGAGED** in diverse causes to create positive social change



## What's inside **Empower**

The second part of the Junior World-Changers Kit, the *Empower* section continues where *Educate* left off. Students will have their heads buzzing with the people, stories and challenges they learned about, and they will need a constructive outlet for coping and engaging with this knowledge. Through engaging activities designed for students in Grades 4, 5 and 6, *Empower* helps develop the skills and attributes students will need to take on the issues they care about.

### **EMPOWER IS DIVIDED INTO THREE WORLD-CHANGING SKILLS:**

- Citizenship
- Communication
- Team Building

For each skill there are three activities, throughout which students will develop three key attributes related to that skill.

**Citizenship** activities promote the attributes of responsibility, passion and awareness. The first activity shows students examples of world-changers, such as Nobel Laureate Betty Williams, civil rights activist Reverend Jesse Jackson and socially conscious musician K'naan. With these examples, students begin to reflect on themselves as world-changers, discovering what unique traits and talents they have that they can use to give back. In the final activity, this self-awareness is connected to important local and global issues as they explore what sparks them to take action.

**Communication** activities promote the attributes of knowledge, empathy and honesty. The three activities empower students with the skills of writing, active listening and public speaking. This helps students express their ideas and passion while also being receptive to the ideas and passions of others. Between Citizenship and Communication, students are empowered as individual world-changers, preparing them to join a team and make a big impact.

**Team Building** activities promote the attributes of trust, cooperation and respect. Students will realize the importance of these attributes and learn how to come together to use their individual talents and interests for a common goal. With strong team building skills, students will be ready to tackle challenging issues and big projects of all kinds.

**EMPOWER** develops in students a crucial set of skills and attributes that enables them to be active global citizens throughout their lives.

# Skill: Citizenship

Being an active and engaged citizen is synonymous with being a world-changer. Citizenship is not just about having a passport; it means knowing what's happening in your world, caring about the people around you, and being actively involved in your community. This section will help you empower students to become active citizens. It will give them the skills to recognize the qualities of a world-changer in others and in themselves, as well as how to apply those qualities to contribute to their local and global communities. Students will develop responsibility, passion and awareness as the key attributes of an active citizen.

## ACTIVITY: SHAMELESS IDEALISTS

**Purpose:** In this activity, students will learn about what it means to be a world-changer by engaging with a leading example of an active citizen.

### Materials:

- Kit CD
- Computer(s)
- Projector and screen
- Paper and writing utensils
- Blackline Master 1 (BLM 1)

### STEP 1: MEET A WORLD-CHANGER

**Purpose:** To get students thinking about the qualities of a citizen and how they impact their local and global communities.

- Write "Citizen" in the centre of the board and ask students, "What does it mean to be a citizen?"
- Write their answers on the board, creating a word web.
- Explain to students that they will now learn about someone who is an exemplary active citizen.
- On the Kit CD you will find the following episodes of *Shameless Idealists*:
  - **Jacob Hoggard:** The lead singer for the rock band Hedley tells about travelling to Kenya and learning the meaning of community and appreciating what we have.
  - **K'naan:** Somali-Canadian rapper K'naan tells stories from his childhood, immigrating to Canada, and using music to spread a positive message.
  - **Cherie Blair:** Barrister and wife of former UK Prime Minister, Cherie Blair speaks about women's empowerment and the pursuit of global social justice.
  - **Betty Williams:** A Nobel Peace Prize Laureate tells her story of going from a simple Irish housewife and mother to becoming an international peace activist.
  - **Al Gore:** Former US Vice President tells personal stories about his life engaged in peace, climate change and how young people can get involved in social issues.
  - **Jesse Jackson:** Civil rights activist and politician Reverend Jesse L. Jackson shows from personal experience how much a society can change in just one lifetime.
  - **Martin Sheen:** Acclaimed actor Martin Sheen shares stories over a lifetime of being an engaged and passionate activist.

- **Ellen Johnson-Sirleaf:** President of Liberia and Africa's first female elected head of state talks about motherhood, female leaders and the future of Africa.

- Select one episode of *Shameless Idealists* to watch as a class.

**Teacher Note:** To extend this activity, students could also be divided into groups and each group assigned one of the videos to watch, depending on technological resources available. They can then present their findings to the class, providing the students with a broad perspective on citizenship.

- Write the following questions on the board. As students are watching the video, ask them to think about these questions:
  - What issue does this person care about?
  - What inspired this person to get involved in the issue?
  - What did this person do about it?
  - Who was affected by what this person did?
- When the video is complete, answer these questions as a class.
- Return to what is written on the board around the word "Citizen," and ask students, "What makes this person a good citizen?"
- Before the conclusion of this activity, review citizenship and explain to students that a citizen is someone who is:
  - Involved in their community, whether that is local or global.
  - Cares about the people around them.
  - Knows what is going on in their community.
  - Shares their opinions and helps to make their community better.

### STEP 2: INTERVIEW WITH AN ACTIVE CITIZEN

**Purpose:** For students to use the knowledge gained from the *Shameless Idealists* video to interview one of their peers about what it means to be an active citizen.

- Now that students have an understanding of citizenship, explain that they are now going to model the *Shameless Idealists* interview by interviewing one of their peers about what it means to be an active citizen.
- Explain to students that it is the interviewer's job to pursue in-depth information around a topic, getting the story behind a participant's experiences and opinions.
- Explain that they are going to perform a standardized interview where the same questions will be asked to all interviewees and all questions will be open-ended, allowing the respondents freedom to choose how to answer the questions.
- Divide the class into pairs. Pass out a photocopy of BLM 1 to every student.
- Ask each student to write their name after "Interviewer" on BLM 1 and their partner's name after "Interviewee." Pairs will take turns being the respondent and the interviewer.
- Explain that the interviewers will follow the interview steps and questions (identified below and on BLM 1) and record their respondent's answers on the back of their question sheet.

# Skill: Citizenship

- Go over BLM 1 as a class:
  1. Introduce yourself and identify the purpose of the interview (e.g. “I’m interested in your opinion on what it means to be an active citizen”).
  2. Begin with the facts:
    - What is citizenship?
    - What does it mean to be an active citizen?
    - What qualities does an active citizen possess?
  3. Learn their opinions and values:
    - Why is it important to practice citizenship in your life?
    - What actions does a person have to take to show they are an active citizen?
    - Who in your life represents the qualities of an active citizen? How?
  4. Get personal:
    - How have you demonstrated citizenship in your life?
    - What were the effects of these actions on you personally and on the people around you?
    - What is an issue in your community that is important to you?
    - What is an issue in the global community that is important to you?
    - As an active citizen, how can you contribute to making these situations better?
  5. Steps for the future:
    - What are some ways you can improve as a citizen?
    - How are you going to demonstrate citizenship moving forward? What actions are you going to take?
  6. Final thoughts:
    - Ask any outstanding questions and clarify any information you are unsure of.
  7. Conclusion
    - Thank the respondent for their time.
- When students understand the structure of the interview, begin the interviews.
- After each pair has had a chance playing each role, bring the class back together and hold a discussion around their interviews.
- For additional exploration, encourage students to go home that night and interview an active citizen in their family or their community, bringing the results of their interview back into class for further discussion.

## ACTIVITY: NATURAL WORLD-CHANGERS

**Purpose:** This activity helps students recognize what kind of world-changer they are and then begin to see how their personal characteristics can help them make their community and their world a better place.

### Materials:

- Chart paper and markers
- Citizens of the Animal Kingdom print-out sheets (on the Kit CD)

## STEP 1: CITIZENS OF THE ANIMAL KINGDOM

**Purpose:** To get students thinking about what kind of person they are and how they can contribute as active global citizens.

- On the Kit CD, print out the four pages in the file “Citizens of the Animal Kingdom” and tape them up in the four corners of the classroom, where A=Lion, B=Turtle, C=Monkey, D=Elephant.
- Have students stand up and gather in the middle of the classroom. Explain that you will read out a series of statements and students will go to one corner of the room depending on which statements they agree with.
- Read aloud:
  - If you are courageous and have a lot of energy, stand in corner A.
  - If you are careful and like to spend a lot of time quietly thinking about things, stand in corner B.
  - If you are brimming with creativity and emotion, stand in corner C.
  - If you are happiest when you are taking care of people, stand in corner D.
- Once all students are standing in one of the corners, explain that the corner they are standing in represents what world-changing animal they are. Explain that you will describe each animal and, while you do this, students can move to a different corner if they think that describes them better. Read aloud:
  - **People in corner A are Lions.** They are adventurous and outgoing. As kings of the savannah, Lions like to take charge and fight for what they believe in. Though they can sometimes be impatient and aggressive, Lions are good at motivating others with their amazing energy.
  - **People in corner B are Turtles.** Before taking action, Turtles take their time to consider all the angles of a problem and come up with a plan. They are analytical and calm, but can sometimes be stubborn and have difficulty expressing their emotions.
  - **People in corner C are Monkeys.** Eager to make new connections both between ideas and between people, Monkeys are often optimistic and friendly. They follow their strong intuition and tend to overlook small details. Though they may change their minds often, Monkeys are driven by vision and “the big picture.”
  - **People in corner D are Elephants.** Overflowing with kindness, Elephants are loyal and trusting. They feel most comfortable when they are helping others, even if that means taking the blame when they are not actually responsible. Though they may be seen as pushovers, Elephants almost always know what their friends are feeling.
- When you finish describing the characteristics of the four animals, all students should be in the group that describes them best.

# Skill: Citizenship

## STEP 2: STRENGTHS & WEAKNESSES

**Purpose:** To give students the opportunity to explore their strengths and weaknesses, as well as what they bring to a team of world-changers.

- Explain to students that knowing oneself is an important part of being a world-changer. Make sure students understand these ideas:
  - There are many different kinds of people, but they are all equal.
  - Each person brings something different and important to any team they are part of.
  - The four animals are only broad categories to help students learn more about themselves.
- Explain to students that they will now work with their group to explore their personal characteristics through the type of animal they have chosen for themselves.
- Ask each group to get a piece of chart paper and markers, and then divide the chart paper into four boxes:
  - In the top left-hand box, each group writes lists of their strengths.
  - In the top right-hand box, each group writes lists of their weaknesses.
  - In the bottom left-hand box, each group writes how their characteristics can help other groups.
  - In the bottom right-hand box, each group writes which attributes from the other animals they would like to practice more.
- When all the groups have finished writing their strengths, weaknesses, helpful attributes and attributes they would like to practice, ask each group to share what they wrote with the class.
- Explain that knowing what kind of person you are will help you make a difference in any issue you care about.

## ACTIVITY: FIND YOUR CAUSE

**Purpose:** This activity helps students find the social or environmental issue(s) that piques their interest and inspires them to make a difference as active citizens.

### Materials:

- We Day U Issues Backgrounders, printed from [www.weday.com](http://www.weday.com)
- Paper and writing utensils
- Computer with internet or the school library

## STEP 1: CHALLENGES WE FACE

**Purpose:** To introduce students to a wide range of issues and help them find what interests them.

- Go online to [www.weday.com](http://www.weday.com) and click on "We Day U". On the page, there is a series of introductions to a range of local and global issues, called Issues Backgrounders. Print each one, or alternatively, choose as many as you like, keeping in mind the actual and potential interests of your students.
- Put the sheets around the classroom, on the walls or on desks, or go outside and tape them to the wall of the school building.
- Ask students to walk around and read each backgrounder. Ask them to stop at the one that sparks their interest the most. They can form a group or be on their own.
- When every student is standing in front of an issue, have them take the sheet and sit down.

## STEP 2: ISSUE BREAKDOWN

**Purpose:** For students to learn how to break a complex issue down into its components and discover how one might take effective action.

- In groups or on their own, encourage students to perform an investigation and explore their chosen issue further.
- Ask students to write down everything they know about the issue.
- Using the school library or classroom resources, have students seek out more information about the issue they chose. Ask them to find and write down five things about the issue that they didn't know before.
- Write on the board the following questions to help guide their research:
  - Who are some of the different people involved? (In child labour, for example, there are children, owners of businesses, parents, people who buy products made with child labour, etc.)
  - What are some causes of this issue?
  - What are some of the ways that this situation can be improved?
  - Who are some of the people/organizations taking action to improve the situation?
  - What can you do to help?
- When students have completed their investigation, bring the class back together and hold a discussion around their research. Ask students to share the information they learned and encourage the class to ask questions.

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- Before the conclusion of this activity, ensure students have a deep understanding of each issue that has been explored. Encourage students to perform similar investigations in their daily life when they encounter issues that interest them.

## CITIZENSHIP DEBRIEF

- To strengthen the citizenship skills that students have been practicing, conduct a final debrief of the following three attributes developed in these activities:
  - Responsibility
  - Passion
  - Awareness
- Ask students to reflect on each of the attributes developed in the Citizenship section, by stating:
  - What the attribute means
  - How they demonstrated it
  - How they can improve in this respect

A world-changer must be able to communicate effectively with their fellow citizens. This section of *Empower* will help develop students' communication skills in the writing, listening and speaking domains. Through various skill-building activities, students will focus on the attributes that make a successful communicator: knowledge, empathy and honesty. After participating in this section, your students will emerge as confident communicators ready to build their team of world-changers.

## ACTIVITY: WRITING

**Purpose:** The purpose of this section is to develop students' writing skills and encourage them to see the power of writing in their role as a world-changer.

**Materials:**

- Lined paper
- Writing utensils
- Blackline Master 2 (BLM 2)

### STEP 1: TIMED WRITING

**Purpose:** To encourage students to become comfortable with the writing process.

- Ask students to list when and how they use writing in their life. Write suggestions on the board.
- Following this discussion, ask students to explain why they think writing is an important skill for a world-changer. Discuss this as a class, emphasizing the different ways world-changers can communicate through writing (e.g. letters to Members of Parliament, social media, posters, articles for newspapers).
- Viewing this list, ask students to discuss the challenges they face during writing tasks. Reflect on each of these challenges as a class.
- Explain to students that today they are going to do a series of writing tasks in order to improve their skills and help them become comfortable with the writing process.
- Ask each student to collect a blank piece of paper and a writing utensil.
- Explain that you will read out a series of words. After you read each word, students will have two minutes to create a sentence or two around the word.
- Here is a list of suggested words to use:
  - Respect
  - Cooperation
  - Poverty
  - Empathy
  - Knowledgeable
- After each word, ask for volunteers to share their sentences.

### STEP 2: CREATIVE SCENARIOS

**Purpose:** For students to learn how to use creativity and imagination during writing tasks.

- Following this activity, photocopy and cut out BLM 2. Randomly distribute one character, setting and

# Skill: Communication

problem to each student.

- Once students have been given their prompts, ask them to write a creative story about what their character would do in the scenario they have been given. Encourage students to use their imagination and create a story that stretches the truth.
- Allow students 10-15 minutes to complete their creative story.
- When stories are complete ask students to swap stories with the person next to them for peer editing. Encourage editors to circle spelling mistakes and underline any confusing points in the plot. When pairs have completed edits, ask them to verbally provide feedback to their partner.
- When peer editing is complete, ask students to create a good copy of their work.
- Completed stories can be handed in for grading.

## STEP 3: WRITING WITH PURPOSE

**Purpose:** For students to write a letter to a famous world-changer, exercising both writing and citizenship skills.

- Now that students are loosened up, explain that they will now be writing a letter to an influential world changer (e.g. one of the individuals from *Shameless Idealists*—see Citizenship activities). In this letter, students must explain what a world-changer is, why their chosen person has inspired them, and the ways they are going to strive to become a world-changer themselves.
- After hearing about the purpose of the letter, host a brainstorm using the following suggested questions:
  - Which inspirational world-changer would you like to write to?
  - How have they inspired you?
  - What would you like to tell them?
  - What type of world-changer would you like to be?
  - What steps are you going to take to become a world-changer?
- Once students have a clear vision of the purpose and direction of their letter, explain that their letter must take on the following structure:
  1. Greeting (e.g. Dear Mr. or Ms.)
  2. Opening paragraph: This paragraph should address why they are writing.
  3. First paragraph: Explanation of a world-changer.
  4. Second paragraph: The ways their chosen person has inspired them.
  5. Third: The ways they are going to strive to be a world-changer themselves.
  6. Closing paragraph: Thank their reader.
  7. Sign off (e.g. Sincerely, [name])
- Encourage students to begin by creating a rough draft.
- When this rough draft is complete, ask students to exchange their letter with that of the person next to them for edits.
- When edits are complete, ask students to complete a good copy of their letter.
- All finished products can be handed in for grading.

## ACTIVITY: ACTIVE LISTENING

**Purpose:** The purpose of this section is for students to recognize the importance of active listening in their role as a world-changer.

**Materials:**

- Blank paper
- Writing utensils

## STEP 1: THE SOUNDS I HEAR

**Purpose:** For students to begin paying close attention to what they are listening to.

- Divide the class into partners and have each student take out a blank piece of paper and writing utensil.
- Ask each pair to sit together somewhere in the room.
- Have the students sit in silence and listen to the noise around them.
- Once students have adjusted to the quiet, ask them to write down all of the sounds they can hear around them: pencils writing on paper, chairs moving, cars driving by, people talking on the street, etc.
- After two minutes have passed, ask students to put down their pencils and compare the sounds they heard with their partner.
- Hold a class discussion around this activity using the following suggested questions:
  - What sounds did you hear?
  - Was your list similar to that of your partner?
  - What did this activity teach you about listening?
  - What do you need to do to ensure you are being a good listener?
  - What was your thought pattern like during this listening activity? (For example, was your head full of thoughts in the beginning? Were you able to block out your inner thoughts by the end of the activity?)
- Explain to students that this listening activity was about mindfulness. As an active listener it is important to be mindful of what you hear. Your auditory system automatically perceives and differentiates sounds but in order to process these sounds, you need to attend to them as was done in this activity. Explain to students that being aware of this process can give them more conscious control over what they listen to and can help them better process information.

## STEP 2: AM I LISTENING?

**Purpose:** To demonstrate the importance of active listening and clear instructions through an interactive activity.

- Explain to students that now they are going to put their listening skills to the test!
- Divide the class into pairs.
- Instruct all pairs to sit back to back.
- Provide both partners with a blank piece of paper and writing utensil.
- Explain that one partner is the communicator, while the other partner is the listener. The communicator is allowed to speak and must direct the listener to copy a picture they have drawn, using only words. The listener is not allowed to speak and must follow the communicator's directions.

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- Once they have decided their roles, ask the communicators to draw five connected shapes on their blank pieces of paper in silence and keep their picture hidden from their partner.
- After the communicators have completed their drawings, tell them to begin describing their drawing to their partner, providing them with directions on how to complete an identical picture.
- Give students three minutes before specifying that time is up. At this time, ask pairs to compare drawings.
- Write the following questions on the board for students to use as a debrief around the activity:
  - What was difficult about this activity?
  - What were some strategies used by the communicator?
  - What were some strategies used by the listener?
  - How were you able to work together during this activity?
- After students have discussed these questions in their pairs, discuss these questions as a class. Ask students to show the results of their two drawings while they are sharing. Discuss the importance of active listening, patience and clear and concise directions.
- Before the conclusion of this discussion, ask students how they can improve their communication if they do the activity again. Explain that they will swap roles in their pairs and perform the activity again.
- After three minutes has passed repeat the same debriefing steps as before to determine if there were any improvements.

## STEP 3: ACTIVE LISTENING

**Purpose:** For students to learn how to be active listeners by being ACTIVE.

- Explain to students that listening skills fuel our social, emotional and professional success. Active listening is a structured form of listening and responding that focuses attention on the speaker and what the speaker is saying in a way that improves mutual understanding.
- Tell students that in order to be an active listener, you must be ACTIVE. Write the following on the board:
  - **A**lways make eye contact
  - **C**oncentrate on the speaker
  - **T**urn your body to face them
  - **I**dentify the key points back to the speaker
  - **V**erbally respond
  - **E**ngage with what you learned
- Divide the class into groups of four and ask each group to discuss what each of these steps looks like.
- Ask groups to share their thoughts with the class.
- Following this discussion, have each group practice being ACTIVE. In their groups of four have each group member take a turn being the speaker while the other three members practice being ACTIVE.

- Here are some suggested topics for the speakers to talk about:
  - The importance of education.
  - Their favourite sport.
  - A current unit they are studying in school.
  - A recent event they attended.
  - Their ideal vacation.
- To shake up the activity, ask one listener to be a passive listener, doing the opposite of everything outlined in the ACTIVE acronym.
- Following this activity hold a discussion around active listening and why it is an important quality for a world-changer to possess.

# Skill: Communication

## ACTIVITY: PUBLIC SPEAKING

**Purpose:** The purpose of this activity is for students to learn how to develop an effective speech and to practice their public speaking skills. With these skills, students will learn how to have their voice heard, argue for their cause and be able to mobilize a group of people around a cause they care about.

### Materials:

- Computer and internet connection
- Kit CD
- Projector and screen
- Paper
- Writing utensils

## STEP 1: HOW TO GIVE A SPEECH

**Purpose:** For students to learn the components that go into speech development.

- Hold a discussion around public speaking using the following suggested questions:
  - What is a speech?
  - What is the purpose of a speech?
  - When have you seen people give speeches?
  - Have you ever given a speech? When and why?
  - What makes a good speech?
  - What makes a bad speech?
- Explain to students that the ability to speak in public and express your opinion in the form of a speech is a highly valuable skill for a world-changer. It is a way for a world-changer to have their voice heard, to argue for their cause and to mobilize a group of people. Explain that everyone must practice their public speaking skills in order to deliver an effective speech.
- Tell students that they will be watching a video created by Me to We motivational speakers on how to write a speech. As they view the video, ask students to record all of the tips they hear to deliver an effective speech.
- As a class, watch the Me to We Youth Speaker Training video, found on the Kit CD.
- Once the video is complete, ask students to explain all of the tips they heard about delivering a speech. Write these tips on the board.
- Go down the list and ask students to explain why each tip is important and the impact it has on the effectiveness of a speech.
- Allow students an opportunity to put their learnings into practice.
- Divide the class into partners.
- In their partners, have them take turns saying the national anthem (or another familiar text such as a nursery rhyme) as if they were delivering a speech. At this time, students must practice all of the speech delivery techniques they just learned.
- After each partner has had the opportunity to go twice, bring the class back together and discuss what they have learned.

## STEP 2: HOW TO WRITE A SPEECH

**Purpose:** For students to develop their speech.

- Tell the students that they are each going to write a speech and present it to the class. Before they do so, they are going to view and compare two distinctly different speeches. The first is "I Have a Dream" by Martin Luther King, Jr., and the second is a Harvard commencement speech by author J.K. Rowling.
- As students view the following videos, ask them to take notes on what is said in the speech and the different tactics and mannerisms of the speaker.
  - Martin Luther King Jr. - [http://www.youtube.com/watch?v=PbUtL\\_0vAJk](http://www.youtube.com/watch?v=PbUtL_0vAJk)
  - J.K. Rowling - <http://vimeo.com/1711302>

**Teacher Note:** If these links do not work, go to [www.youtube.com](http://www.youtube.com) and search for "Martin Luther King I have a Dream" and "J.K. Rowling Harvard Commencement."

- After viewing the videos, hold a discussion using the following suggested questions:
  - What were the similarities between the speeches? What were the differences?
  - What made each speech effective?
  - What tactics were used by each speaker?
  - What inspiration can you draw from these speeches to bring into your own speech?
- Explain to students that now they are going to create their own speech, entitled "My Hope for the World."
- Begin by asking students to brainstorm different topics for their speeches, writing all of their ideas on a piece of paper.
- After students have brainstormed their ideas, discuss these ideas as a class, providing direction for their topic choice.
- Once students have chosen their topic, have them create a point form plan for their speech in the following structure:
  1. Introduction
    - Thank the people who allowed you the opportunity to speak, thank the audience for listening and point out any key people who deserve special recognition.
    - Establish who you are, where you are from and a brief summary of what you will be speaking about.
  2. Your personal story
    - Share a personal story to help the audience relate to you.
    - Make this story relevant to what you are speaking about.
    - Use this as an opportunity to hook the audience and draw them into your speech.
  3. Issues awareness
    - Connect your audience to the issues, raise awareness around problems in the world or in your community.
  4. Closing
    - Discuss your goals and the personal action you plan to take.
    - Inspire your audience to take action by listing the top three ways your audience can get involved.

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- Thank the audience for listening and allow for a question period.
- All speeches must be 2-5 minutes long.
- After students have completed their rough drafts, ask them to create their good copy. Explain that the next step is to use their knowledge of public speaking to present their speech to the class.

## STEP 3: PRESENT YOUR SPEECH

**Purpose:** For students to deliver their speech, bringing together all of their learnings from the Communication section of this resource.

- Explain to students that the time has come for them to present their speeches! At this time students must demonstrate their writing, active listening and public speaking skills.
- Allow each student to stand in the front of the class and present their speech.
- After each student has presented, allow for a question and answer period where students can demonstrate their ACTIVE listening.
- After all speeches have been presented, hold a discussion around public speaking and how they will use the skills they have gained to create change in the world.

## COMMUNICATION DEBRIEF

- To strengthen the communication skills that students have been practicing, conduct a final debrief of the following three attributes developed in these activities:
  - Knowledge
  - Empathy
  - Honesty
- Ask students to reflect on each of the attributes developed in the Communication section, by stating:
  - What the attribute means
  - How they demonstrated it
  - How they can improve in this respect

Beside every world-changer is a team: a group of people contributing to the cause and working together towards a goal. This section of *Empower* is about the importance of team building. Detailed and interactive activities teach your students about trust, help them learn their strengths and how they can use these strengths to contribute to a team. Finally, based on these strengths, your class will build its world-changing team by assigning roles and responsibilities to help them as they tackle important global issues together. This section will focus on the attributes that create a successful team: trust, cooperation and respect. After participating in this section, your students will emerge as a unified force, ready to conquer important social issues as a team.

## ACTIVITY: TRUST IN ME

**Purpose:** This activity explores the meaning of trust. This simple game will help students to realize the importance of relying on others and working together to achieve a common goal.

### Materials:

- Blindfolds (e.g. old torn-up sheet, scarves)
- "Mines" (e.g. balls, pylons, books, chairs)

## STEP 1: THINK-PAIR-SHARE FOR TRUST

**Purpose:** For students to develop a strong understanding of trust, how it is achieved and what it looks like in a team setting.

- Ask students to think to themselves about trust by prompting them with the following questions:
  - What is trust?
  - What does trust feel like?
  - How is trust formed?
  - How do you know when you trust someone?
  - How do you make someone trust you?
  - What does trust look like in a team?
- After providing students with a significant amount of time to think about these questions, divide the class into pairs and ask them to discuss their thoughts around these questions.
- When pairs have completed their discussions, bring the class back together and ask them to share their thoughts with the class.
- Before the conclusion of this step, ensure students have a strong understanding of trust and what it looks like in a team setting.

## STEP 2: MINE FIELD

**Purpose:** For students to participate in an activity of trust and learn how to build trust in a partner scenario.

- Select an appropriate area. Go outside if possible or utilize your classroom space.
- Distribute "mines" around the room (e.g. balls, pylons, books, chairs).
- Divide the class into partners and provide each set of partners with a blindfold.

# Skill: Team Building

- In their pairs, one person is blindfolded and cannot talk while the other person is the leader and can see and talk, but cannot enter the mine field or touch the person.
- Explain to the pairs that the challenge is for each blindfolded person to walk from one side of the mine field to the other, avoiding the “mines.” They must do this by listening to the verbal instructions of their partner.
- Explain that if the blindfolded person hits a “mine,” they must return to the beginning of the course.
- Allow students a short period of planning time to decide on their communication commands.
- Begin the activity!
- While students are participating in the activity, walk around the room and monitor their progress. Write down any interesting quotes you hear from the students about trust.
- Once one person has had a chance being the leader, ask partners to switch so that each person gets a turn playing each role.

## STEP 3: DEBRIEF

**Purpose:** To debrief the mine field activity, learning the importance of trust in a team setting.

- Bring the class back together for a debrief about the activity and trust using the following suggested questions:
  - How did the activity go? What problems did you encounter?
  - Did you trust your partner?
  - What would have happened to make you not trust your partner?
  - When you trusted your partner, what impact did this have on your team?
  - What did trust feel like during this activity?
  - Based on what you learned during this activity, why do you think it’s important to trust your team members? How can you gain your team members’ trust?
- Before concluding this discussion, ensure students have a strong understanding of trust and how trust can benefit a team. Explain that while on a team, if you trust your team members and they trust you, you are able to be more successful and accomplish more as a team.

## ACTIVITY: TEAM ROLLERCOASTER

**Purpose:** This activity teaches cooperation as students bring different ideas and talents to a challenging and creative project.

### Materials:

- Marbles
- Tubing, Styrofoam cups or empty paper towel/toilet paper rolls
- Tape
- Books
- Popsicle sticks
- Scissors
- Toothpicks
- Glue
- Construction paper
- String

## STEP 1: BUILD A ROLLERCOASTER

**Purpose:** For students to work together in a group setting towards a final goal, learning the importance of cooperation when working on a task.

- Divide the class into groups of six.
- Distribute the materials equally among the groups.
- Allow the students two minutes to examine the materials before asking them the following suggested questions:
  - What materials have you been given?
  - How much of each item do you have?
  - What could you create using these materials?
- Explain to the class that each group will be building a rollercoaster out of the materials they have been given.
- They must create a rollercoaster track that will get a marble to roll from one point to another. Explain that they will receive points based on the elements they include in their rollercoaster. Groups will receive:
  - 5 points for their drawn plan.
  - 3 points for each u-turn.
  - 5 points for each upside-down loop.
  - 1 point each time the marble goes uphill.
  - 1 point for design.
  - 1 point for creativity.
  - 5 points for getting the marble to run along the whole track.
  - 10 points if they can get the marble to fly through the air and land in a cup.
- Explain to the class that it is important for everyone to work together to create the final product. Encourage students to plan carefully and create a design on paper before they begin building.
- Allow groups to begin creating their rollercoaster.

# Skill: Team Building

- After about 45 minutes, bring the class back together and ask each group to demonstrate their rollercoaster by running the marble through their track. Keep track of the points and announce the winner at the end of the demonstration.

## STEP 2: DEBRIEF

**Purpose:** For students to recognize their individual strengths, learning the important ways they can contribute to a group.

- When the activity is complete hold the following debrief around cooperation and team building:
  - What did you find difficult when you were building the rollercoaster?
  - What was difficult about working in a big group?
  - How were you able to overcome any challenges?
  - How did the roles become divided up among your group? Who played what part?
  - Are there certain roles that need to be taken on in order for a group to be successful?
  - What were the strengths of each of your group members? Do the strengths your group members identified in you match up with the strengths you usually recognize in yourself?
- Explain to students that in a cooperative group setting, it is important for roles and responsibilities to be divided up among the group to achieve a final goal. Groups that work well together usually decide on these roles based on their individual strengths. For example, someone who is good at math will do the counting, someone else who is great at art will draw the plan and design, etc. Explain to students that it is important to recognize these strengths in yourself and in your team members when you approach group tasks.
- To conclude this activity, ask students to write a reflection on their individual strengths and how these strengths can contribute to the success of a group task.

## ACTIVITY: BUILD YOUR TEAM

**Purpose:** The activity prepares students to start taking action on the issues they care about, developing personal awareness of their talents and inclinations and how they fit into a world-changing team.

### Materials:

- Writing utensils
- Blank paper

## STEP 1: MY ROLE IN A TEAM

**Purpose:** For students to recognize their strengths and, based on these strengths, reflect on the role they are most likely to play in a group setting.

- Divide the class into groups of four and provide each group with chart paper.
- Ask each group to write the title "Team" on the top of their paper. Underneath this title ask them to brainstorm, in point-form notes, about the meaning of a team.
- When groups have finished their brainstorm, ask them to share their notes with the class holding a discussion around the meaning of a team.
- Explain to students that a team is a group of people linked together for a common purpose or goal. Within the team, roles and responsibility are divided among the group so members can maximize their strengths, creating a powerful group of people ready to take on tasks. Team members need to learn how to help other team members realize their true potential and create an environment that allows everyone to go beyond their personal limitations while achieving a united goal.
- Explain to students that they are going to work together to build their world-changing team!
- Write the following statements on the board:
  - Statement 1: I am very thorough and organized. I always check in with my group members because I want to do what is in the best interest of my team.
  - Statement 2: I have lots of energy, love to encourage others to do their best and I am not afraid to delegate tasks.
  - Statement 3: I love to explore new ideas and try new things. I love the challenge of trying to uncover new potential in situations.
  - Statement 4: I have strong artistic skills and love to express myself using all forms of art.
  - Statement 5: I am comfortable speaking in public. I love to contribute to conversations and express my opinion in group settings.
  - Statement 6: I am very organized, I enjoy writing and I'm always aware of everything going on around me.
  - Statement 7: I am energetic and love to plan things, I'm always sure to consider all sides so that events run smoothly.

# Skill: Team Building

- Ask students to read these statements quietly to themselves.
- Thinking of themselves in a group setting, ask them to rate these statements from 1 to 7 on a piece of paper, 1 being the statement that they relate to the most while 7 is the statement that they relate to the least.
- Once students have made their selections, place the 7 statements around the room and ask each student to stand beside the statement they most identified with.

## STEP 2: ASSIGNING ROLES

**Purpose:** To assign students a role in their world-changing team based on their strengths.

- While students are standing in their positions, identify the different roles and responsibilities associated with the statement they selected:

Statement 1: Secretary

- Keeps track of all of the team's information and records. Keeps everyone organized and on track.

Statement 2: Coach

- Leads meetings, ensures all voices are heard and decisions are fair.
- All group members must report back to the coach after they have completed a task.

Statement 3: Inventor

- Looks for new ideas and exciting opportunities for the team.
- Inspires the group to always go one step further.

Statement 4: Designer

- Takes charge of all creative jobs need for the team, such as poster creation, ticket design, etc.

Statement 5: Narrator

- Is the voice of the team, sharing news with the rest of the school over the announcements and/or giving presentations and speeches about events your group is holding or issues you are fighting for.

Statement 6: Recorder

- Records what happens at meetings and events, using these notes to do a recap for the group to help everyone establish next steps.

Statement 7: Event Planner

- Organizes all events and logistics, including meetings.
- Ensures that team has all of the equipment they need as well as permission from faculty members, when necessary.
- Makes sure every piece is in place to be able to run an event smoothly.

- Ensure students are evenly distributed so that each role is filled by at least two students.

## STEP 3: THE WORLD-CHANGING TEAM

**Purpose:** For students to learn the responsibilities associated with their role and how they can work together as a team.

- Ask students to sit down with those in the same role as themselves. In these groups, ask them to discuss their roles. They must address when their role comes into place and how they should interact with the other members of the group (e.g. who they report to at what times, who they gather information from).
- When discussions are complete, bring the class back together and create a chart on the board based on how each member of the team interacts with the others. Ask the recorder to record the chart and give it to the secretary as the first role assignment!
- Explain to students that moving forward, they should assume their role whenever they are needed and carry out the responsibilities assigned to them.

## TEAM BUILDING DEBRIEF

- To strengthen the team building skills that students have been practicing, conduct a final debrief of the following three attributes developed in these activities:
  - Trust
  - Cooperation
  - Respect
- Ask students to reflect on each of the attributes developed in the Team Building section, by stating:
  - What the attribute means
  - How they demonstrated it
  - How they can improve in this respect

**BLM 1: Interview with an Active Citizen**

**INTERVIEWER:** \_\_\_\_\_

**INTERVIEWEE:** \_\_\_\_\_

1. Introduce yourself and identify the purpose of the interview (for example, "I'm interested in your opinion on what it means to be an active citizen").
2. Begin with the facts:
  - What is citizenship?
  - What does it mean to be an active citizen?
  - What qualities does an active citizen possess?
3. Learn their opinions and values:
  - Why is it important to practice citizenship in your life?
  - What actions does a person have to take to show they are an active citizen?
  - Who in your life represents the qualities of an active citizen? How?
4. Get personal:
  - How have you demonstrated citizenship in your life?
  - What were the effects of these actions on you personally and on the people around you?
  - What is an issue in your community that is important to you?
  - What is an issue in the global community that is important to you?
  - As an active citizen, how can you contribute to making these situations better?
5. Steps for the future:
  - What are some ways you can improve as a citizen?
  - How are you going to demonstrate citizenship moving forward? What actions are you going to take?
6. Final thoughts:
  - Ask any outstanding questions and clarify any information you are unsure of.
7. Conclusion:
  - Thank the respondent for their time.

Use the backside of this sheet to write your partner's answers.

**BLM 2: Flash Card Writing**

**SETTING:**

Driving	Camping trip
Crowded museum	Cottage
Airplane	Elementary school
Beach	Coffee shop
Foreign country	Boat in the middle of the ocean

**PROBLEM:**

You have encountered the school bully	You see a dangerous animal
It is about to thunderstorm	You are in charge of a group of 20 children
You have been asked to give a speech in 2 minutes to an audience of 200 people	There is a cat stuck in a tree
You lost your wallet	You hurt your leg
You are running late	You have amnesia (can't remember who you are)

**CHARACTERS:**

Mad scientist	Smart astronaut
Superhero	Adventurous explorer
Professional football player	Creative artist
Doctor who specializes in feet	Professional jump roper
Quirky teacher	Enthusiastic accordion player

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