

Global Voices is a weekly column written by Craig and Marc Kielburger examining current events, topics and issues affecting local and global communities. Each month, engaging classroom resources are created to accompany one column to help educators bring world issues into the classroom in a digestible manner. For more information on how to sign up please visit WE.org/global-voices-signup.

Fact Sheet

- In 2017, 155 immigrant children were held in one of three Canadian Border Services Agency detention centres in Toronto, Laval and Vancouver. (CBC)
- In the U.S., more than 2,000 immigrant children have been separated from their parents and placed in detention centres. Canada does not separate immigrant children from their parents. However, in Canadian detention centres, children are often held with their mothers, while fathers are held separately and only allowed to see their families for a few hours a day. (CBC)
- A 2017 study by the University of Toronto International Human Rights Program found that children in detention suffered serious mental health issues like depression and anxiety, and were at risk of lasting psychological trauma. (CBC)
- Fifty-two percent of children under 14 in foster care in Canada are Indigenous, even though Indigenous Canadians make up only 7 percent of the population. More Indigenous children are being removed from their families currently than were taken at the peak of the residential school system. This is because child welfare services for Indigenous children are underfunded, according to Indigenous groups. (*The Guardian*)
- The Canadian Human Rights Tribunal has ruled four times—most recently in February 2018—that the Government of Canada is discriminating against First Nations children by failing to provide the same amount of per-child funding for child welfare services that non-Indigenous children receive from provincial child welfare services. (*First Nations Child and Family Caring Society*)



WE Learning Framework Skills



Critical Thinking

Action Planning

Reflection

These icons identify the most relevant skills students will develop using this resource. Learn more about the WE Learning Framework at WE.org/we-schools/program/learning-framework/.

Subject

- ▶ English Language Arts
- ▶ Media Literacy
- ▶ Social Studies

Materials

- ▶ Front board
- ▶ Paper and writing utensils
- ▶ Computer/tablet with Internet access

Key Terms

- ▶ **Migrant**—Someone who has moved from one place to another.
- ▶ **Immigrant detention centre**—A facility where immigrants and refugees who have arrived in a country unofficially—e.g., by crossing a border without official permission—are held while their immigration/refugee applications are considered. Detention centres are somewhat like prisons, because they are secured and the detainees can't leave unaccompanied.
- ▶ **Underfunding**—When a program or organization receives less money than it needs to operate effectively.
- ▶ **Hate crime**—A crime, such as vandalism or assault, that is motivated by factors like the victim's race, religion or sexual orientation.
- ▶ **Unconscious bias**—Prejudices against other people based on factors like their race, religion or sexual orientation that we don't even recognize we have, which cause us to treat them differently.

Classroom Activity - Grades 4 to 8

Essential Question:

- ▶ Why is it important to understand social, economic and environmental issues from a local and global perspective?

Learning Goals:

Students will:

- ▶ Explore social, economic and environmental issues and the impact they have on people in Canada
- ▶ Recognize the importance of understanding issues from a local and global perspective
- ▶ Reflect on how media can influence their understanding of the world around them

Discussion:

1. What are some of the biggest issues facing people in Canada today?
2. What do the authors mean when they say, "we can get our own house in order"?
3. Why are Canadians often more aware of issues happening in other countries rather than issues happening in Canada?
4. How does the media we consume influence our understanding of social, economic and environmental issues?

Warm Up: (30 minutes)

On four separate pieces of paper, write the words Strongly Agree, Agree, Disagree and Strongly Disagree and post them around the room.

Explain to students that you are going to share information with them about issues affecting people around the world right now.

Choose one of the issues from **Appendix 1: Global and Canadian Statistics** and provide students with the definition of the issue as well as the accompanying [global](#) statistics.

Pose the following statement to students: *This is an issue that also affects people in Canada.* Challenge students to consider what they think about this statement and move to the paper that aligns with their opinion (i.e., Strongly Agree, Agree, Disagree and Strongly Disagree).

Ask students to share their thinking with the people around them and ask one person to summarize their thinking for the whole group.

Return to **Appendix 1: Global and Canadian Statistics** and share the [Canadian](#) statistics around the issue with students. Ask students to consider whether being aware of these facts changes their thinking. Give students an opportunity to move to a different space in the classroom if their opinion has shifted.

Repeat the exercise using one or two of the other issues from **Appendix 1**.

Bring students back together and debrief the activity using the following questions:

- ▶ What was this activity about?
- ▶ Why did we do this activity?
- ▶ What surprised you most about this activity?
- ▶ What did you learn about the issues we discussed?
- ▶ How has this activity changed your perspective on these issues?

Investigate and Learn: (3 x 60 minutes)

Divide students into pairs and distribute copies of the article "Think Global, Act Local: What Canadians Can Do About Their Fury at Social Injustice in the News." Ask each pair to read the article and discuss the questions from the Discussion section.

Once students have read and discussed the article, ask each pair to join another pair and share their responses. Bring the class back together and discuss students' understandings and questions from the article.

In their pairs, challenge students to select an issue raised in the article and use their research skills to compare and contrast how this issue affects people in Canada and around the world. Alternatively, ask students to select an issue they have seen recently in the news or an issue they are particularly passionate about.

Challenge each pair to present their findings to the class to raise awareness for the issue they investigated and help their peers understand the impact the issue has on people in Canada and around the world. Students can give an oral report, create a digital presentation or record a video. Encourage students to share the information they found, but also how their own understanding of the issue developed and changed during the research process.

Dive Deeper

Now that students understand more about the issues affecting their local and global communities, choose one of the following options to encourage them to take action and contribute to positive change.

- a. Challenge each pair to build on their research by creating an action plan for how they could best contribute to a solution to the issue they investigated. Encourage students to consider whether they want to focus on addressing the issue in Canada or around the world.
- b. After each pair has presented their research, ask students to vote on which issue from the presentations they feel most inspired to take action on. As a class, brainstorm the most effective ways to take action and make a plan for how students can work together to make an impact on their local and global community.
- c. Provide an opportunity for students who are passionate about social change to meet and action plan around issues that are most important to them. Encourage them to reach out to students in other classes to raise awareness for these issues and help others find ways to get involved.



Extension: To support students who would like to take action on the issues that are important to them and to become agents of change in their community, encourage them to sign up for one of the WE Schools service-learning campaigns or fundraising initiatives. Check out www.we.org/we-schools to find out more.

Appendix 1: Global and Canadian Statistics

	Global Statistics	Canadian Statistics
<p>Issue: Poverty</p> <p>The deprivation of basic human needs and/or the economic or material resources required to ensure a sustainable livelihood.</p>	<p>10 percent of the world's population lives on less than CA\$2.48 a day.</p> <p>Most of the global poor live in rural areas, are poorly educated, employed in the agricultural sector, and under 18 years of age.</p>	<p>1 in 7 people in Canada live in poverty.</p> <p>In 2016, UNICEF rated Canada 17th out of 29 wealthy countries due to the number of children living in poverty in Canada.</p>
<p>Issue: Homelessness</p> <p>When an individual or family is without stable, permanent, appropriate housing, or the immediate prospect, means and ability of acquiring it.</p>	<p>150 million people, or about 2 percent of the world's population, are homeless</p> <p>About 1.6 billion, more than 20 percent of the world's population, may lack adequate housing.</p>	<p>235 000 Canadians experience homelessness in a year.</p> <p>18.7% of these people are youth.</p>
<p>Issue: Food Insecurity</p> <p>The inadequate or insecure access to healthy, nutritious food.</p>	<p>In 2017, nearly 821 million people around the world faced chronic food deprivation.</p> <p>This includes 151 million children under the age of 5.</p>	<p>1 in 8 households in Canada are food insecure.</p> <p>People under age 18 account for 19% of the Canadian population, but they make up 36% of individuals receiving food assistance.</p>
<p>Issue: Access to Water</p> <p>A lack of access to safe water and sanitation facilities.</p>	<p>Globally, 844 million people live without access to safe water.</p> <p>1 in 3 people around the world lack access to a toilet.</p>	<p>104 First Nations communities currently live under a long-term drinking water advisory.</p> <p>Many of these advisories have been in place for years, or even decades.</p>
<p>Issue: Air Pollution</p> <p>The presence of chemicals or compounds in the air at levels that pose a health risk.</p>	<p>According to the World Health Organization (WHO) air pollution represents the biggest environmental risk to human health and can severely affect the environment.</p> <p>In 2016, 91% of the world population was living in places where the WHO air quality guidelines levels were not met.</p>	<p>Health Canada estimates there are 14,000 to 15,000 deaths in Canada each year due to air pollution from human activity.</p>
<p>Issue: Discrimination</p> <p>The unjust or prejudicial treatment of people based on the grounds of race, ethnicity, age, ability, sex, gender identity or expression, sexual orientation or religion.</p>	<p>According to the World Health Organization (WHO), children with disabilities are less likely to attend school than non-disabled children.</p> <p>It is estimated that 35 per cent of women worldwide have experienced violence at some point in their lives.</p>	<p>In 2016, reported hate crimes in Canada rose from 1362 to 1409. The increase was due to an increase in crimes motivated by hatred of a sexual orientation or of a race or ethnicity.</p>

Sources:

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