



WE Villages Classroom Resource

Welcome

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How to Use This Resource

Defining Sustainable Development

Through sustainable development many of these causes can be challenged, lessened and eliminated. According to the United Nations (UN),

Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet. For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies. Eradicating poverty in all its forms and dimensions is an indispensable requirement for sustainable development. To this end, there must be promotion of sustainable, inclusive and equitable economic growth, creating greater opportunities for all, reducing inequalities, raising basic standards of living, fostering equitable social development and inclusion, and promoting integrated and sustainable management of natural resources and ecosystems.

Source: www.un.org/sustainabledevelopment/development-agenda

The WE Villages Classroom Resource is designed to introduce students to the concepts of human rights and sustainable development. From this learning, students will participate in an inquiry project to explore the WE Villages Pillars of Impact in more depth and understand the connections to the UN Sustainable Development Goals. To help students understand the complexities of sustainable development, this resource will begin by exploring basic human needs. Then, students will discover how basic needs are the foundation of human rights and will develop an understanding of who is responsible for upholding these human rights. This resource will introduce students to the UN Sustainable Development Goals that are designed to promote economic growth, social inclusion and environmental protection, and ensure that human rights are upheld. The UN's aim is to achieve these goals by 2030. Through the WE Villages Classroom Resource, students will recognize what role they play as global citizens and how they can take action to support sustainable development.

Educator's Notes throughout share tips and suggestions for differentiated instruction, as well as enrichment (i.e., going deeper) and extension (i.e., going broader). Blackline masters and observation forms are also included to use in your classroom. We have provided a selection of books, videos and posters as supplementary resources.

Throughout you will see recommendations for assessing students' learning. WE Schools follows the assessment guidelines outlined in the Ontario Ministry of Education's *Growing Success 2010*:

- Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.
- Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.
- Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.

Simply put, assessment for learning gauges students' prior knowledge and understanding. Assessment as learning includes strategies that gauge understanding of the new concepts and skill development and, finally, assessment of learning gauge the extent to which students' knowledge and skills are consolidating.

We provide recommendations and encourage you to work within the assessment and evaluation guidelines of your own school district.

The Learning Process

Step 1:

Students begin by exploring two key concepts

Human Rights

Sustainable Development

Essential questions for exploration:

- ▶ How do we meet the needs and rights of everyone around the world?
- ▶ What makes development sustainable?
- ▶ How is the WE Villages model contributing to sustainable change in the world?

Step 2:

Further the learning of key concepts with a student-led inquiry project.



Sustainable Development Goals



Step 3:

Encourage students to apply and share their learning with others while taking action. Continue the action with:

WE Schools

- ▶ Take action through the WE Schools service-learning campaigns

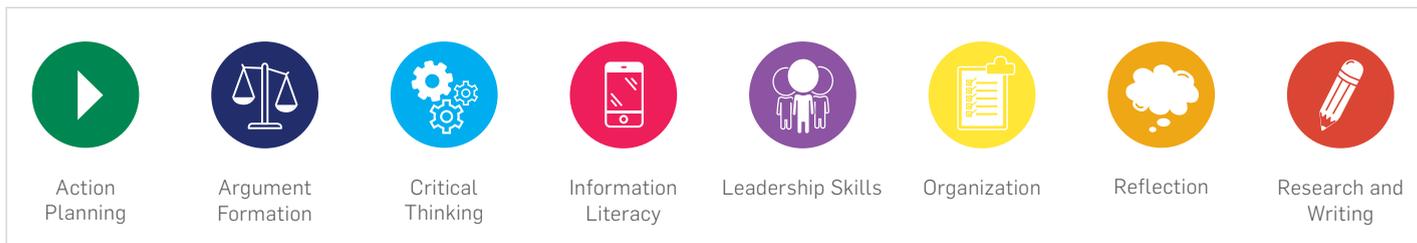
ME to WE

- ▶ Consider a future trip as a culminating experience for student learning
- ▶ Trip opportunities include Arizona, Ecuador, Nicaragua, Kenya, Tanzania, India, China or Ethiopia (new for 2018)

WE Villages Classroom Resource

Our Learning Skills Legend

Look for these icons from our WE Schools Learning Framework.



Rationale

Human rights are inherent rights believed to belong equally to everyone, but they are more than just abstract ideas. Human rights are the foundation for equality. Upholding them means ensuring everyone is free and safe, has access to health care, has enough food to eat and clean water to drink and has access to quality education. The WE Villages Classroom Resource is designed to help students understand human rights and explore how sustainable development facilitates upholding human rights for those whose rights may otherwise be denied.

Working in sustainable development since 2004, WE Villages is the model WE Charity uses to partner with communities in Kenya, Tanzania, Ethiopia, Sierra Leone, Ecuador, Nicaragua, India, rural China and Haiti. Through WE Villages, partner communities are assessed for what they need to become sustainable; this may include education, clean water, health care, agriculture or alternative income projects; we call these our Pillars of Impact. These pillars are aligned with and support the UN Sustainable Development Goals, which were agreed upon by UN member states. Building on the many advancements made under the Millennium Development Goals, by the year 2030 the UN hopes to fulfill 17 new goals.

Join us in helping the UN Sustainable Development Goals become a reality for the millions of people they affect. Together, we are stronger.

Essential Questions

- ▶ How do we meet the needs and rights of everyone around the world?
- ▶ What is considered sustainable development?
- ▶ How is the WE Villages model contributing to sustainable change in the world?

WE Villages and the United Nations Sustainable Development Goals

What Are the Sustainable Development Goals?

The Sustainable Development Goals (SDGs) are a universal set of 17 goals and 169 targets that UN member states are expected to use to frame their agendas and policies by the end of 2030.

Targets under goal one, for example, include reducing the number of people living in poverty by at least half by 2030 and eradicating extreme poverty (people living on less than \$1.25 a day). Indicators are being developed to ensure quality, accessible, timely and reliable disaggregated data will be gathered to assist with the measurement of progress and to ensure that no one is left behind. Each indicator is assessed for feasibility, sustainability and relevance, with approximately two per each target.

The new agenda explicitly states it is grounded in the Universal Declaration of Human Rights, international human rights treaties, the Millennium Declaration and the 2005 World Summit Outcome. It is informed by other instruments such as the Declaration on the Right to Development.

They were officially adopted during the UN summit in New York in September 2015 and effective as of January 1, 2016.

The SDGs build and expand on the initially implemented eight Millennium Development Goals (MDGs), which were agreed on by governments in 2001 and completed at the end of 2015.

The MDGs provided a milestone blueprint for governments to develop agendas and policies designed to end poverty and improve the lives of people living in poverty.

The eight MDGs were:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women;
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To ensure environmental sustainability
8. To global partnerships for development

What Was the Outcome of the Millennium Development Goals?

The MDGs were consistently criticized for being too narrow, failing to consider the root causes of poverty and not fully grasping the holistic nature of development.

Specifically, the MDGs made no mention of human rights and did not address economic development. And while the goals were intended to apply across the globe, they came to be seen as targets for poor countries to achieve, with financing from wealthy states.

In contrast, the 17 SDGs are more expansive. All countries are called on to work toward their achievement. An emphasis has been placed on attaining gender equality and the empowerment of all women and girls. A rights-based approach is consistently iterated, with a pledge to leave no one behind.

The SDGs, therefore, represent a recommitment to the MDGs, providing an even greater scope and emphasizing the dignity of the human person as fundamental, and recognizing that a holistic approach is required in order to achieve sustainable development.

What Are the 17 Sustainable Development Goals?

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Ensure healthy lives and promote well-being for all at all ages.
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls.
6. Ensure availability and sustainable management of water and sanitation for all.
7. Ensure access to affordable, reliable, sustainable and modern energy for all.
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.
10. Reduce inequality within and among countries.
11. Make cities and human settlements inclusive, safe, resilient and sustainable.
12. Ensure sustainable consumption and production patterns.
13. Take urgent action to combat climate change and its impacts.
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss.
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

Source: www.un.org/sustainabledevelopment/sustainable-development-goals

How Were the Goals Chosen?

The SDGs are the result of two years of intensive public consultation and engagement with civil society and other stakeholders around the world—the largest consultation program in UN history—with special attention paid to the voices of the poorest and most vulnerable.

How does WE align with the Sustainable Development Goals?

In much the same way expressed in the agenda of the SDGs, WE recognizes that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and a requirement for sustainable development.

Identifying the need for a holistic development model, WE Charity launched WE Villages in 2004. WE Villages empowers communities with the skills, tools and training needed to break the cycle of poverty. The model is made up of the Pillars of Impact crucial to lifting communities from the cycle of poverty: (1) Education; (2) Water: Clean Water and Sanitation; (3) Health; (4) Food: Agriculture and Food Security; and (5) Opportunity: Income and Livelihood. Our programming supports community-led development in areas where there exists a high incidence of child labour, exploitation of children and minimal opportunities for girls.

Specifically, each of WE Villages Pillars of Impact align with the following SDGs:

	<p>Education</p> <p>Corresponding SDG: 4) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>
	<p>Water</p> <p>Corresponding SDG: 6) Ensure availability and sustainable management of water and sanitation for all.</p>
	<p>Health</p> <p>Corresponding SDG: 3) Ensure healthy lives and promote well-being for all at all ages.</p>
	<p>Food</p> <p>Corresponding SDG: 2) End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.</p>
	<p>Opportunity</p> <p>Corresponding SDG: 8) Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all.</p>

How Does WE Villages Support the UN's Sustainable Development Goals?

Ultimately, WE Villages Pillars of Impact help to support the outlined SDGs and beyond.

When children are **educated**, they are armed with the courage and self-confidence to better themselves and their families, their communities, and the next generation. Improving access to **clean water** reduces illness, allows girls to go to school (girls are generally tasked with retrieving the family's water) and leads to improved agriculture and access to food. Families who have access to **health care** can continue to be productive at home, at school, at work and throughout their communities. Innovative farming techniques and water management strategies help to ensure developing communities have access to healthy, self-sustaining **food** sources. Women who are provided with the training and support they need to increase their income-generating skills use this **opportunity** to provide for their children—sending them to school, accessing health care and ensuring they don't have to go to work to help support the family.

Moreover, WE Villages consistently employs a rights-based approach to program planning and implementation. This approach uses human rights as the basis for development initiatives and emphasizes that the project beneficiaries have entitlements/rights to basic necessities, such as basic education, primary health care and so on. In this way, the promotion, protection and fulfillment of fundamental human rights becomes the centre of concern for sustainable development. A rights-based approach helps to make development action more effective and more sustainable by emphasizing non-discrimination, attention to vulnerability and empowerment.

All WE Villages programs are designed to empower communities to break the cycle of poverty and support themselves over the long term. By identifying and creating initiatives that address the needs of the community in a holistic way, sustainability is a focus from the outset of project planning. Sustainability plans are incorporated into all development plans and are informed by the needs and assets assessments that take place at the beginning of partnerships with the community.

Source: www.un.org/sustainabledevelopment/sustainable-development-goals

Grades 1 to 3

WE Villages Classroom Resource Grades 1 to 3

Essential Questions

1. What is the difference between a need and a want?
2. How do we look after our needs and the needs of others around us?
3. How can we ensure that all of us are safe, healthy and happy?

Educator's Note

This resource has been created specifically for primary classrooms. Thought has been given to the developmental levels and learning needs of students ranging from six to nine years. Suggestions are provided to differentiate based on the learning needs within primary classrooms.

The concepts of human rights and sustainable development are complex. In response, these lessons start with a simpler approach, introducing needs versus wants, basic human rights and who is ultimately responsible for protecting human rights. These concepts are complementary to common primary social studies thematic units of community roles and responsibilities of citizenship.

For Example: The WE Villages Classroom Resource lesson package addresses the British Columbia Social Studies curriculum goals for students:

- Develop an understanding of the rights and responsibilities of citizenship and the democratic system of government, including how decisions are made at the individual, group, local, provincial and national levels, and how students can get involved in the political process and express their opinions effectively.
- Develop an understanding of how economic systems work and their place in an interconnected global economy, so they are aware of the interactions between political, environmental and economic decisions, and the trade-offs involved in balancing different interests.

The WE Villages Classroom Resource lesson package can help to address the curriculum goals for Social Studies, specifically through:

- Developing an understanding of responsible citizenship
- Developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events and issues

The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.

The following lessons will require access to a variety of books that are also listed in **Appendix 2: Resource List**. Please visit your Teacher-Librarian, local library or school district resource centre to get access to the books before beginning the lessons.

Word Bank	Materials and Resources
<p>Human Rights—Ensure that all people are treated with dignity and equality. We all have access to basic needs such as food, water and shelter.</p> <p>Need—Something that is necessary, a necessity. Basic needs such as food, water and shelter.</p> <p>Want—Something that is desired.</p> <p>Sustainable—Able to be continued for a long time at the same rate.</p> <p>Poverty—The state of being extremely poor, with limited to no access to basic human rights.</p> <p>Discrimination—The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age or sex.</p> <p>Protect—Keep safe from harm or injury.</p> <p>Educate—Give intellectual, moral and social instruction to someone, typically at school or university.</p> <p>Healthy—In a good physical or mental condition; in good health.</p>	<ul style="list-style-type: none"> • <i>Those Shoes</i>, written by Maribeth Boelts, illustrated by Noah Z. Jones (Candlewick Press, 2007) • <i>I Have the Right to Be a Child</i>, written by Alain Serres, illustrated by Aurélie Fronty (Groundwood Books, 2012) • <i>Beatrice's Goat</i>, written by Page McBrier (Aladdin, 2004) • <i>It Takes a Child</i>, written by Craig Kielburger (ME to WE Books, 2008) • Appendix 1: Classroom Observation Forms • Appendix 2: Resource List • Blackline Master 1: Needs and Wants • Blackline Master 2: Needs and Wants Game • Blackline Master 3: Who Looks After Us? • Blackline Master 4: United Nations Model • Blackline Master 5: My Rights • Blackline Master 6: Beatrice's Wish • Blackline Master 7: My Wish for the World • Blackline Master 8: WE Villages Model • Blackline Master 9: Creating Connections • Blackline Master 10: WE Villages Pillars, SDGs and CRC: How Do They Connect? • Sticky notes • Chart paper and markers

Source: www.en.oxforddictionaries.com

Concept Lesson 1: Needs and Wants



Suggested Time:

40 minutes

Learning Goals:

Students will:

- ▶ Explore the difference between a need and a want

Educator's Note: To help students understand the complex topic of children's rights, it is important to begin by examining basic human needs and the difference between needs and wants. Once students understand this concept, they will be able to use this knowledge to build an understanding of children's rights and why these rights must be upheld for all children.

Before beginning the class, prepare four T-charts and place them on the wall of the classroom.

1. **Recommended Assessment For Learning:** Read the picture book *Those Shoes*, by Maribeth Boelts (2009) to introduce the concept of needs and wants. After reading the text, place a picture of a pair of fancy running shoes and a pair of plain running shoes on the front board. In pairs, ask students to discuss, what shoe do I need? Have students share their opinions with the class. What was the consensus? What shoes do you need and why?

2. Discuss with students what is a need? What is a want? Why did the boy in the story want the black high-top shoes with the two white stripes? Did the boy need the fancy shoes?

3. **Recommended Assessment As Learning:** Explain to students that each person requires certain things to be "safe and healthy;" these would be needs. However, there are some things that we may really want, but we do not need these to be safe and healthy; this is a want.

4. Using **Blackline Master 1: Needs and Wants**, show students the list of wants and needs. As a class, categorize and place on the T-chart. Which of these is a need? Which of these is a want? Why is this item a need or want? Ensure that students provide a reason differentiating between a need and a want.

As an alternative activity for students who understand the concept of needs and wants, use the four T-charts placed around the classroom. In small groups, have students create a list of their everyday needs and wants. Have students consider what they use every day from the time they wake up to the time they go to sleep.

5. Divide students into small groups. Explain to students that they are going to play a game. Present students with **Blackline Master 2: Needs and Wants Game**.

Instructions:

- a. Describe to students that they are on a small boat in the middle of the ocean, going toward a deserted island. They have 20 items on their boat. (*The 20 items are on the blackline master.*)
- b. The boat is very heavy and is starting to sink. Ask students to remove five items from the boat to ensure that it does not sink. Remember to only throw away things that you will not need on the island.
- c. Oh, no! The boat has a hole. We need to make it lighter. Remove another five items.
- d. Seagulls are attacking the boat. Give them two items from the boat.
- e. You can see the island. But the boat is too heavy to push the rest of the way. Remove another three items.
- f. Well done, you reached the island! What five items are left in the boat?

6. Ask students, why did you choose these five items to keep? Why will you need these on the deserted island? Students should be left with fruits/vegetables, water, tent, medicine and clothes. These represent the basic needs of food, water, shelter, medicine and clothing. For students who are not left with the five items that represent basic needs, ask why they selected those items over the others. Explain why food, water, shelter, medicine and clothing are important items to ensure they are safe and healthy on the deserted island.

- 7. Recommended Assessment Of Learning:** Distribute an exit ticket to each student. Ask students to write down a need on one side and a want on the other side. As an alternative, have them complete the following sentence frame below the need and want: I need _____ because _____; I want _____ because _____.

Educator's Note: After students have completed this lesson, they will have an understanding of the difference between needs and wants. The following lesson builds on the idea that a basic need is also a human right.

Concept Lesson 2: What Are My Rights?



Suggested Time:

40 minutes

Learning Goals:

Students will:

- ▶ Understand that everyone needs things to make them safe, healthy and educated
- ▶ Learn that they have the right to be safe, healthy and educated

Educator's Note: This lesson builds on the concept of needs and wants. As students have developed the understanding that each person has basic needs they require to be safe, healthy and educated, this lesson dives deeper into the concept of basic human needs being rights each person is entitled to.

1. **Recommended Assessment For Learning:** On the front board, show students one image at a time of different items that are needs or wants. As the image is presented, have students jump up if the item is a need or crouch down if the item is a want.

2. Using the think-pair-share strategy, ask students to create a list of five things that they need every day to ensure that they are safe, healthy and educated. After students have created their list, share these with the class. Encourage students to reflect back to the Needs and Wants game they played in Lesson 1 (what five things remained on the boat). Explain that food, water, shelter, clothing and medicine ensure that we remain safe, healthy and educated.

Educator's Note: Young primary students may require additional support and scaffolding to understand the concept of being safe, happy and healthy. Discuss these terms with students to ensure they understand how the fulfillment of basic needs leads to a person being safe, healthy and educated.

3. Read students the book *I Have the Right to Be a Child*, by Alain Serres (2012). After reading the book as a class, create a list of rights that were discussed in the book. Ask students, which of these rights are also our needs? Explain to students that each person in the world has the right to be safe, happy and educated. Having their needs met makes a person happy and educated.

Educator's Note: Be mindful that some students may be, or know someone who is, experiencing challenging circumstances where their basic needs are not being met. These students may not feel comfortable sharing this with their peers. Ensure that students feel safe in the classroom environment.

4. **Recommended Assessment As Learning:** On the front board, place a large map of the school with areas such as the classroom, playground, principal's office, nurse's office, water fountain, bathroom and cafeteria clearly labelled. Using the list of rights created in the previous activity, ask students to think about where these rights are being applied and supported in the school area. Have students consider, is this right one of my basic needs? (For example, the right to water is being fulfilled by the water fountain.)

To extend the activity further, use maps of a home or of the larger community to apply the list of rights to see where these rights are supported.

5. Discuss with students, who is responsible for looking after our needs? Who makes sure we have everything so that we are safe, happy and educated? Have pictures or photographs of people in your school community and ask students, which of these individuals support your rights in school? To extend students further, ask students to identify who supports their rights at home, at school and in the community.
6. Ask students, why do we need to ensure that our rights are being met? What can happen if your rights are not met? Why do the people on the front board ensure that I am being taken care of? Why is that important?

7. **Recommended Assessment Of Learning:** On an exit ticket, have students complete the following sentence frame: At school I have the right to _____.

Concept Lesson 3: Who Is Responsible for Upholding My Rights?



Suggested Time:

45 minutes

Learning Goals:

Students will:

- ▶ Explore how rights are supported
- ▶ Discover who supports their rights (home, school, community)
- ▶ Understand from a global perspective who supports their rights (introduction to the United Nations)

Educator’s Note: Based on the previous lesson, students have developed an understanding of each person having the right to have their basic needs met, to ensure that they are safe, healthy and educated. This lesson builds on the concept of protecting and supporting these rights, and who is responsible, beginning within the home, school and community environment and progressing further into a global perspective.

The following lessons will require access to a variety of books, which are also listed in **Appendix 2: Resource List**. Please visit your Teacher-Librarian, local library or school district resource centre to get access to the books before beginning the lessons.

Be mindful, some students may be, or know someone who is, experiencing challenging circumstances where their basic needs are not being met. These students may not feel comfortable sharing this with their peers. Ensure that students feel safe in the classroom environment.

1. **Recommended Assessment For Learning:** On the front board, create four concentric circles, as shown on **Blackline Master 3: Who Looks After Us?** Label each circle, starting in the middle, *At Home, In the Classroom, At School* and *In the Community*. As a class, discuss and fill in each of the circles with information on who supports you in each area of life. For example:
 - a. At home: parents/guardians grandparents, uncles and aunts, siblings
 - b. In the classroom: teacher, parent helpers, teacher's aide, other students
 - c. At school: principal, teachers, other students, nurse, educational assistant, lunch helpers, cleaning staff
 - d. In the community: neighbours, doctors and nurses, police, firemen, emergency helpers, government workers

2. Describe to students that an organization called the United Nations (UN) has created a list of human rights called the Universal Declaration of Human Rights. They have also created a list of rights specifically for children, called the Convention on the Rights of the Child, or the CRC. We refer to these as children's rights.

Educator’s Note: If students do not have previous knowledge of the UN consider watching “How Does the United Nations Work?” www.youtube.com/watch?v=Qolafzc0k74 (1:55) to briefly explore the history and function of the organization.

3. **Recommended Assessment As Learning:** Explain to students that the UN's goal is that each person, in every country, is safe, healthy and educated, and that their rights are being met. On the front board, as a class, create a model of the school system and compare this to the UN. Use **Blackline Master 4: United Nations Model** as a starting point.
 - a. Ask students, why do children come to school? What are they here to do? Draw students at the bottom of the front board. What are the rights of students at school? Explain to students that the students in the school are like the people of the world.
 - b. Ask students, who is responsible for supporting students' rights in the classroom? The teacher is responsible for ensuring that each student in

their classroom is learning, safe and happy. Explain to students that the classroom is like a country of the world and the teacher is the person in charge of the country.

- c. Ask students, who is responsible for all the classrooms, students, teachers and a school community? Explain to students that it is the principal's responsibility to make sure everyone in the school is safe, happy and educated at all times. The principal is like the head of the UN. To extend students' understanding further, ask students, why is it important to have a Head of the UN? Is it the same reason a school has a principal? How are the roles similar?

4. **Recommended Assessment Of Learning:** Ask students to individually draw or create a visual representation of how one of the rights below supports all people's basic needs. Have students describe how the right is being met for them personally, and who is responsible for upholding the right. Students are able to draw, create a poster, a sculpture using modelling clay, a diorama or role play. After students have created their artistic representation, have students share their presentation with the class and describe how their right is supported and who is responsible for upholding this right.

- a. I have the right to water and food.
- b. I have the right to feel safe.
- c. I have the right to learn.
- d. I have the right to play and have fun.

Provide students with an example as a prompt: I have the right to water. At home, if I am thirsty I can open a tap and water comes out. Have students describe, where does this water come from? Who provides this water? Who is responsible for ensuring that this water is safe to drink?

Concept Lesson 4: United Nations Convention on the Rights of the Child



Suggested Time:

50 minutes

Learning Goals:

Students will:

- ▶ Be introduced to the United Nations Convention on the Rights of the Child
- ▶ Understand that there is a specific agreement that protects children under the United Nations: the United Nations Convention on the Rights of the Child

Educator's Note: In Concept Lessons 1 and 2, students discovered the importance of having their basic needs met to be safe, happy and educated and how these needs are their rights. In Concept Lesson 3, students have begun to understand who is responsible for supporting these rights. This lesson builds on the idea of supporting and protecting these rights, and the documents that were created to ensure that children's rights are protected.

Understanding the UN CRC in its entirety is a large topic that may be challenging for your students to understand. Begin by focusing on the five articles below. To support student understanding of the rights, consider using videos and books from **Appendix 2: Resource List** to scaffold student understanding.

- a. The right to education.
- b. The right to safety and protection.
- c. The right to play and rest.
- d. The right to safe water and nutritious food.
- e. The right not to be discriminated against for any reason.

1. Show students the video "What are child rights?"
www.youtube.com/watch?v=V1BFLitBkco&t=2s

(3:04). This video introduces the concept of children's rights from the perspective of a child. As a class, create a list of the rights discussed in the video and write these on the front board.

2. **Recommended Assessment For Learning:** On three posters, place the labels *Home*, *School*, *Community*. Place the posters around the classroom before students enter the class. Divide the students into three groups. Have the students write or draw one right in each of these areas. For students who require additional support, do this activity as a class, on the front board. On each poster, students should have identified their rights. For example: *Home*—I have the right to feel safe; *School*—I have the right to learn; *Community*—I have the right to medicine when I feel sick. Have students begin by allocating the rights onto each list they created on the front board.
3. Explain to students, as they discussed in the previous lesson, the United Nations is responsible for ensuring that the rights of each child and person in the world are met. They have created a list of children's rights that everyone must follow. These are called the United Nations Convention on the Rights of the Child. There are 54 rights for children. These rights ensure that a child is safe, healthy and educated.
4. On the front board, write on the corresponding rights below each category. Explain to the students that there are many rights in the UN CRC that ensure that all children are safe, happy and healthy. These are the five we are going to focus on. All of these rights meet a child's basic needs. Go through each of the rights below, discussing what they are and why they are important for all children. If students do not understand the terms "discrimination" or "protection" discuss these with students.
 - a. The right to education.
 - b. The right to safety and protection.
 - c. The right to play and rest.
 - d. The right to safe water and nutritious food.
 - e. The right to not be discriminated against for any reason.

5. **Recommended Assessment As Learning:** Distribute one sticky note to students. Ask students to recall what their basic needs are. What do I need to be safe, healthy and educated? Write one need on the sticky note and post this on the white board, next to one of the rights from the UN CRC listed in the previous activity. Have students sign their note for collecting assessment data.

6. **Recommended Assessment Of Learning:** Distribute **Blackline Master 5: My Rights** to students. Individually, have students select one right from the UN CRC, listed in the previous activity. Have students write why this right is important for all children and what could happen if this right were not upheld.



Extension: To extend the lesson, divide the class into five groups. Assign each group one right from the UN CRC, listed in the previous activity. Have students create a skit demonstrating why these rights are important for all children and the consequences of not having these rights protected.

Concept Lesson 5: The United Nations Sustainable Development Goals



Suggested Time:

2 x 50 minutes

Learning Goals:

Students will:

- ▶ Learn that the United Nations has created goals to ensure each person is safe, healthy and educated
- ▶ Explore how these goals are like the world's wish list

Educator's Note: Students have developed an understanding about human rights and the need to be safe, healthy and educated, and how these rights are supported and protected by the United Nations. This lesson extends their understanding further to discuss the Sustainable Development Goals. As this concept is complex, students will focus on the idea of the Sustainable Development Goals being the world's wish list.

Understanding the Sustainable Development Goals is a large topic and may be challenging for your students to understand. Begin by focusing on the five goals below:

- a. Goal 1: No Poverty
- b. Goal 2: Zero Hunger
- c. Goal 3: Quality Education
- d. Goal 4: Clean Water and Sanitation
- e. Goal 5: Good Health and Well-being

1. Explain to students that when someone wants to achieve something they set a goal. Show students three personal goals that the teacher has set for the day. For example: Fitness Goal—walking 10,000 steps, Health Goal—drinking 2L of water, Work Goal—marking all the homework activities. Explain to students, if I (as the teacher) achieve these three activities, I have completed my goals for the day. Every day, each person completes certain activities they have thought about; these are their goals.

2. **Recommended Assessment For Learning:** In pairs, have students discuss a goal that they could set for themselves. Have students complete an entry slip with the sentence frame "Today I will _____." If students need more support, provide examples: Today I will complete all of my math homework; or, Today I will help three people.

3. Explain to students that the United Nations created a set of goals to help everyone in the world have the things they need to be happy and healthy. These goals are called Sustainable Development Goals. Explain to students these goals are like the world's wish list.
4. Show students a poster of the Sustainable Development Goals sustainabledevelopment.un.org/sdgs. Ask students, why do you think these goals were created? (To ensure no one is poor, to protect the planet and ensure everyone is happy and healthy.)
5. Show students the video "Malala Introducing the World's Largest Lesson 2016," vimeo.com/138852758 (5:16). Explain to students that there are many issues in the world. Many people's needs are not being met so they do not feel happy or healthy. The Sustainable Development Goals are like a wish list.

6. **Recommended Assessment As Learning:** Write the five goals of *No Poverty*, *Zero Hunger*, *Quality Education*, *Good Health and Well-being*, and *Clean Water and Sanitation* on the front board. As a class, discuss each one of the goals and mind-map why they are important to be safe, healthy and educated. If students are unfamiliar with the vocabulary "poverty," "quality" and "sanitation," discuss these with students to provide additional understanding. Explain to students that the United Nations is responsible for supporting these goals.

7. **Recommended Assessment Of Learning:** Allocate each student one of the UN SDGs from the list below. Individually, have students create an artistic expression of the SDG, using either a sculpture (modelling clay), a diorama, artwork or a collage. In the artistic piece, ensure students are discussing what achieving the goal can mean for children around the world.

In the artistic piece have students address the following areas:

- What does the goal mean? (For example: What is zero hunger?)
- Why is this goal a basic human right?
- How does this goal make a person safe, happy and healthy?
- Who is responsible for these goals?
- What can you do to help support the goal?

After students have completed the artistic piece, have them explain how their artwork describes the Sustainable Development Goal and why this goal is important to ensure each person is safe, healthy and educated. As an extension, students can see themselves as active citizens and think of ways they can help support the goal in their everyday life. As an alternative, students can explain this concept verbally to the teacher.

Exploring WE Villages

Grades 1 to 3

Essential Questions:

1. How do we support our needs and the needs of others around us?
2. How can we ensure that everyone is safe, healthy and educated?
3. How does the WE Villages holistic development model work toward a world where all people are safe, healthy and educated?

Educator's Note: This resource has been created specifically for primary classrooms. Thought has been given to developmental levels and learning needs of students ranging from six to nine years. Suggestions are provided to differentiate based on the learning needs within primary classrooms.

This inquiry resource builds on student understanding developed in the WE Villages Classroom Resource Concept Lessons. Students have been introduced to the themes of needs versus wants, basic human rights and who is responsible for supporting these rights. Students began by exploring the UN CRC and developed an understanding about their rights as a child and how having their basic rights supported ensures that they are safe, healthy and educated. They continued this learning through an understanding that the Sustainable Development Goals focus on the rights of all people.

This resource uses the analogy of wishes. The UN SDGs are complex for young minds. The goals are described as wishes for the world to support basic needs and rights and to work toward a world where all people are safe, healthy and educated.

Learning Goals:

Students will:

- ▶ Create a wish for the world, focusing on people being safe, healthy and educated
- ▶ Articulate how a wish for the world starts with them and can be a wish for all people
- ▶ Be introduced to Craig Kielburger and the beginning of his life work in social justice
- ▶ Learn about Craig's wish for the world
- ▶ Be introduced to the WE Villages model as the strategy to make Craig's wish a reality (mission)
- ▶ Explore how the WE Villages model developed
- ▶ Explore how one Pillar of Impact ensures that all people are safe, healthy and educated
- ▶ Investigate how each pillar supports the United Nations Sustainable Development Goals and United Nations Convention on the Rights of the Child

Lesson 1: The World's Wish List



Suggested Time:

30 minutes

Learning Goals:

Students will:

- ▶ Create a wish for the world, focusing on people being safe, healthy and educated
- ▶ Articulate how a wish for the world starts with them and can be a wish for all people

Educator's Note: In the following lesson, students will engage with the large concept of SDGs by developing an understanding that the goals are wishes for the world, which support every person's right to be safe, healthy and educated.

Students will engage with these concepts through the story of *Beatrice's Goat*, by Page McBrier (2004). The fictional character of Beatrice develops students' understanding of a child who does not have their basic needs supported. The story allows students to understand a large concept through the eyes of character and personalize the concept for themselves.

1. Recommended Assessment For Learning:

Distribute sticky notes to students as they enter the classroom. Have students imagine a genie has granted them one wish. Ask students to write or draw their wish on the sticky note. As students complete their wish, post them on the wall and create categories of similar wishes. Create a wish of your own and place it on the wall.

Educator's Note: Students are likely to wish for tangible items, such as toys or holidays. The lesson will continue to build on their understanding of wishes and how their wish is different from the wishes of others.

2. Read the story *Beatrice's Goat*, by Page McBrier (2004), to the class. Place the questions on the front board before reading. Ask students the following questions after reading:
 - a. Was Beatrice safe, healthy and educated before the arrival of the goat?
 - b. Which of Beatrice's basic needs were not being met?

3. **Recommended Assessment As Learning:** After reading the story to the class, ask students to draw or write one wish they have for Beatrice, to ensure that she is safe, healthy and educated based on their understanding of rights using **Blackline Master 6: Beatrice's Wish**. Have students describe why they created this wish for Beatrice.

4. Have students reflect back to Concept Lesson 1: Needs and Wants. Explain to students that many children in the world have a wish to be safe, healthy and educated. Their wish is to have their basic needs fulfilled. As a class, on the front board, create a list of the basic needs of all children. Ensure students focus on food, water, shelter, clothing, medicine and education.

5. **Recommended Assessment Of Learning:** Discuss and reflect with students about the importance of all peoples' basic needs being supported to ensure that they are safe, healthy and educated. Using **Blackline Master 7: My Wish for the World**, have students write down one wish they have for the world and why this wish is important for all people. Explain to students that the aim of their wish is to ensure all people are safe, healthy and educated. Provide students with examples, such as: My wish for the world is for all children to have clean water.

6. On the front board, display a large stencil or an image of the world. After students have completed their wish for the world, place the stars around the world on the front board. Explain to students that these are their wishes for the world. These wishes will help ensure that all children are safe, healthy and educated.

Educator's Note: Leave "My Wish," "Beatrice's Wish" and "My Wish for the World" on the front board or around the classroom for the following lessons. Students will refer back to their wishes.

Lesson 2: It Takes a Child



Suggested Time:

40 minutes

Learning Goals:

Students will:

- ▶ Be introduced to Craig Kielburger and the beginning of his life work in social justice
- ▶ Learn about Craig's wish for the world

1. **Recommended Assessment For Learning:** Have students reflect back to their wish for the world, completed in the previous lesson, **Blackline Master 7: My Wish for the World**. Ask students to write about two ways they can achieve this wish. Model this with the wish the teacher created for the world.

Wish	How will I achieve my wish?
My wish for the world is for all people to have clean water.	<ul style="list-style-type: none"> • Hand out water bottles to people. • Raise money for the water bottles.

Share these with the class. Explain to students that another young person like them had a wish for the world. This young person wanted to make sure all children in the world were safe, healthy and educated. This person was Craig Kielburger.

Educator's Note: The picture book *It Takes a Child*, by Craig Kielburger (2008), is written in the voice of Craig as a 12-year-old child, and therefore is geared to a higher age group. The "It Takes a Child" video contains images that may be upsetting for young students. The video describes the reality of life for child workers in South Asia. Ensure that you preview the picture book and video before showing it to students.

Students have explored the concept of a child's basic needs not being supported through the fictional character of Beatrice from *Beatrice's Goat* by Page McBrier (2004). The story *It Takes a Child* is written like a fictional story, however, it is the real story of a 12-year-old boy. Ensure that students understand that Craig is a real person and *It Takes a Child* is his story of trying to fulfill his wish.

2. **Recommended Assessment As Learning:** Read the picture book *It Takes a Child*, by Craig Kielburger (2008), or show students the video "It Takes a Child," www.youtube.com/watch?v=afClM91uQFU&t=3s (3:23). Display the following questions on the front board before reading the book and watching the video. Discuss the following questions with the students as a whole class.
 - a. Who did Craig want to help?
 - b. Why did Craig want to help the children?
 - c. How did Craig help the children?
 As an alternative, this activity can be conducted in small groups. Use **Appendix 1: Classroom Observation Forms** to assess student learning.
3. On the front board place the quote from the picture book *It Takes a Child*. Explain to students, this is Craig's wish for the world. How do you think Craig achieved his wish?

What I Believe

Children everywhere deserve the same things—the love of their family and community, enough healthy food to eat, clean water, a nice home and, most importantly, a good education.

4. Explain to students, while on his trip to South Asia, Craig saw many children who did not have enough food to eat, clean water, a safe home or the opportunity to go to school. The children had to work to help their families. These children were not safe, healthy or educated.

5. **Recommended Assessment Of Learning:** On an exit ticket, ask students to predict, using one sentence, how do you think Craig achieved his wish?

Lesson 3: The WE Villages Model



Suggested Time:

40 minutes

Learning Goals:

Students will:

- ▶ Be introduced to the WE Villages model as the strategy to make Craig's wish a reality (mission)
- ▶ Learn how the WE Villages model developed

Educator's Note: WE Villages was created as an international development model that addresses the five primary causes of poverty. The model is an adaptive, effective five-pillar model developed over 20 years. The five Pillars of Impact are Education, Water, Health, Food and Opportunity. To understand the WE Villages Sustainable Development Model read the facts and the story, and watch the video at www.we.org/we-villages/our-development-model/.

The simulation activity below allows students to engage with the WE Villages model. Each station is created to develop an understanding about each Pillar of Impact. We have provided a list of recommended items in a table below, to scaffold student understanding as well as provide a script of discussion ideas and questions to engage student learning. Ideally, students will develop an understanding that Craig's wish was achieved through the work of all the pillars together.

The simulation activity can be conducted as per the needs of your classroom:

- Option 1, Whole class activity: The teacher facilitates the entire simulation activity in one lesson or over multiple lessons.
- Option 2, Group activity: Have students work in small groups, but select one pillar. The whole class conducts the simulation for one designated pillar. OR in five groups, allocate one pillar. Have each group lead the simulation and learn about the pillar.

In an open space, create five stations that represent Education, Water, Health, Food and Opportunity. In each station have the following items:

Education

- Picture Book: *Rain School*, by James Ruthford
- Video: "Faith's Story: For Every Girl's Right," www.youtube.com/watch?time_continue=3&v=A4RfHE6uOcw (3:22)
- Text books, stationery, uniform, lunch box

Water

- Picture Book: *One Well: The Story of Water on Earth*, by Rochelle Strauss
- Photograph of a toilet/bathroom, photograph of a lake
- Empty water bottle, glass of dirty water

Health

- Video: "Miguel's fight for clean water," www.trackyourimpact.com/blog/2017/05/05/ecuador-clean-water-health/ (2:12)
- Empty medicine bottle
- Picture of a sick child

Food

- Picture Book: *The Good Garden: How One Family Went from Hunger to Having Enough*, by Katie Smith Milway
- Small bowl of grains or lentils.
- Empty lunch box

Opportunity

- Picture Book: *Beatrice's Goat*, by Page McBrier
- Money
- Photograph of people working

1. **Recommended Assessment For Learning:** Before students enter the classroom, create a graffiti wall with the question: Why do you think Craig started with a school?

2. **Recommended Assessment As Learning:** Place **Blackline Master 8: WE Villages Model** in a clipboard for each student to write on during the simulation. While conducting the simulation activity, use **Blackline Master 8: WE Villages Model** and have students write or draw the problems discussed in each pillar.

Simulation Script

Lead students through a simulation activity to model the WE Villages Sustainable Development Model.

Education Pillar

Start with the Education Station. Explain to students that Craig thought that it all begins with a child going to school. This was the beginning of ensuring that their rights are being fulfilled and that they are educated and healthy. Giving a child an education is the best way to set them up for success. Ask students, why is having an education important for everyone? What can you do with an education?

Water Pillar

Have students look at the objects. What do they think this pillar is about? Ask students, why is water important for humans? How do we use water? Why would water be an issue for a student going to school? Explain to students that children can only attend school if they have access to clean water, but what if their water was far away and dirty? How would they access the water? If children drink dirty water this makes them sick, and in some villages children have to collect water from far away for their families; this does not leave them enough time to go to school.

Health Pillar

Tell students that Craig thought if we made sure students had a school and could access clean water, this would fix all the issues. Ask students, why is being healthy important for children? Can you attend school when you are feeling sick? Will you be a good learner? What can happen if a student comes to school sick? Explain to students that children can only come to school if they and their parents are healthy. What can make someone sick? Who helps you when you are sick? Tell students that clean water is one solution, but families also need doctors and medicine.

Food Pillar

Why is food important for all humans? Have students consider, how do you feel when you come to school without breakfast? What does food do for your bodies? Explain to students that children can only come to school if they are well fed. Hungry children cannot concentrate at school and become sick. But what if you do not have any food to feed you? How will you come to school?

Opportunity Pillar

Ask students, why is money important? Why do you need money to come to school? Have students consider what money can buy for a student attending school that would help them be a good learner. Explain to students that children can only attend school if their parents have money for food, water, health care and school supplies—a child's basic needs.

Lesson 4: Making Connections



Suggested Time:

45 minutes

Learning Goals:

Students will:

- ▶ Explore how one Pillar of Impact ensures that all people are safe, healthy and educated
- ▶ Investigate how one pillar supports the United Nations Sustainable Development Goals and United Nations Convention on the Rights of the Child

Educator's Note: The following lesson is an Assessment Of Learning. Choose one pillar for the class to focus on. Students will aim to demonstrate how the work conducted in one pillar ensures that all people are safe, healthy and educated. Students will also show how the UN SDGs and UN CRC are represented in the pillar. Students have explored five UN SDGs and five rights from the UN CRC. Continue to focus on these rights in this activity. Leave the UN SDG and UN CRC on the front board. Use **Blackline Master 10: WE Villages Pillars, SDGs and CRC: How Do They Connect?** as an example of the links between the WE Villages Pillars of Impact, the UN SDGs and CRC.

As an alternative, small groups can focus on different pillars.

United Nations Sustainable Development Goals	United Nations Convention on the Rights of the Child Each child has the right to:
Goal 1: No Poverty	Article 28: an education.
Goal 2: Zero Hunger	Article 19: safety and protection.
Goal 5: Quality Education	Article 31: play and rest.
Goal 6: Clean Water and Sanitation	Article 24: safe water and nutritious food.
Goal 3: Good Health and Well-being	Article 2: not be discriminated against.

1. Show students the video "The World's Largest Lesson 2016—with thanks to Sir Ken Robinson and Emma

Watson," vimeo.com/178464378 (5:16). Using the think-pair-share strategy, ask students, why is it important for all people's basic human rights to be supported? Why is this a really important issue? Why did we create wishes for the world?

2. Place the United Nations Sustainable Development Goals on the front board and five articles from the UN CRC. Ask students to think back to their wish for the world. Do any of the United Nations goals also describe your wish for the world?
3. As a class, choose one Pillar of Impact.
4. Discuss the following scenario with students, and have them answer the following question: How does this pillar ensure that all people are safe, healthy and educated? Which of the UN SDGs and rights from the UN CRC does the pillar support?

Scenario:

Hope, a girl from Kenya, lives in a small village. Her family is very poor and she cannot go to school because it is very far away. Hope has to walk a long distance every day to collect water. She becomes very tired. The water from the lake is dirty and it makes her feel sick. Hope has four brothers and two sisters. Many times, there is not enough food to feed everyone. Hope is worried for her family.

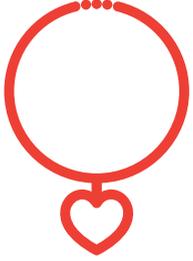
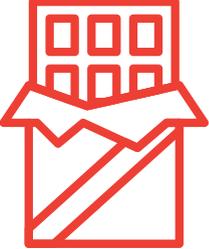
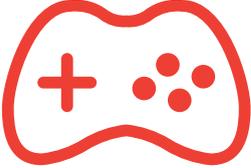
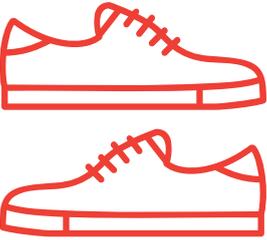
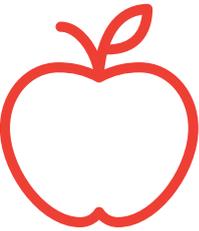
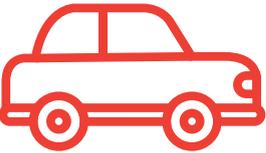
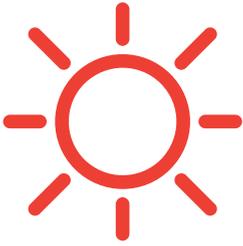
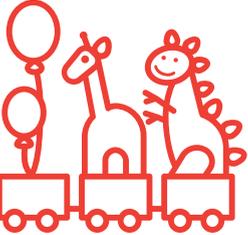
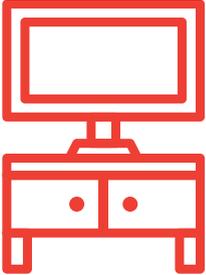
5. Individually, have students create an artwork that represents how their chosen pillar ensures that all people are safe, healthy and educated. Students can develop a role play, visual art piece, sculpture (modelling clay) or diorama. Have students write a short reflection discussing why the pillar fulfills Craig's wish for the world.



To extend further, ask students to write a reflection discussing whether or not the pillar ensures that all people are safe, healthy and educated. Why can or can't this pillar fulfill Craig's wish on its own? What are the next steps to fulfilling Craig's wish?

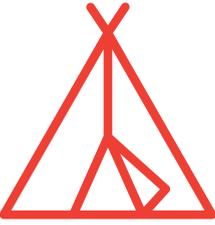
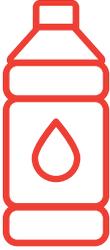
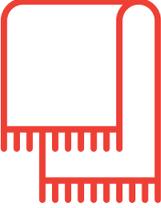
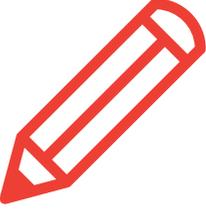
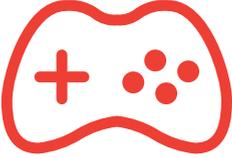
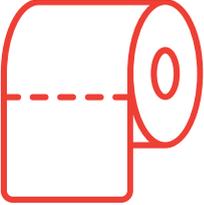
6. Ask students to reflect back to Craig's wish for the world. Which of the goals and rights did Craig want to fulfill with his wish? Have students complete the table on **Blackline Master 9: Creating Connections** to reflect their understanding of how the pillar supports all people's right to be safe, healthy and educated.

Blackline Master 1: Needs and Wants

<p>Water</p> 	<p>Teddy Bear</p> 	<p>Clothes</p> 	<p>Necklace</p> 
<p>Medicine</p> 	<p>Chocolate</p> 	<p>Video Games</p> 	<p>Laptop</p> 
<p>Shoes</p> 	<p>Nutritious Food</p> 	<p>Car</p> 	<p>Vacation</p> 
<p>Play Time</p> 	<p>Television</p> 	<p>Money</p> 	<p>Dog</p> 

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Blackline Master 2: Needs and Wants Game

<p>Tent</p> 	<p>Books</p> 	<p>Cellphone</p> 	<p>Bucket</p> 	<p>Fancy Dress</p> 
<p>Football</p> 	<p>Water Bottles</p> 	<p>Ring</p> 	<p>Blanket</p> 	<p>Candy</p> 
<p>Pencils/Paper</p> 	<p>Video Games</p> 	<p>Clothes</p> 	<p>Nutritious Food</p> 	<p>Soap</p> 
<p>Medicine</p> 	<p>Camera</p> 	<p>Clock</p> 	<p>Toothbrush</p> 	<p>Toilet Paper</p> 

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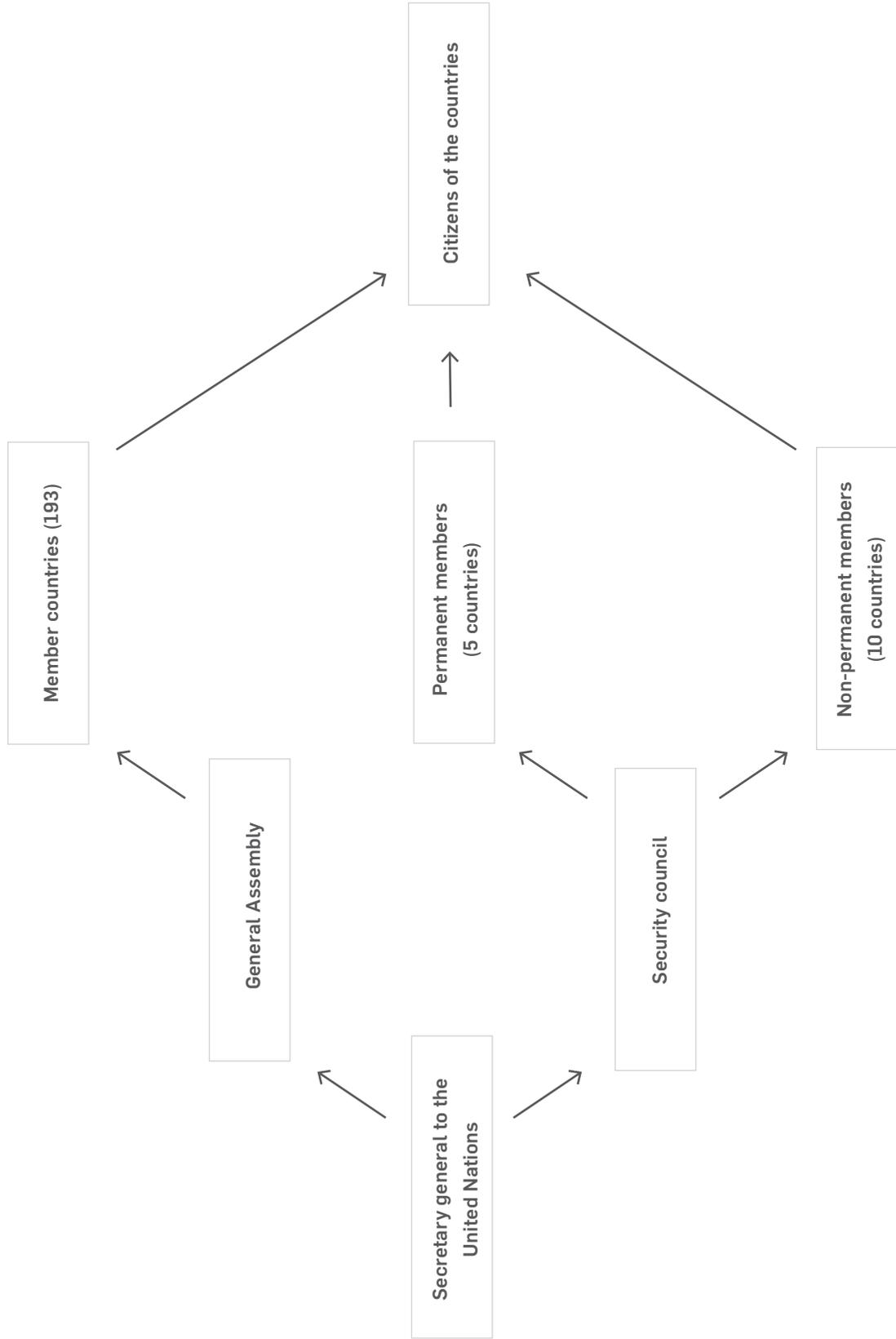
Blackline Master 3: Who Looks After Us?



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Blackline Master 4: United Nations Model

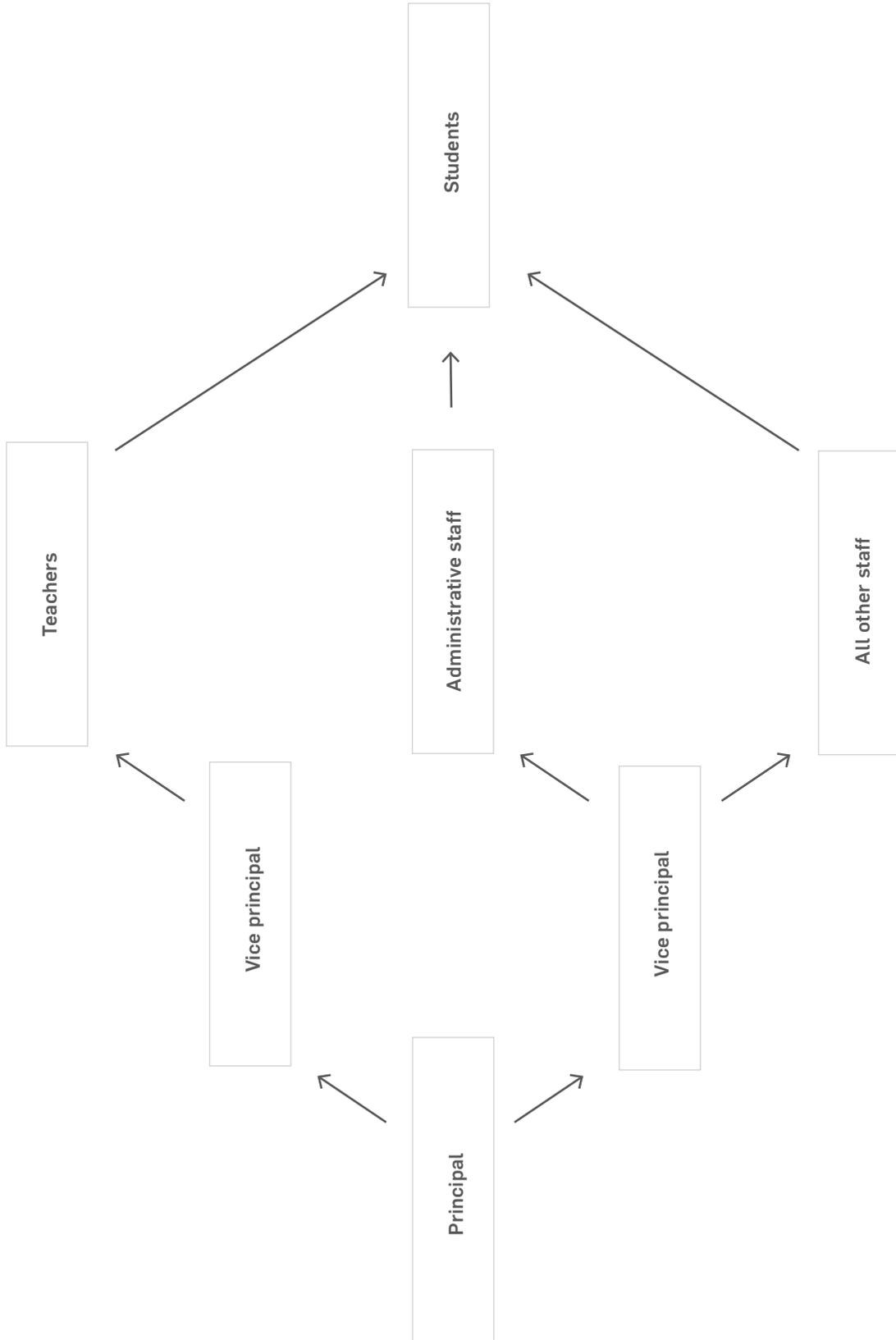
United Nations



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Blackline Master 4: United Nations Model

United Nations



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Blackline Master 5: My Rights

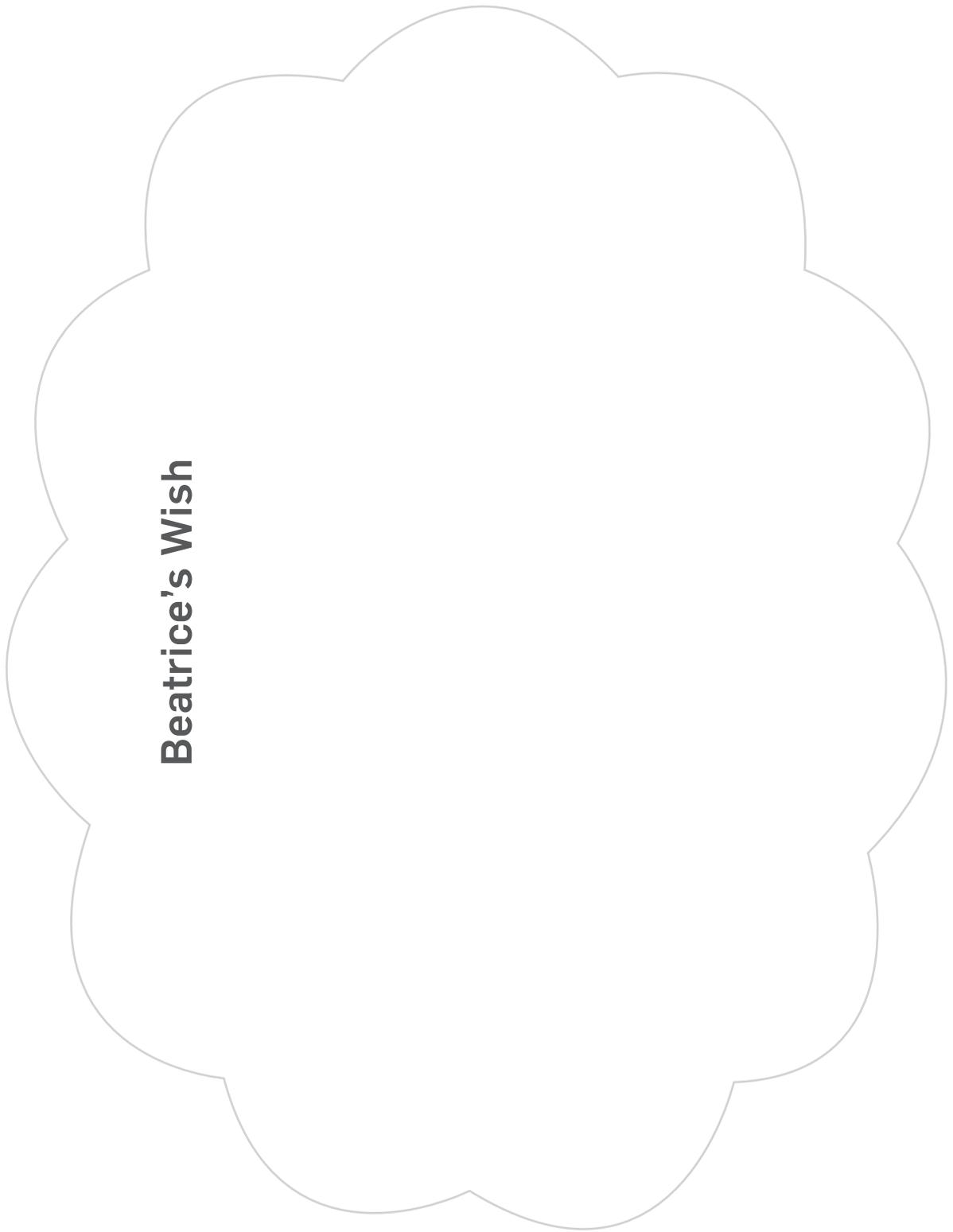
Select one of the rights from the United Nations Convention on the Rights of the Child below:

1. The right to education
2. The right to safety and protection
3. The right to play and rest
4. The right to safe water and nutritious food
5. The right not to be discriminated against for any reason

Why is this right important for all children?

What can happen to children if these rights are not met?

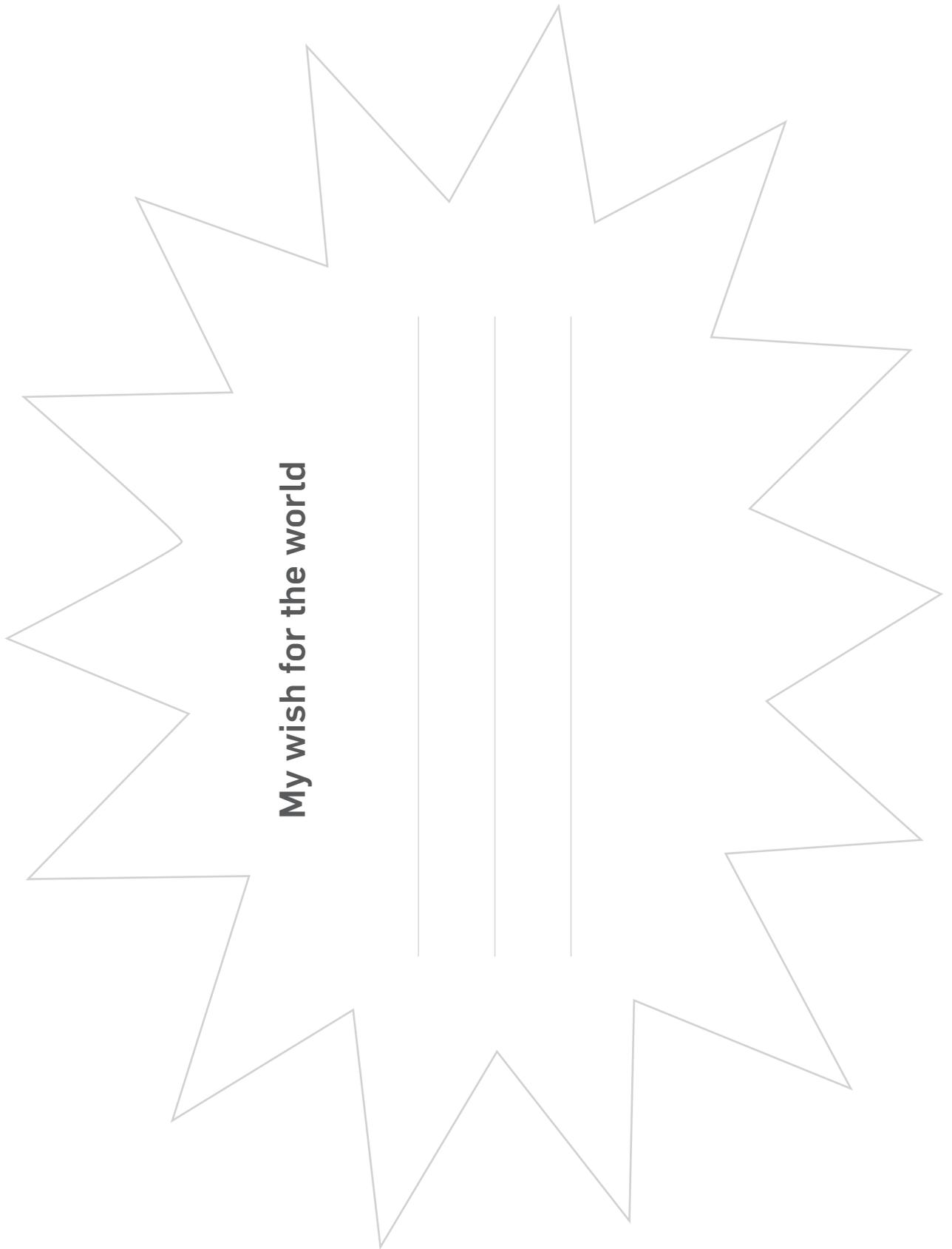
Blackline Master 6: Beatrice's Wish



Beatrice's Wish

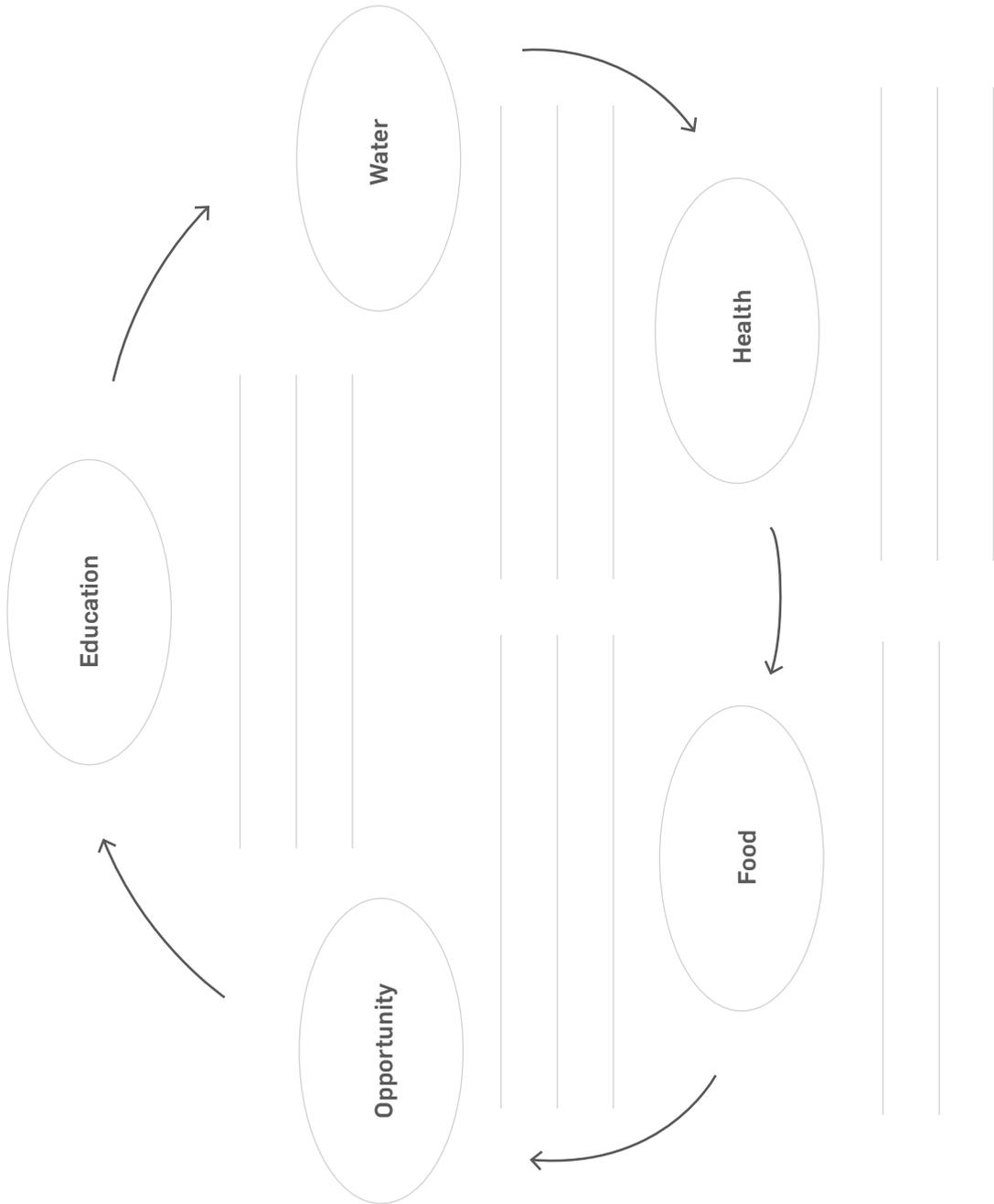
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Blackline Master 7: My Wish for the World



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Blackline Master 8: WE Villages Model



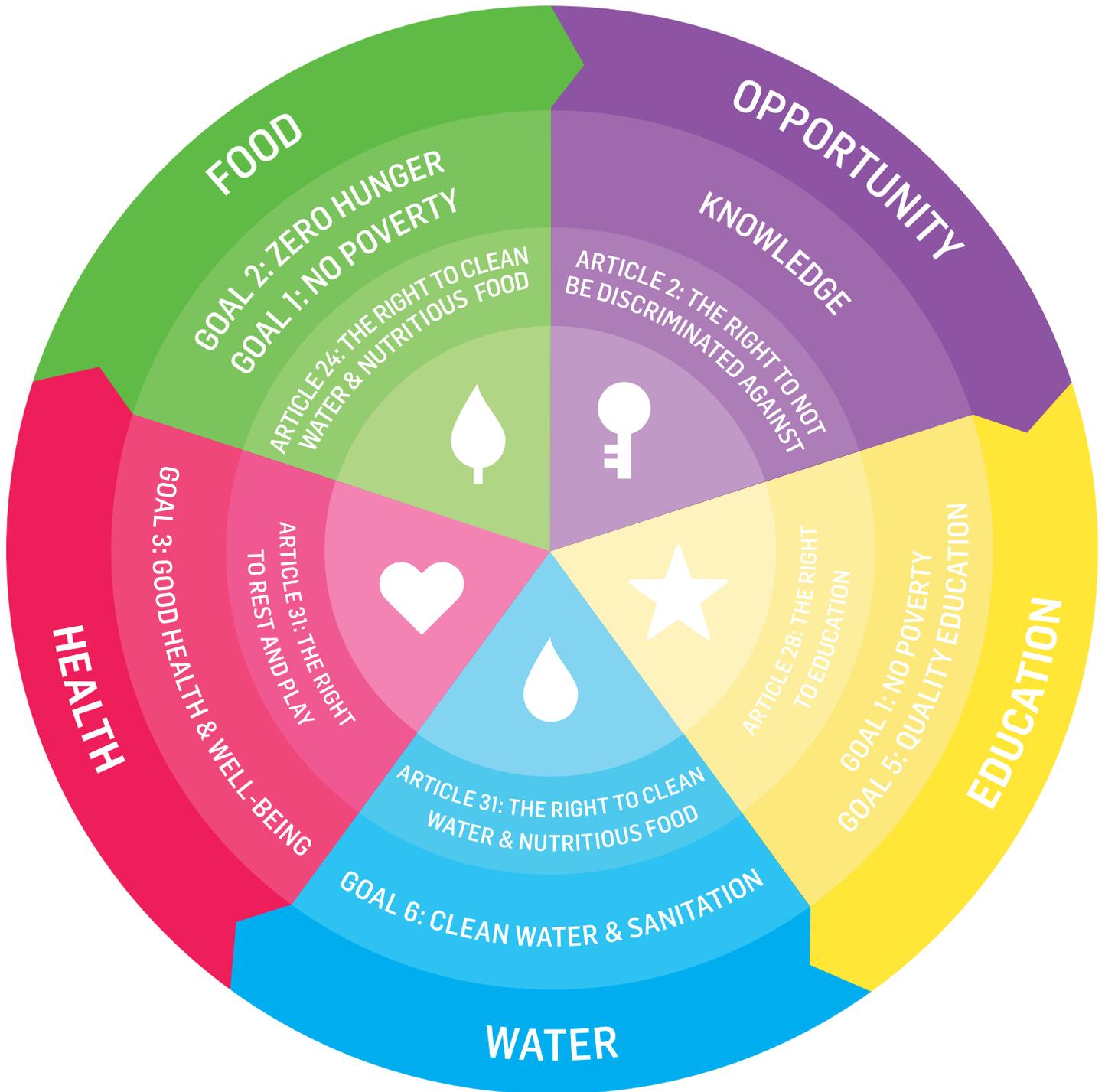
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Blackline Master 9: Creating Connections

Pillar	How does the pillar connect to your wish?	How does the pillar make Craig's wish a reality?	How does the pillar relate to the UN CRC?	How does the pillar relate to the UN SDGs?

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Blackline Master 10: WE Villages Pillars, SDGs and CRC: How Do They Connect?



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Grades 4 to 6

WE Villages

Classroom Resource

Grades 4 to 6

Essential Questions:

1. What is considered sustainable development?
2. How do we look after our needs and the needs of others around us?
3. How is the WE Villages model contributing to sustainable change in the world?
4. What role can we play in sustainable development?
5. How can we uphold human rights around the world?

Educator's Note: This resource is designed to help

students explore the concepts of human rights and sustainable development. To help students understand the complexities of sustainable development, students will explore how basic needs are the foundation of human rights, and will develop an understanding of who is responsible for upholding these rights. This resource will introduce students to the United Nations Sustainable Development Goals that are designed to promote economic growth, social inclusion and environmental protection, and ensure that human rights are upheld. Through the WE Villages Classroom Resource, students will recognize what role they play as global citizens in upholding human rights and how they can take action to support sustainable development.

The following lessons will require access to a variety of books, which are also listed in **Appendix 2: Resource List**. Please visit your Teacher-Librarian, local library or school district resource centre to get access to the books before beginning the lessons.

Word Bank	Materials and Resources
Human right —A legal or moral entitlement believed to belong to every person.	<ul style="list-style-type: none"> • Chart paper • Writing utensils • Sticky notes • Computer or tablets with Internet access • Appendix 1: Classroom Observation Forms • Appendix 2: Resource List • Blackline Master 1: The Story of Craig Kielburger and the Road to Sustainable Development • Blackline Master 2: Community Profiles • Blackline Master 3: Inquiry Project Guide • Blackline Master 4: Inquiry Project Reflection and Self-Assessment
Need —Something that is necessary, a necessity.	
Poverty —The state of being extremely poor.	
Prosperous —Marked by success or economic well-being.	
Right —A moral or legal entitlement to have or do something.	
Sustainable —Able to be maintained at a certain rate or level for a long period of time.	
Uphold —To maintain, confirm or support.	
Want —Something that is desired.	

Merriam-Webster www.merriam-webster.com
 Oxford Dictionaries www.en.oxforddictionaries.com

Concept Lesson 1: Introduction to Human Rights and the UN Sustainable Development Goals



Learning Goals:

Students will:

- ▶ Understand the concept of human rights and that they are based on basic human needs
- ▶ Explore who is responsible for ensuring that rights are upheld
- ▶ Learn about the role of the United Nations and the documents it produces; specifically, the Convention on the Rights of the Child (UN CRC)
- ▶ Understand what the Sustainable Development Goals (SDGs) are and how they aim to provide equal human rights

Part 1

Suggested Time:

60 minutes

Educator's Note: To help students understand the complex topic of children's rights, it's important to begin by examining basic human needs and the difference between needs and wants. Students will be able to use that knowledge to build an understanding of children's rights and why these rights must be upheld for all children. Be mindful that some students in your class may be experiencing challenging circumstances (homelessness, poverty, domestic violence) and may not feel comfortable sharing their experiences. Ensure that students in these situations are not exposed in front of others and always provide the alternative of drawing on the lives of characters from books, movies or television shows when asked to provide examples.

1. Before students arrive, create five T-charts on large paper and label the columns *Wants* and *Needs*. Hang the charts around the classroom so they are accessible to all students. Place two different coloured markers next to each chart.

2. **Recommended Assessment For Learning:** Read *Those Shoes*, by Maribeth Boelts (Candlewick, 2009), to introduce students to the concept of needs and wants. Ask students to think about the following questions and discuss them as a class. What is the difference between a need or a want? Did the boy "need" or "want" those shoes? Why did he want those shoes?

3. **Recommended Assessment As Learning:** After reading, explain to students that they will demonstrate what they know about needs and wants by completing a T-chart. Divide students into five groups and, on one of the T-charts, ask them to use words and pictures to demonstrate the needs and the wants. Encourage the groups to use one colour of marker for needs and one for wants. As students are working, circulate with one of the forms from **Appendix 1: Classroom Observation Forms** to document students' understanding of needs and wants.

Educator's Note: If any students find it difficult to make a choice or to explain their choice ask, What would happen if you didn't have this item? Does everyone have access to this item? Continue with each item on the list to help students understand the difference between things they need versus things they want.

4. Ask one person from each group to share their chart with the class and explain why they classified their responses the way they did. Encourage the other groups to ask questions or ask for clarification.
5. Once each group has shared, use the think-pair-share strategy and ask students to discuss how they would define needs and wants. Have students share their responses and create a collaborative definition for each term. Display the definitions in the class to refer to throughout the following activities.

Part 2

Suggested Time:

2 x 60 minutes

Educator's Note: The following activity will introduce students to human rights and the UN CRC. It is not necessary for young students to explore all 54 articles of the UN CRC. For this lesson, the focus is on the following five rights:

- The right to education
- The right to safety and protection
- The right to play and rest
- The right to safe water and nutritious food
- The right not to be discriminated against for any reason

For more information on the entire UN CRC, or if students are ready to explore more than the five rights listed above, refer to "The Convention on the Rights of the Child in Child Friendly Language," www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPosterEN_FA.pdf.

1. Review the definitions of needs and wants and the T-charts created in Part 1. Explain to students that the things we need to be safe, healthy and educated can also be called our human rights. A human right is something that everyone should have access to. The United Nations has created a list of those human rights called the Universal Declaration of Human Rights (UDHR). It has also created a list of rights specifically for children, called the United Nations Convention on the Rights of the Child, or the UNC RC. We refer to these as children's rights.

Educator's Note: If students do not have previous knowledge of the UN, consider watching "How Does the United Nations Work?" www.youtube.com/watch?v=Qolafzc0k74 (1:55) to briefly explore the history and function of the organization.

2. Introduce students to the rights outlined in the UN CRC using one of the following books.
 - *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*, by UNICEF and Caroline Castle, Random House UK, 2000.
 - *I Have the Right to Be a Child*, by Alain Serres, Groundwood Books, 2012.
 - *Our Rights: How Kids Are Changing the World*, by Janet Wilson, Second Story Press, 2013.

As an alternative, show students one of the following videos:

- "What Are Child Rights?" www.youtube.com/watch?v=V1BFLitBkco (3:04)
- "The Convention on the Rights of the Child," www.youtube.com/watch?v=J_0LhcSD_UA (5:43)

3. While reading the book or watching the video, prompt students to identify what is helping the children in the story to be safe, healthy and educated.

4. **Recommended Assessment As Learning:** Make a list of student ideas on a piece of chart paper or on the front board using the sentence prompt: All children have the right to... Focus specifically on the five rights identified earlier. Encourage students to connect children's rights to their basic needs by asking: Are these things that children need or want? How do you know? Are these similar to any of the needs you identified in the previous activity? Refer to the definitions of need and want if students need further clarification.



Extension: If students have a strong understanding of children's rights, explore rights beyond the five suggested previously.

5. Explain to students that the rights they listed on the chart paper or the front board are the rights that all children should have, no matter where they live, what language they speak or what religion they practise.
6. Introduce students to the story of Yadira, a 15-year-old from Bellavista, Ecuador. Show students the video "Teenager turns on the tap for the first time," www.we.org/stories/world-water-stories-clean-water-changes-teens-life/ (2:24). After watching the video, as a class, discuss the following questions:
 - a. What was life like for Yadira before the water project came to her community?

- b. What are Yadira's needs? Before the water project came, were her needs being met?
- c. What rights does Yadira have? Are they the same as your rights?
- d. How does the UN CRC affect Yadira and the children in her community?
- e. Why is the UN CRC important? How does the UN CRC affect you?

Educator's Note: Encourage students to look beyond access to clean water and to identify Yadira's rights to education, play and safety as well. Have students think about their own rights in comparison to Yadira's.

7. **Recommended Assessment Of Learning:** Display the list of rights the students created in step 4. Ask students to choose one of the rights from the list and write a reflective paragraph or create an oral response about why this right is important and how they have access to that right in their own life. For example, students may choose the right to nutritious food and write about how they eat a healthy breakfast, lunch and dinner each day. As an alternative, students can draw on the lives of characters from books or movies for examples.

Part 3

Suggested Time:

60 minutes

Educator's Note: The following activities focus on the United Nations Sustainable Development Goals (www.undp.org/content/undp/en/home/sustainable-development-goals.html). It is not necessary for students to explore all 17 goals. For the purposes of these activities, focus on the following five goals:

- No Poverty
- Zero Hunger
- Quality Education
- Clean Water and Sanitation
- Good Health and Well-being

1. Before students arrive, create a basic map of the school on the front board or a piece of chart paper. Label the main areas of the school, i.e., classrooms, playground, washrooms, cafeteria, entrance/exit.
2. **Recommended Assessment For Learning:** Have student work in pairs to examine the map of the school and identify all the areas of the school where their rights are upheld. If students need to review these rights, display the list created in the previous activity.
3. Ask each pair to offer one suggestion of where their rights are being upheld within the school. For example: their right to safe water is upheld at drinking fountains, in washrooms or in the cafeteria in the school; their right to safety and security is upheld by the entry/exit processes or by the fence around the playground.
4. Once all the areas of the school have been identified, ask students: who do you think is responsible for making sure your rights are upheld at school? Make a list of students' suggestions and discuss why this person/these people are responsible and what they do to ensure that all students' rights are upheld. Suggestions may include teachers, administrators, cleaning staff/custodians or parents.



Extension: To take this discussion further, in pairs or small groups, ask students to discuss the responsibilities they have for upholding the rights of students within the school. For example, by using inclusive language, students will help insure that everyone feels included.

5. Ask students to think back to Yadira's story that they heard about in Part 2. Discuss: Who is responsible for upholding Yadira's rights? Who is responsible for upholding the rights of all children around the world?

Educator's Note: If students are unaware of the terms "poverty" and "prosperity," discuss the terms before moving on to the next activity.

6. Explain to students that in order to ensure equal rights for people around the world, the United Nations has also created a set of goals that aim to uphold equal rights, which is outlined in the UNDHR and the UN CRC. These goals are called the Sustainable Development Goals and they aim to "end poverty, protect the planet and ensure prosperity for all." There are 17 goals and the UN and its members have committed to achieving these goals by 2030. United Nations Development Program: Sustainable Development Goals, www.undp.org/content/undp/en/home/sustainable-development-goals.html.
7. Show students the video "Malala Introducing the World's Largest Lesson," vimeo.com/138852758 (6:20).
8. After students have watched the video, divide students into pairs and assign each pair one of the following questions:
 - a. What is the urgent mission?
 - b. What basic things do all humans need? Do they align with the definition of needs created in the previous activity?
 - c. What are some of the issues affecting our planet?
 - d. Is there a way to solve these issues?
 - e. What is the role of the United Nations?
 - f. When do we need to achieve these goals by?
9. Divide the class into five groups and assign each group one of the SDGs suggested above. Provide students with the resources from

Appendix 2: Resource List and ask each group to research their goal using the following guiding questions:

- What is the goal? What does it want to achieve?
- Why is this goal important and necessary?
- How does this goal aim to uphold human rights? How does it connect to the UN CRC?
- How does the UN hope to achieve this goal by 2030?
- How will this goal affect your life and the lives of people around the world?



Extension: If students want to explore the SDGs further, allow them to choose one of the goals outside of the five suggested. Be mindful that the content and language of the other goals may be more challenging.

10. Recommended Assessment As Learning: As students are working, visit each group and, using one of the forms from **Appendix 1: Classroom Observation Forms**, make observations about each group's progress, and their understanding of the SDGs and how they relate to human rights.

11. Provide students with one of the following options to present their information. Remind students that all information should be properly sourced. To differentiate this activity, allow students to choose their preferred presentation method.

Educator's Note: The following options describe an oral presentation that can also be used to assess presentation skills. These options can be used as preparation for a larger presentation to the school or local community about human rights and the SDGs. As an alternative, students could write a collaborative report about the information they collected.

- a. Present your goal and the information you collected visually, using paper and art materials or a digital platform such as PowerPoint, Prezi or Sway.
- b. Write a song or a spoken-word poem to describe your goal and highlight key information. This can be presented live to the class or it can be prerecorded using a video recording device.

- c. Create a dramatic presentation or conduct a mock interview to describe your goal and the information you collected. This can be presented live to the class or it can be prerecorded using a video recording device.

12. Recommended Assessment Of Learning: Collect all research notes and presentation materials as evidence for assessment. It is essential that students have identified the purpose of the SDGs and how they aim to support equal rights for all.

Concept Lesson 2: What Is Sustainable Development?



Learning Goals:

Students will:

- ▶ Understand what is meant by sustainable development
- ▶ Understand the role of each Pillar of Impact and how they all work together
- ▶ Explore how WE Villages is a model for sustainable development and how it supports the UN Sustainable Development Goals

Part 1

Suggested Time:

2 x 60 minutes

Educator's Note: For the purposes of the following activities, please refer to the United Nations definition of sustainable development that can be found by visiting www.un.org/sustainabledevelopment/development-agenda.

1. **Recommended Assessment For Learning:** On an entry ticket, ask students to write or draw one issue affecting children around the world that they want to help resolve. Encourage students to think back to their discussion about the UN CRC and SDGs. Have students share their ideas with a partner.
2. Explain to students that you are going to share a story with them about a young activist who was passionate about supporting the rights of children around the world.
3. Lead students through the narrative from **Blackline Master 1: The Story of Craig Kielburger and the Road to Sustainable Development**. The purpose of this activity is to help students recognize that there are many ways to support children and youth whose rights are being denied; however, not all these ways are effective or sustainable. To help individuals and communities around the world, we must work in collaboration with the communities to find long-term solutions that address the complex causes and effects of the issues they are facing.
4. **Recommended Assessment As Learning:** While going through the narrative from **Blackline Master 1: The Story of Craig Kielburger and the Road to Sustainable Development**, pause to address the questions that are presented throughout. Ask students to use the think-pair-share strategy to discuss the questions that require deeper reflection.
 - a. Why did Craig pursue the issue of child labour? What prompted him to take on this challenge?
 - b. Did Craig face any challenges? What do you think his biggest challenge was? Was he able to overcome this challenge?
 - c. Why did Craig travel to South Asia?
 - d. What were the key issues Craig discovered in South Asia? Where did he want to start to help resolve these issues?
 - e. How did his trip to South Asia increase his motivation to help children and youth?
 - f. What could have happened if Craig did not have the support of his family and friends?
5. Read one of the profiles from **Blackline Master 2: Community Profiles** to students or give students copies to use for a shared reading. Display the following questions on the front board or on chart paper and discuss:
 - a. What problem or issue is the community facing?
 - b. What Sustainable Development Goal does it relate to?

- c. What is the proposed solution?
- d. What are possible limitations and/or restrictions to this solution?
- e. Will the solution be accessible to everyone? What factors could potentially limit a person's access to this solution?
- f. How long will the solution last?

Educator's Note: The aim of these questions is to lead students to understand what types of projects or models can be considered sustainable. Sustainable development projects should aim to meet the needs of all people within a community, *now and in the future*. If students require more support, share the following example: A community recognized that it would be beneficial for girls in the community to attend school. A proposed solution is to build a school just for girls; however, what if those girls must walk to collect water every day and cannot attend school? Does the solution meet the needs of everyone? Show students the video "For 30 years, Nepapa walked 5 hours each day for water, until now," www.youtube.com/watch?v=iRiQoju3JIM (3:06).

6. Divide students into small groups and provide each group with one of the community profiles from **Blackline Master 2: Community Profiles**. Ask each group to read the community profile and discuss the questions displayed on the front board or chart paper.
7. Have students summarize their community profile and record the main ideas from their discussion on a piece of chart paper and then post their chart paper and community profile around the classroom.

8. **Recommended Assessment As Learning:** Using a gallery walk, have each group examine other groups' responses. Encourage students to ask questions, offer suggestions or request clarification if necessary. As students are working, document their contributions using one of the forms from **Appendix 1: Classroom Observation Forms**.

9. Show students the video "WE Villages: Our Sustainable Development Model," www.youtube.com/watch?v=m3alqSJGTNU (2:15) to introduce them to how WE Villages has created a sustainable development model that aims to end the cycle of poverty. Ask students, what are the five key areas of the model? Why do you think these five were selected?

Educator's Note: For more information about the WE Villages Sustainable Development Model, visit www.we.org/we-villages/our-development-model. Explain to students that they will have a chance to explore each Pillar of Impact in more detail in Part 2.

10. **Recommended Assessment Of Learning:** On an exit slip, have students reflect and describe:
 - a. one thing that surprised them about Craig's story;
 - b. one factor that affects sustainable development;
 - c. one question they still have about sustainable development.

Review students' exit slips and address any questions or misconceptions before beginning Part 2.

Part 2

Suggested Time:

2 x 60 minutes

1. **Recommended Assessment For Learning:** Review the video "WE Villages: Our Sustainable Development Model," www.youtube.com/watch?v=m3alqSJGTNU (2:16). Ask students to identify each of the five Pillars of Impact from the WE Villages model (Education, Water, Health, Food and Opportunity).
2. Introduce students to the first WE Villages Pillar of Impact: Education. Show students the Education Pillar webpage, www.we.org/we-villages/education, and read through the "Know Your Facts" and "Impacts" sections together. Discuss the importance of education, why it is considered a human right and how it can impact a person's life. Ask students, how does having access to education make a difference in your life?
3. Show students the video "Faith's story: For every girl's right," www.youtube.com/watch?time_continue=3&v=A4RfHE6uOcw (3:22). Using think-pair-share, ask students to discuss: how did access to education make a difference in Faith's life? How does education lead to breaking the cycle of poverty?
4. As a class, identify how the Education Pillar connects to and supports the other four Pillars of Impact.
5. Divide students into four groups and assign each group the Water, Health, Food or Opportunity Pillar. Challenge each group to use the resources from **Appendix 2: Resource List** to describe their pillar and the impact it has on WE Villages communities. Then, have each group describe how each pillar connects to or supports the other five pillars.
6. As a class, create a large web organizer to demonstrate how the pillars are interconnected. Have each group contribute what they learned about their pillar to the web. Choose from one of the following suggestions for making the web or allow students to develop their own idea:
 - a. Create a collaborative web. Post a large piece of craft paper on a wall as the base of the web. Assign each pillar a different colour, and have students create circles and arrows from

construction paper with their information on them to demonstrate how the pillars connect.

- b. Get outside! Have students use different colours of chalk to design their web in a space outside of the school.
- c. Build a physical web. In the gym or in another large space, use sports equipment like hula hoops and ropes to create a large-scale web. Have students type or write their information to include in the web.

Educator's Note: Make sure to photograph each section of the web as evidence for assessment.

7. **Recommended Assessment As Learning:** As a class, discuss why it is important for the Pillars of Impact in the WE Villages model to connect to each other. How does this make the model more sustainable? How does this help to empower more people within a community?

Educator's Note: Use the observation forms in **Appendix 1** to gather evidence of learning.

8. **Recommended Assessment Of Learning:** Give each student a sticky note and ask them to record three things they learned about sustainable development and the WE Villages model, two things they found interesting about it and one question they still have. Ask students to sign their name and post their sticky note on their section of the web. Make sure to provide the information and clarification students need before moving on to the next module.



Extension: Have students present their web to other classes, school staff or parents and community members to share what they have learned about sustainable development and the WE Villages model. This would also be an engaging way to assess students' presentation skills.

WE Villages Classroom Resource Inquiry Project— Educator’s Guide

1. Overview

This section of the WE Villages Classroom Resource is designed to lead your students through an inquiry project that will investigate one of the WE Villages Pillars of Impact.

This guide will offer a simple model to use with your class. Alternatively, you may choose to follow your school or district model. Resources for student-led inquiry can also be found at www.education.alberta.ca or www.edu.gov.on.ca/eng.

2. Planning and Organization

The Educator Planning Form on page 48 is designed to assist you with consideration for curricular alignment, timelines, groupings, differentiation, assessment, and extensions and enrichments.

3. Inquiry Questions

Challenge students to investigate the following:

- Does the WE Villages Sustainable Development Model support human rights?
- How does each WE Villages Pillar of Impact support the sustainable development model?
- How do the Pillars of Impact support the UN Sustainable Development Goals?

You may also choose to co-construct additional essential questions with students. Allowing students to be involved in creating the questions that will guide their inquiry process will ensure that the experience is relevant and meaningful for them.

4. Differentiation

This inquiry project is flexible and allows for differentiation based on the needs and interests of

your students. The project can be divided into required and optional tasks and the guiding questions, research processes, and opportunities for assessment for and as learning can be modified to align with the skills and abilities of your students.

5. Student Resources

Once students have chosen a pillar to investigate, provide each student with a copy of **Blackline Master 3: Inquiry Project Guide** as well as the resources from **Appendix 2: Resource List** to begin their research

Depending on the research skill level of your class, collaborate with your Teacher-Librarian, who will be able to help provide additional resources and resources at different reading levels that students may need throughout the research process. It's also important to refer to your school or district policies regarding Internet-use as well as any guidelines or support documents for research that might be provided.

6. Assessment

This project offers many opportunities for assessment. **Appendix 1: Classroom Observation Forms** and the Progress Tracking Form can be used to document ongoing assessment (i.e., assessment as learning) throughout the process. Options for final assessment (i.e., assessment of learning) can be oral presentations, written products or both. You can differentiate the assessment opportunities by providing a choice of presentation or written formats. Check your school district curricular assessment rubrics or frameworks to see how this inquiry project can be used to assess learning expectations in different subject areas.



Extension and Enrichment The list below offers additional challenges for students who wish to continue learning about the WE Villages Sustainable Development Model.

- Design the next Pillar of Impact! Create a proposal for Craig and Marc Kielburger that outlines what the sixth Pillar of Impact should be. Consider the following questions when developing your proposal:
 - Within the WE Villages communities you researched, are there human rights that are still being denied?

- Are there SDGs that the WE Villages model is not yet addressing?
 - Is there a specific SDG you are passionate about that you would like the WE Villages model to address?
- b. Propose the next WE Villages Community! Identify a community, either locally or globally, that would benefit from becoming a WE Villages community. Create a proposal for the WE Villages team that outlines the positive impact that the WE Villages model could have on this community and the specific Pillars of Impact that would best address the community's needs.
- c. Create a theatrical or musical production based on the life of Craig Kielburger and the development of the WE Villages Sustainable Development Model.
- d. Design the WE Villages Game! Create a board game or digital game that younger students can use to learn about the WE Villages Sustainable Development Model and how it supports human rights.

WE Villages Classroom Resource Inquiry Project—Educator Planning Form

Inquiry Questions:

In what way does the WE Villages Sustainable Development Model support human rights?

- How does each WE Villages Pillar of Impact support sustainable development?
- How do the Pillars of Impact support the UN Sustainable Development Goals?
- _____

Learning Goals (specific to the needs of the class):

- _____
- _____
- _____

Curricular Expectations and/or Outcomes to Be Assessed:

- _____
- _____
- _____

Timelines

One Week Two Weeks Four Weeks Unit Project Start date: _____

Conference 1: _____ Conference 2: _____ End date: _____

Yes No

Grouping

Individual Other: _____

Pairs _____

Small groups

Whole class

Integrated Unit:

Subject Areas _____

Opportunities for cross-curricular planning:

English Language Arts Communications/Tech

Social Studies (History/Geography) Science

The Arts Other: _____

WE Villages Classroom Resource Inquiry Project—Educator Planning Form Cont'd

Strategies to Engage a Variety of Learning Styles.

Visual:

Auditory:

Kinesthetic:

Musical:

Artistic:

Strategies for Differentiation (prior knowledge, process and product):

Assessment Tools:

- Appendix 1: Classroom Observation Forms
- Progress Tracking Form
- Photos/Videos
- Rubrics
- Other: _____

Summative Assessment:

- Presentation/Documentation
- Product: _____
- Reflection
- Self-evaluation
- Other: _____



Extension:

Enrichment:

WE Villages Classroom Resource Inquiry Project— Progress Tracking Form

Student/Group	Conference 1 _____	Additional Support/ Resources Required	Conference 2 _____	Additional Support/ Resources Required

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Blackline Master 1: The Story of Craig Kielburger and the Road to Sustainable Development

Read the following story to students. Discussion questions are provided throughout the text to help students develop an understanding of sustainable development.

Craig Kielburger was 12 years old, living in Thornhill, Ontario, when he first heard about Iqbal Masih. While flipping through the newspaper he saw a headline that said: "Battled child labour, boy, 12, murdered." Craig read the article and learned that Iqbal Masih was a boy from Pakistan who was sold into slavery at the age of four and spent six years chained to a carpet-weaving loom before he escaped. He became an advocate for the rights of enslaved children around the world. However, because of his activism and his desire to free children from child labour, Iqbal was killed. Craig was angry after reading the story and this inspired him to tell Iqbal's story to his grade 7 classmates. He urged them to join him in trying to put an end to child labour. When 11 other students did, the organization Free The Children was born.

Discuss:

- ▶ What is child labour?
- ▶ Why do you think the story of Iqbal Masih made Craig angry? How can our emotions motivate us to act?
- ▶ Why did the other students decide to join Craig in his efforts to end child labour?

Later that year, Craig travelled to South Asia and came face-to-face with the harsh realities of child labour. For seven weeks, he journeyed through slums, sweatshops and back alleys where many children lived in extreme poverty, often performing menial and dangerous jobs.

Inspired by his trip, Craig and his brother, Marc, set out to build a rescue home in India, where freed child labourers could recover. But the siblings quickly realized this was only a temporary solution to a complex issue.

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Discuss:

- ▶ Why is child labour an important issue?
- ▶ Were the rights of children Craig met in South Asia being upheld?
- ▶ Why was the rescue home only a temporary solution to the problem of child labour? Why was it not a sustainable solution?
- ▶ What do you think Craig and Marc learned from this experience?

To get to the root of the problem of child labour, Craig and Marc shifted their focus to what they believed would prevent child labour in the first place: education. They began to build schools in communities around the world.

Discuss:

- ▶ Why did Craig and Marc begin to build schools?
- ▶ How do you think education can prevent child labour?

As Craig and Marc began to build partnerships with community leaders, they discovered that while the schools they were building were benefiting many boys in these communities, girls often didn't attend school at all, in part because they had to fetch water for their families.

Discuss:

- ▶ Why was it important for Craig and Marc to build relationships with community leaders?
- ▶ Why do girls in these communities have to collect water for their families?
- ▶ Did their solution (building schools) have the impact they were hoping for? Was it a sustainable solution?
- ▶ What do you think Craig and Marc did next? Why?

Craig and Marc worked with the community leaders to develop a plan to help girls attend school. Through what is now known as WE Charity, they worked with local teams to build water wells. Their aim was to ensure that girls would not have to miss school because they had to walk long distances to collect water for their families.

However, when Craig and Marc spoke to teachers, they realized there was another issue. They learned that when students were not healthy, they weren't able to come to school, or if they did, they weren't prepared to learn.

Discuss:

- ▶ How did the WE Villages Water Pillar support childrens' right to education?
- ▶ Are there other rights that this pillar helps to uphold?
- ▶ If community members don't have running water in homes, schools and other buildings, can you think of other issues this might create, especially for girls?
- ▶ Why might children and youth in the community be sick or unhealthy?
- ▶ What do you think Craig and Marc decided to do next? Why?

To help make sure that all children and young people are healthy enough to attend school, WE Charity began to develop health programs that included clinics, hospitals and health education initiatives.

While the schools, water and health care that WE Charity was helping to provide was allowing more children and youth in these communities to attend school, families in the communities expressed that many were still missing school for financial reasons.

Discuss:

- ▶ What financial reasons could cause children and youth to miss school?
- ▶ What do you think Craig and Marc did to help address this challenge?

To address the financial barriers of families in the communities where they were working, WE Charity developed alternative income and livelihood programs to empower mothers with financial independence, allowing them to support their families and keep their children in classrooms and out of the workforce.

Discuss:

- ▶ How does the Opportunity Pillar contribute to ending child labour?
- ▶ Why do you think these income programs wanted to empower mothers with financial independence?

Craig, Marc and WE Charity continue to work to meet the changing needs of their community partners through the WE Villages Sustainable Development Model. They have begun to focus on developing innovative farming techniques and water-management projects to help ensure communities have access to self-sustaining food sources. They recognize that there are no quick, simple solutions to the complex social, economic and environmental issues communities around the world are facing. Providing long-term, sustainable solutions requires the innovation and collaboration of people who are committed to supporting human rights for all.

Discuss:

- ▶ What lessons did Craig and Marc learn through the development of the WE Villages model?
- ▶ Why is it important for WE Charity to work in partnership with members of WE Villages communities?
- ▶ What makes a solution to a problem sustainable?

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Blackline Master 2a: Community Profiles

Community #1

The local elementary school in this community has no running water. It makes handwashing and food preparation very difficult and students must go outside to use the washroom. A group of community leaders has decided to build a water system that will pump water directly from the local river into the school to make life easier for staff and students.

Community #2

At a community meeting, a group of farmers decide they must move their families to the city because there has been a severe drought and their crops and animals have died. Their children haven't eaten properly in weeks and the farmers are worried that the younger ones won't survive. The following week an international organization decides to donate 20 sacks of rice, 20 sacks of dried lentils and 50 cows to this community so its members won't have to leave and live elsewhere.

Community #3

A virus is making many children in this community very sick. There is no hospital in this community and the mobile clinic visits once a month. The health crisis is getting worse, so the leader of a village five kilometres away has offered support. She has agreed to let people from the community come to the medical clinic in his village free of charge until the crisis has passed.

Community #4

This community is located on the side of a mountain. It's very isolated and difficult to access. To raise money to build a new road, some community members have decided to start cutting down and selling the large trees that cover the mountainside. The wood is very strong and great for building houses and making furniture. Companies are buying wood so quickly that workers are clearing trees seven days a week.

Community #5

This community is struggling to provide enough jobs and economic opportunities for its members. A telecommunications company has decided to donate a large sum of money to this community so they can build a cell tower nearby. The company has seen how cellphone technology has provided economic opportunities for people in other communities and it believes building a cell tower will benefit the people of this community as well.

Community #6

Literacy levels (reading and writing levels) of children and adults in this community are some of the lowest in the country. Community leaders recognize that improving literacy rates will help their community economically. An international development organization has suggested that the community build a secondary school so that students can continue their education beyond elementary school and may be able to eventually attend university.

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Blackline Master 2b: Community Profiles

Community #1

Questions to Consider:

Is the water from the river safe for handwashing and preparing food, or safe to drink?

Is the water going to be filtered some way?

What happens if the water causes illness?

Possible Responses:

The water system would benefit everyone; however, until it's confirmed that the water is safe for consumption or it's going to be filtered or treated, this is not a sustainable solution.

Community #2

Questions to Consider:

Why has the drought caused the crops to fail and the animals to die?

Does this community eat rice and lentils? Do they eat beef? Are cattle common to this area?

What happens when this food runs out?

Possible Responses:

Since community members were not consulted about this solution, the food that was donated may not be appropriate for the dietary needs of the community members. Also, if the effects of the drought are not addressed, it is unlikely that the new animals will survive. This would not be considered a sustainable solution.

Community #3

Questions to Consider:

What if a family does not have a car or another form of transportation?

What if a child is too sick to travel five kilometres?

What are the conditions of the road to get to the next village?

What happens if the virus is spread to children in the neighbouring village?

Possible Responses:

This solution is not accessible to everyone, because travelling five kilometres may not be possible if families do not have transportation, if children are too sick to travel or if the road conditions are unsafe. Also, this solution may bring harm to children in the neighbouring community, so it cannot be considered a sustainable solution.

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Community #4

Questions to Consider:

Which community members are working on this project?

Is the community being fairly compensated for the lumber?

What are the environmental impacts of clear-cutting the mountainside?

What effects could this have on the buildings and other structures in the community in the future?

Possible Responses:

It is not clear whether all community members have the option of participating in the project, and it's also not clear whether they are being fairly compensated for the lumber they're selling. Clear-cutting the trees may cause the mountainside to be less secure and could lead to erosion and landslides. Because it is not clear if this is a fair and equitable economic opportunity, and because of the possible environmental impacts, this would not be considered a sustainable solution.

Community #5

Questions to Consider:

What opportunities could a cell tower provide for this community?

Were community leaders consulted about this project before the company decided to make a donation?

What would people need access to if they were to benefit from having a cell tower? Is this accessible for everyone?

Possible Responses:

It is not clear whether the company consulted with the community before deciding to donate. It's also not clear whether a cell tower will provide the types of economic opportunities that are most appropriate for this community. It also may not be a solution that is accessible for everyone if they don't have the money to buy a cellphone or cellphone credit. These questions would have to be answered before this solution could be considered sustainable.

Community #6

Questions to Consider:

Is it possible for older students in the community to attend school?

Do they have other jobs or responsibilities in the community that will prevent them from attending?

Will boys and girls have equal opportunity to attend?

Will the school have adequate washroom facilities for girls to use if they have begun menstruating? If parents' literacy levels are low, will they see the value in secondary education for their children?

Possible Responses:

In order for this solution to affect the literacy levels in this community, students will have to be able to attend secondary school. There may be cultural traditions that prevent students from attending and issues like child labour and child marriage may also create barriers. If parents have not had the opportunity to attend school, they may not see it as being beneficial for their children. Because these factors may limit both boys and girls attending school, this would not be a sustainable solution.

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Blackline Master 3: Inquiry Project Guide

Investigate one of the five WE Villages Pillars of Impact to understand how it acts on its own and as part of the sustainable development model to uphold the human rights of the people in WE Villages communities.

Step 1: Planning	
What Pillar of Impact will I investigate? Why?	What are my key dates?
Guiding Questions: <ul style="list-style-type: none"> • What do I already know about my pillar? • What do I already know about the role of my pillar in WE Villages communities? Demonstrate with specific examples. • What do I already know about why my pillar is important to the WE Villages Sustainable Development Model? 	What prior knowledge do I have? What do I want to find out?
Empty space for student work	

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Step 2: Research

Guiding Questions:

- What is the role of my pillar in WE Villages communities? Demonstrate with specific examples.
- Why is my pillar important to the WE Villages Sustainable Development Model?
- Does my pillar support human rights in WE Villages communities?
- Does my pillar connect to one or more of the SDGs?

What have I learned about my Pillar of Impact?

Did I remember to:

- Access all the resources provided on the resource list?
- Cite my sources?
- Investigate any new questions that came up during my research?

Step 3: Analysis

Guiding Questions:

- What patterns or connections can I see?
- Have I addressed the essential questions?
- What questions do I still have?
- What resources do I still need to access?

What am I noticing about the information I'm collecting?

Step 4: Presenting and Sharing

Guiding Questions:

- How can I best share my learning?
- Who is my audience?
- What information is most important to share with my audience?
- What can I do to make my presentation most effective?

How will I organize my information? How will I present my findings?

- Create a poster
- Create a digital presentation (Microsoft Sway, Microsoft PowerPoint, Prezi)
- Design a Minecraft simulation
- Host an information booth within the school or the community
- Record a video presentation or podcast
- Write a report or a newspaper article
- Other: _____

How will I create my presentation? What materials or resources will I need for my presentation?

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Blackline Master 4: Inquiry Project Reflection and Self-Assessment

Things I enjoyed most about this inquiry project:

- ▶
- ▶
- ▶

Challenges I faced during this inquiry project:

- ▶
- ▶
- ▶

Things I learned from this inquiry project:

- ▶
- ▶
- ▶

Things I would do differently if I were to do this inquiry project again:

- ▶
- ▶
- ▶

Which of my contributions to this inquiry project am I most proud of?

- ▶
- ▶
- ▶

How would I rate my overall participation in this inquiry project?

Did Not Participate ← 1 2 3 4 5 → Participated Effectively

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Grades 7 to 8

WE Villages Classroom Resource Grades 7 to 8

Essential Questions:

1. How can we uphold human rights?
2. What is considered sustainable development?
3. How is the WE Villages model contributing to sustainable change in the world?
4. What role can we play in sustainable development?

Educator’s Note: This resource is designed to help students explore the concepts of human rights and sustainable development. To help students understand the complexities of sustainable development, students will explore how basic needs are the foundation of human rights and will develop an understanding of who is responsible for upholding these rights. This resource will introduce students to the United Nations Sustainable Development Goals that are designed to promote economic growth, social inclusion and environmental protection, and ensure that human rights are upheld. Through the Global Ambassadors: WE Villages Resource, students will recognize what role they play as global citizens in upholding human rights and how they can take action to support sustainable development.

The following lessons will require access to a variety of books, that are also listed in **Appendix 2: Resource List**. Please visit your Teacher-Librarian, local library or school district resource centre to get access to the books before beginning the lessons.

Word Bank	Materials and Resources
<p>Human right—A legal or moral entitlement believed to belong to every person.</p> <p>Need—Something that is necessary, a necessity.</p> <p>Poverty—The state of being extremely poor.</p> <p>Prosperous—Marked by success or economic well-being.</p> <p>Right—A moral or legal entitlement to have or do something.</p> <p>Sustainable—Able to be maintained at a certain rate or level for a long period of time.</p> <p>Uphold—To maintain, confirm or support.</p> <p>Want—Something that is desired.</p> <p>Merriam-Webster www.merriam-webster.com Oxford Dictionaries www.en.oxforddictionaries.com</p>	<ul style="list-style-type: none"> • Chart paper • Writing utensils • Computer or tablets with Internet access • Appendix 1: Classroom Observation Forms • Appendix 2: Resource List • Blackline Master 1: The Convention on the Rights of the Child • Blackline Master 2: UN Sustainable Development Goals • Blackline Master 3: The Story of Craig Kielburger and the Road to Sustainable Development • Blackline Master 4: Community Profiles • Blackline Master 5: SWOT Analysis • Blackline Master 6: Inquiry Project Guide • Blackline Master 7: Inquiry Project Reflection and Self-Assessment

Concept Lesson 1: Introduction to Human Rights and the UN Sustainable Development Goals



Learning Goals:

Students will:

- ▶ Understand what is meant by rights and how they are related to basic needs
- ▶ Explore who is responsible for ensuring that rights are upheld
- ▶ Learn about the United Nations and the Convention on the Rights of the Child (UN CRC)
- ▶ Learn about the United Nations Sustainable Development Goals (SDGs)

Part 1

Suggested Time:

60 minutes

1. Put the words *Strongly Agree*, *Agree*, *Disagree*, *Strongly Disagree* in four different corners of the classroom. Explain to students you are going to make statements about yourself as a teacher and they must move to the corner of the room that best matches their opinion of the statement.

Educator's Note: It is important to remember that adolescents are beginning to solidify their attitudes and beliefs around fairness, equality and justice, and often have strong opinions. The following activity may evoke strong emotions in some students and they may require additional time to discuss and debrief after each step of the activity. Remind students that when discussing rights, it's important to focus on the specific need or behaviour and not on individual people who may uphold or deny those rights for others.

2. **Recommended Assessment For Learning:** Present students with the statement "I have the right to give you three hours of homework every night." Give students a moment to think about the statement and then ask them to move to the corner that represents their opinion. Ask students to give examples to justify their opinions. Use one of the forms from **Appendix 1: Classroom Observation Forms** to document students' responses and assess their prior knowledge of rights.
3. Present students with five or six more statements, such as "I have the right to arrive thirty minutes late to school on Fridays," "I have the right to have a break for lunch," "I have the right to talk on my cellphone in class," "I have the right to wear whatever I want to work."
4. Begin to develop a collective understanding of rights by asking students to give suggestions of the rights they feel they have as students in the classroom. As students start to give suggestions, record their ideas on the board and discuss whether these suggestions are reasonable (e.g., "I have the right to share my thinking in a safe and respectful environment") or unreasonable (e.g., "I have the right to juggle textbooks during class"). Is this something you need or something you want? What is the difference?

Educator's Note: If students are struggling to differentiate between wants and needs, consider exploring the WE Villages Classroom Resource Grades 4 to 6: Concept Lesson 1.

5. Begin to separate students' ideas into two different lists by asking questions such as:
 - What makes a suggestion reasonable or unreasonable?
 - How is a right related to something you need rather than something you want?
 - Does it interfere with or deny the rights of someone else?
 - Does the right apply to everyone? Is it fair to everyone?
 - What does this right look like for everyone? Does it change depending on the context?

6. Once students have developed an understanding of what a right is, explain that rights are often expressed as declarations. A declaration is an official or a formal announcement of an agreement. Model for students how to declare something by using the sentence frame:
 "I, _____, declare that _____
 _____."

7. **Recommended Assessment As Learning:** Give each student a sticky note and ask them to use the sentence frame to declare one right that they have as a student in the classroom based on the previous discussion. When students have finished, ask them to share their note with the class and then add it to a piece of chart paper on the front board. Make sure that everyone has included something different and that everyone agrees on each note. Remind students that suggestions must fit their understanding of what a right is.

8. Once all the notes have been added tell students that they have now created The Declaration of the Rights of Students in _____ (e.g., Grade 8, Room 12). Have all students commit to the declaration by signing the chart paper.

9. **Recommended Assessment Of Learning:** Have students reflect and record in a T-chart their basic human rights and needs versus their wants.



Extension: Have students present their Declaration to other classes to see if students in other classes would agree to sign their Declaration. Are there rights they don't agree with? Are the rights applicable to all students?

Part 2

Suggested Time:

2 x 60 minutes

1. Revisit the Declaration that students created in Part 1. Now that they have declared what their rights are in the classroom, ask students to think about who is responsible for upholding those rights. Who makes sure that everyone has these rights? Give students a minute to create a brief list of who they believe is responsible.

2. **Recommended Assessment For Learning:** Discuss students' responses and establish an understanding that everyone who is involved in the Declaration is agreeing to uphold the rights for themselves and others in the classroom (e.g., the creators, the participants or those who have signed it).

3. Introduce students to the story of Yadira, a 15 year-old from Bellavista, Ecuador, www.we.org/stories/world-water-stories-clean-water-changes-teens-life (2:24).
4. Use the think-pair-share strategy, ask students to reflect on the video and discuss:
 - What was life like for Yadira before the water project came to her community?
 - What are Yadira's needs?
 - What rights does Yadira have? In what way were her needs being upheld or not being upheld before the water project came? Are they the same as your rights?
5. Ask students to brainstorm who they think is responsible for upholding Yadira's rights. Choose three or four students to share their ideas.

Educator's Note: If students do not have prior knowledge of the UN and its members or this document, explore the following links as a class before moving on to the next activity:

- "How Does the United Nations Work?" www.youtube.com/watch?v=Qolafzc0k74 (1:55)
- "What are the universal human rights?—Benedetta Berti," www.youtube.com/watch?v=nDgIVseTkuE (4:46)

6. Explain to students that the United Nations has created the Universal Declaration of Human Rights, which contains all the rights that each and every human being around the world is entitled to, regardless of country of origin, religion, race or political beliefs. It is the responsibility of the UN and the member states to ensure that the rights are being upheld.
7. In pairs or small groups, ask students to discuss the following questions:
 - Why is it the responsibility of the UN and the government of each country to uphold the human rights of their citizens?
 - Who else is responsible for upholding human rights within a country or a community?
 - How does this compare to the responsibility you have as students to uphold the rights of other students in the class?
8. Discuss each pair or group's response to the questions.
9. Explain to students that the UN has also created an agreement to specifically advocate for the rights of children, called the United Nation Convention on the Rights of the Child (CRC). The document has 54 articles that outline the rights that all children around the world are entitled to. These 54 articles can be organized into four categories of rights: *Non-discrimination*; *Devotion to the Best Interests of the Child*; *The Right to Life, Survival and Development*; and *Respect for the Views of the Child* (www.unicef.org/rightsite/433_468.htm). Clarify the categories to make sure that all students have a clear understanding of each one.

Educator's Note: As of 2017, the United States of America had not ratified the UN CRC. Consider discussing what the reasons would be for a country to choose not to endorse the UN CRC.

Source: United Nations Treaty Collection, <https://treaties.un.org>

10. On four pieces of chart paper, write the titles of the four categories (listed above in step 9) and post them in different places around the classroom.

11. Divide students into six groups and give each group of students nine of the articles from **Blackline Master 1: The Convention on the Rights of the Child**. Ask students to read and discuss each article and decide which category it belongs to. If students need more information they can refer to United Nations Convention on the Rights of the Child, www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx.
12. **Recommended Assessment As Learning:** Once students have categorized their articles, have them post each article on the corresponding chart paper. Have students rotate around the class and examine the articles in each category. As a class, discuss whether there are any disagreements about the categorization.
13. Ask each group to select one of the articles they categorized and discuss how this right is being upheld for students within their school community.

Educator's Note: Be mindful that some students in your class may be experiencing challenging circumstances (homelessness, poverty, domestic violence) and may not feel comfortable sharing their experiences. Ensure that children in these situations are not exposed in front of others. As an alternative, students may choose a character from a book, movie or television show and provide examples of how that character's rights are being upheld.

14. **Recommended Assessment Of Learning:** Once students have discussed the article, ask them to demonstrate to the class how the right they have chosen can be upheld or not upheld. Students can choose the format they prefer to use (e.g., oral presentation, digital presentation, infographic, poster). Reinforce with students that the demonstration should clearly identify and define the article and provide real-life or fictional examples to demonstrate how this right is upheld. Collect all presentation materials as evidence for assessment.

Part 3

Suggested Time:

60 minutes

1. Before beginning this session, print five copies of **Blackline Master 2: UN SDGs**. Cut out the goals, definitions and facts, and create five separate packages.

2. Explain to students that the United Nations has also created a set of goals to help achieve equal rights for all. These goals are called the Sustainable Development Goals (SDGs) and they aim to “end poverty, protect the planet, ensure prosperity for all” (www.un.org/sustainabledevelopment/sustainable-development-goals). There are 17 goals and the UN and its members have committed to achieving these goals by 2030.

3. **Recommended Assessment For Learning:** Show students “Malala Introducing the World’s Largest Lesson,” vimeo.com/138852758 (6:19) and ask them to predict what the 17 Sustainable Development Goals are and how they support human rights. Make a list of students’ predictions on the front board and ask students to justify why they think the goal would be one of the 17.

4. Divide students into six groups. Give each group a piece of chart paper and a package of goals, definitions and facts. Ask them to divide the chart paper into three columns and label the columns: *Sustainable Development Goal*, *Definition* and *Fact*. Once students have prepared their chart paper, ask them to order the goals in the first column and match the corresponding definitions and facts to each goal.

5. **Recommended Assessment As Learning:** Ask a representative from each group to visit other groups to compare how they have organized their chart. As students are working, circulate to make observations about students’ understanding of the SDGs. This is an opportunity to answer questions or clarify misunderstandings. Once students feel their chart is complete, ask them to glue the goals, definitions and facts onto their chart and hang it up around the class to use for reference.

6. **Recommended Assessment Of Learning:** Revisit the predictions students made in step 3 to compare them to the final list. Have students select one of the SDGs and write a short reflection explaining how this goal supports human rights and how this goal applies to their own life.



Extension: The UN Sustainable Development Goals build on the UN Millennium Development Goals (MDGs). Challenge students to investigate what the MDGs were and how they led to the creation of the Sustainable Development Goals (SDGs). Ask students to consider the following questions in their investigation:

- What were the Millennium Development Goals?
- What were the results of the MDGs? Were they achieved?
- Why did the United Nations decide to create the SDGs? How do they differ from the MDGs?

Allow students to choose their own method for presenting the results of their investigation. Options may include writing a report, creating and recording a news segment or short documentary, or designing a visual presentation.

Concept Lesson 2: What Is Sustainable Development?



Learning Goals:

Students will:

- ▶ Understand what is meant by sustainable development and how it is achieved
- ▶ Identify the role of each of the WE Villages Pillars of Impact and how they are interconnected

Part 1

Suggested Time:

2 x 60 minutes

Educator's Note: For the purposes of the following activities, please refer to the UN definition of sustainable development, which can be found by visiting www.un.org/sustainabledevelopment/development-agenda.

If students require more support, share one of the following examples:

- A community recognizes that it would be beneficial for girls in the community to attend school. A proposed solution is to build a school just for girls; however, what if those girls must walk to collect water every day and cannot attend school? Does the solution meet the needs of everyone?
- A borehole (a deep, narrow hole made in the ground to locate water) has just been drilled in a community so that women and girls no longer have to walk to collect water. However, the community elders notice that people seem to be getting sick after drinking the water they've taken from the tap. While the borehole is a great solution to the issue of water accessibility, has anyone considered making sure the containers that are being used to collect water are clean? Has everyone received sufficient information about hygiene and water contamination?

Show students "For 30 years, Nepapa Walked 5 Hours Each Day for Water, Until Now," www.youtube.com/watch?v=iRiQoju3JIM (3:06) to further illustrate this example.

1. Explain to students that you are going to share a story with them about a young activist who was passionate about supporting the rights of children around the world.
2. Lead students through the narrative from **Blackline Master 3: The Story of Craig Kielburger and the Road to Sustainable Development**. The purpose of this activity is to help students recognize that there are many ways to support children and youth whose rights are being denied, however, not all these ways are effective or sustainable. To help individuals and communities around the world, we must work in collaboration with the communities to learn and to find long-term solutions that address the complex causes and effects of the issues they are facing.

3. **Recommended Assessment For Learning:** While going through the narrative from **Blackline Master 3**, make sure to stop and address the questions that arise. This will be an opportunity to assess students' prior knowledge of sustainable development.

4. Divide students into small groups, and provide each group with one of the community profiles from **Blackline Master 4: Community Profiles**. Ask students to discuss the problem the community is facing and the proposed solution. Provide students with the following guiding questions for their discussion:
 - What could the possible barriers be to this solution?
 - Will the solution be accessible to everyone? Will it benefit everyone?
 - What factors could limit a person's access to this solution?
 - Is the solution sustainable?



Extension: Have students conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of the solution and its potential impact on the community. Give each group a copy of **Blackline Master 5: SWOT Analysis** to guide the activity.

- Have students summarize their community profile and record the main ideas from their discussions on a piece of chart paper and then post their chart paper around the classroom.

Educator's Note: This student learning can be demonstrated as a written reflection, video clip, or for enrichment, as an editorial.



Discuss the following question: Why is education listed first in the WE Villages model?

- Recommended Assessment As Learning:** Provide each group with a different colour marker and, using the graffiti strategy, ask students to read each group's responses and add any comments, questions or suggestions they might have. As students are working, circulate with one of the forms from **Appendix 1: Classroom Observation Forms** to document students' understanding. This is also an opportunity to answer questions or clarify any misunderstandings.

- Ask each group to return to their own paper and discuss the comments made by the other groups. As a class, discuss whether the groups agreed or disagreed with the comments and whether the experience made them think differently about the issue the community in their profile was facing.
- Show students the video "WE Villages: Our Sustainable Development Model," www.youtube.com/watch?v=m3alqSJGTNU (2:16) to introduce them to how WE Villages has created a sustainable model of development that aims to end the cycle of poverty. Discuss how, by focusing on addressing as many of the five Pillars of Impact (Education, Water, Health, Food, Opportunity) in each community as possible, it is able to provide sustainable solutions.

Educator's Note: For more information about WE Villages Sustainable Development Model, visit www.we.org/we-villages/our-development-model. Explain to students that they will have a chance to explore each Pillar of Impact in more detail in Part 2.

- Recommended Assessment Of Learning:** Ask each student to reflect and respond to the following question: When can international development be considered sustainable?

Part 2

Suggested Time:

2 x 60 minutes

1. **Recommended Assessment For Learning:** Review the video "WE Villages: Our Sustainable Development Model," www.youtube.com/watch?v=m3alqSJGTNU (2:16). Ask students to identify each of the five Pillars of Impact from the WE Villages model.
2. Divide students into groups and assign each group one of the pillars and challenge them to use the resources from **Appendix 2: Resource List** to describe their pillar and the impact it has on WE Villages communities. Then, have each group describe how each pillar connects to or supports the other five pillars.
3. As a class, create a large web organizer to demonstrate how the pillars are interconnected. Choose from one of the following suggestions for making the web or allow students to develop their own idea:
 - a. Create a collaborative infographic. Post a large piece of craft paper on a wall as the base of the web. Assign each pillar a different colour and have students use construction paper to create circles and arrows with their information on them to demonstrate how the pillars connect.
 - b. Get outside! Have students use different colours of chalk to design their web in a space outside the school.
 - c. Build a physical web. In the gym or in another large space, use sports equipment like hula hoops and ropes to create a large-scale web. Have students type or write their information to include in the web. Don't forget to photograph the web or display it in the class for students to refer to in the next activity.
4. **Recommended Assessment As Learning:** As a class, discuss why it is important for the Pillars of Impact in the WE Villages model to connect to each other. How does this make the model more sustainable? How does this help to empower more people within a community?

5. **Recommended Assessment Of Learning:** Give each student a sticky note and ask them to record three things they learned about sustainable development and the WE Villages model, two things they found interesting about it and one question they still have. Ask students to sign their name and post their sticky note on their section of the web. Make sure to provide the information and clarification students need before moving on to the next module.



Extension: When WE Villages discusses the five Pillars of Impact, education is always listed first. Ask students to discuss why they think this is. How is education at the centre of the WE Villages Sustainable Development Model and yet also connected to all the other pillars?

WE Villages Classroom Resource Inquiry Project— Educator’s Guide

1. Overview

This section of the WE Villages Classroom Resource is designed to lead your students through an inquiry project that will investigate one of the WE Villages Pillars of Impact.

This guide for developing inquiry projects will offer a simple model to use with your class. Alternatively, you may choose to follow your school or district model. Resources for student-led inquiry can also be found at www.education.alberta.ca or www.edu.gov.on.ca/eng.

2. Planning and Organization

The Educator Planning Form on page 71 is designed to assist you with consideration for curricular alignment, timelines, groupings, differentiation, assessment, and extensions and enrichments.

3. Inquiry Questions

Challenge students to investigate the following:

- Does the WE Villages Sustainable Development Model support human rights?
- How does each WE Villages Pillar of Impact support the sustainable development model?
- How do the Pillars of Impact support the UN Sustainable Development Goals?

You may also choose to co-construct additional essential questions with students. Allowing students to be involved in creating the questions that will guide their inquiry process and ensure that the experience is relevant and meaningful for them.

4. Differentiation

This inquiry project is flexible and allows for differentiation based on the needs and interests of your students. The project can be divided into required and

optional tasks, and the guiding questions, research processes, and opportunities for assessment for and as learning can be modified to align with the skills and abilities of your students.

5. Student Resources

Once students have chosen a pillar to investigate, provide each student with a copy of **Blackline Master 6: Inquiry Project Guide** as well as the resources from **Appendix 2: Resource List** to begin their research.

Depending on the research skill level of your class, collaborate with your Teacher-Librarian, who will be able to help provide additional resources and resources at different reading levels that students may need throughout the research process. It's also important to refer to your school or district policies regarding Internet use as well as any guidelines or support documents for research that might be provided.

6. Assessment

This project offers many opportunities for assessment. **Appendix 1: Classroom Observation Forms** and the Progress Tracking Form can be used to document ongoing assessment (i.e., assessment as learning) throughout the process. Options for final assessment (i.e., assessment of learning) can be oral presentations, written products or both. You can differentiate the assessment opportunities by providing choice of presentation or written formats. Check your school district curricular assessment rubrics or frameworks to see how this inquiry project can be used to assess learning expectations in different subject areas.



Extension and Enrichment

The list below offers additional challenges for students who wish to continue learning about the WE Villages Sustainable Development Model.

- Design the next Pillar of Impact! Create a proposal for Craig and Marc Kielburger that outlines what the sixth Pillar of Impact should be. Consider the following questions when developing your proposal:
 - Within the WE Villages communities you researched, are there human rights that are still being denied?
 - Are there SDGs that the WE Villages model is not yet addressing?

- Is there a specific SDG you are passionate about that you would like the WE Villages model to address?
- b. Propose the next WE Villages Community! Identify a community, either locally or globally, that would benefit from becoming a WE Villages community. Create a proposal for the WE Villages team that outlines the positive impact that the WE Villages model could have on this community and the specific Pillars of Impact that would best address the community's needs.
 - c. Create a theatrical or musical production based on the life of Craig Kielburger and the development of the WE Villages Sustainable Development Model.
 - d. Design the WE Villages Game! Create a board game or digital game that younger students can use to learn about the WE Villages Sustainable Development Model and how it supports human rights.

WE Villages Classroom Resource Inquiry Project—Educator Planning Form

Inquiry Questions:

In what way does the WE Villages Sustainable Development Model support human rights?

- How does each WE Villages Pillar of Impact support sustainable development?
- How do the Pillars of Impact support the UN Sustainable Development Goals?
- _____

Learning Goals (specific to the needs of the class):

- _____
- _____
- _____

Curricular Expectations and/or Outcomes to Be Assessed:

- _____
- _____
- _____

Timelines

One Week Two Weeks Four Weeks Unit Project Start date: _____

Conference 1: _____ Conference 2: _____ End date: _____

Yes No

Grouping

Individual Other: _____

Pairs _____

Small groups

Whole class

Integrated Unit:

Subject Areas _____

Opportunities for cross-curricular planning:

English Language Arts Communications/Tech

Social Studies (History/Geography) Science

The Arts Other: _____

WE Villages Classroom Resource Inquiry Project—Educator Planning Form Cont'd

Strategies to Engage a Variety of Learning Styles

Visual:

Auditory:

Kinesthetic:

Musical:

Artistic:

Strategies for Differentiation (prior knowledge, process and product):

Assessment Tools:

- Appendix 1: Classroom Observation Forms
- Progress Tracking Form
- Photos/Videos
- Rubrics
- Other: _____

Summative Assessment:

- Presentation/Documentation
- Product: _____
- Reflection
- Self-evaluation
- Other: _____



Extension:

Enrichment:

WE Villages Classroom Resource Inquiry Project— Progress Tracking Form

Student/Group	Conference 1 _____	Additional Support/ Resources Required	Conference 2 _____	Additional Support/ Resources Required

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Blackline Master 1: The Convention on the Rights of the Child

<p>Article 1 Everyone under 18 has these rights.</p>	<p>Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, or whether they are rich or poor.</p>	<p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>	<p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.</p>
<p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p>Article 6 You have the right to be alive.</p>	<p>Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p>	<p>Article 8 You have the right to an identity—an official record of who you are. No one should take this away from you.</p>
<p>Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you</p>	<p>Article 10 If you live in a different country than your parents, you have the right to be together in the same place.</p>	<p>Article 11 You have the right to be protected from kidnapping.</p>	<p>Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.</p>
<p>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>	<p>Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p>Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>	<p>Article 16 You have the right to privacy.</p>
<p>Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources.</p>	<p>Article 18 You have the right to be raised by your parent(s) if possible.</p>	<p>Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>Article 20 You have the right to special care and help if you cannot live with your parents.</p>

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<p>Article 21 You have the right to care and protection if you are adopted or in foster care.</p>	<p>Article 22 You have the right to special protection and help if you are a refugee, as well as all the rights in this Convention.</p>	<p>Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>
<p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 26 You have the right to help from the government if you are poor or in need.</p>	<p>Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>	<p>Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>
<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Article 30 You have the right to practice your own culture, language and religion. Minority and Indigenous groups need special protection of this right.</p>	<p>Article 31 You have the right to play and rest.</p>	<p>Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>
<p>Article 33 You have the right to protection from harmful drugs and from the drug trade.</p>	<p>Article 34 You have the right to be free from sexual abuse.</p>	<p>Article 35 No one is allowed to kidnap or sell you.</p>	<p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p>
<p>Article 37 No one is allowed to punish you in a cruel or harmful way.</p>	<p>Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.</p>	<p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p>	<p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p>
<p>Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p>	<p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>	<p>Article 43–54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>	

Source: www.unicef.ca

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Blackline Master 2: United Nations Sustainable Development Goals

<p>End poverty in all its forms everywhere</p>	<p>End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p>	<p>Ensure healthy lives and promote well-being for all at all ages</p>
<p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p>Achieve gender equality and empower all women and girls</p>	<p>Ensure availability and sustainable management of water and sanitation for all</p>
<p>Ensure access to affordable, reliable, sustainable and modern energy for all</p>	<p>Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all</p>	<p>Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation</p>
<p>Reduce inequality within and among countries</p>	<p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>	<p>Ensure sustainable consumption and production patterns</p>
<p>Take urgent action to combat climate change and its impacts</p>	<p>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss</p>
<p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels</p>	<p>Strengthen the means of implementation and revitalize the global partnership for sustainable development</p>	<p>Source: https://sustainabledevelopment.un.org/sdgs</p>

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<ul style="list-style-type: none"> • 36 million people live in extreme poverty • About one in five persons in developing regions lives on less than \$1.25 per day 	<ul style="list-style-type: none"> • One in nine people in the world today (795 million) are undernourished • Poor nutrition causes nearly half of deaths in children under five—3.1 million children each year 	<ul style="list-style-type: none"> • More than six million children die before their fifth birthday each year
<ul style="list-style-type: none"> • 57 million children in developing countries do not attend school • 50% of out-of-school children of primary school age live in conflict-affected areas 	<ul style="list-style-type: none"> • In sub-Saharan Africa, Oceania and Western Asia, girls face many barriers to entering both primary and secondary school • Only 23.4% of seats in lower houses of national parliaments globally are held by women 	<ul style="list-style-type: none"> • 2.5 billion people lack access to basic sanitation services, such as toilets or latrines • Each day, an average of 5,000 children die due to preventable water and sanitation-related diseases
<ul style="list-style-type: none"> • 1.3 billion people—one in five globally—still lack access to modern electricity • 3 billion people rely on wood, coal, charcoal or animal waste for cooking and heating 	<ul style="list-style-type: none"> • Global unemployment increased from 170 million in 2007 to nearly 202 million in 2012, of which about 75 million are young women and men 	<ul style="list-style-type: none"> • 1 to 1.5 million people do not have access to reliable phone service
<ul style="list-style-type: none"> • On average, income inequality increased by 11% in developing countries between 1990 and 2010 • Children in the poorest 20% of the population are up to three times more likely to die before their fifth birthday 	<ul style="list-style-type: none"> • By 2030, almost 60% of the world’s population will live in urban areas • Cities occupy just 2% of the Earth’s land, but account for 60–80% of energy consumption and 75% of carbon emissions 	<ul style="list-style-type: none"> • 1.3 billion tonnes of food are wasted every year • Should the global population reach 9.6 billion by 2050, the equivalent of almost three planets could be required to provide the natural resources needed to sustain current lifestyles
<ul style="list-style-type: none"> • The greenhouse gas emissions from human activities that are driving climate change are now at the highest levels in history, having increased by almost 50% since 1990 	<ul style="list-style-type: none"> • As much as 40% of the world’s oceans are heavily affected by human activities, including pollution, depleted fisheries and loss of coastal habitats 	<ul style="list-style-type: none"> • Thirteen million hectares of forests are being lost every year • 2.6 billion people depend directly on agriculture, but 52% of the land used for agriculture is moderately or severely affected by soil degradation
<ul style="list-style-type: none"> • Globally, 65.6 million people have been forced from their homes—including nearly 22.5 million refugees, over half of whom are under the age of 18 	<ul style="list-style-type: none"> • Internet use has grown from just over 6% of the world’s population in 2000 to 43% in 2015, but more than four billion people still do not use the Internet—90% of those people are from the developing world 	<p>Sources: www.un.org/sustainabledevelopment/wp-content/uploads/2015/08/Factsheet_Summit.pdf https://sustainabledevelopment.un.org/sdgs</p>

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Blackline Master 2: United Nations Sustainable Development Goals

NO POVERTY	ZERO HUNGER	GOOD HEALTH AND WELL-BEING
QUALITY EDUCATION	GENDER EQUALITY	CLEAN WATER AND SANITATION
AFFORDABLE AND CLEAN ENERGY	DECENT WORK AND ECONOMIC GROWTH	INDUSTRY, INNOVATION AND INFRASTRUCTURE
REDUCED INEQUALITIES	SUSTAINABLE CITIES AND COMMUNITIES	RESPONSIBLE CONSUMPTION AND PRODUCTION
CLIMATE ACTION	LIFE BELOW WATER	LIFE ON LAND
PEACE, JUSTICE AND STRONG INSTITUTIONS	PARTNERSHIPS FOR THE GOALS	

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Source: <https://sustainabledevelopment.un.org/sdgs>

Blackline Master 3: The Story of Craig Kielburger and the Road to Sustainable Development

Read the following story to students. Discussion questions are provided throughout the text to help students develop an understanding of sustainable development.

Craig Kielburger was 12 years old, living in Thornhill, Ontario, when he first heard about Iqbal Masih. While flipping through the newspaper he saw a headline that said: "Battled child labour, boy, 12, murdered." Craig read the article and learned that Iqbal Masih was a boy from Pakistan who was sold into slavery at the age of four and spent six years chained to a carpet-weaving loom before he escaped. He became an advocate for the rights of enslaved children around the world. However, because of his activism and his desire to free children from child labour, Iqbal was killed. Craig was angry after reading the story and this inspired him to tell Iqbal's story to his Grade 7 classmates. He urged them to join him in trying to put an end to child labour. When 11 other students did, the organization Free The Children was born.

Discuss:

- ▶ What is child labour?
- ▶ Why do you think the story of Iqbal Masih make Craig angry? How can our emotions motivate us to act?
- ▶ Why did the other students decide to join Craig in his efforts to end child labour?

Later that year, Craig travelled to South Asia and came face-to-face with the harsh realities of child labour. For seven weeks, he journeyed through slums, sweatshops and back alleys where many children lived in extreme poverty, often performing menial and dangerous jobs.

Inspired by his trip, Craig and his brother, Marc, set out to build a rescue home in India, where freed child labourers could recover. But the siblings quickly realized this was only a temporary solution to a complex issue.

Discuss:

- ▶ Why is child labour an important issue?

- ▶ Were the rights of children Craig met in South Asia being upheld?
- ▶ Why was the rescue home only a temporary solution to the problem of child labour? Why was it not a sustainable solution?
- ▶ What do you think Craig and Marc learned from this experience?

To get to the root of the problem of child labour, Craig and Marc shifted their focus to what they believed would prevent child labour in the first place: education. They began to build schools in communities around the world.

Discuss:

- ▶ Why did Craig and Marc begin to build schools?
- ▶ How do you think education can prevent child labour?

As Craig and Marc began to build partnerships with community leaders, they discovered that while the schools they were building were benefiting many boys in these communities, girls often didn't attend school at all, in part because they had to fetch water for their families.

Discuss:

- ▶ Why was it important for Craig and Marc to build relationships with community leaders?
- ▶ Why do girls in these communities have to collect water for their families?
- ▶ Did their solution (building schools) have the impact they were hoping for? Was it a sustainable solution?
- ▶ What do you think Craig and Marc did next? Why?

Craig and Marc worked with the community leaders to develop a plan to help girls attend school. Through what is now known as WE Charity, they worked with local teams to build water wells. Their aim was to ensure that girls would not have to miss school because they had to walk long distances to collect water for their families.

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However, when Craig and Marc spoke to teachers, they realized there was another issue. They learned that when students were not healthy, they weren't able to come to school, or if they did, they weren't prepared to learn.

Discuss:

- ▶ How did the WE Villages Water Pillar support children's right to education?
- ▶ Are there other rights that this Pillar helps to uphold?
- ▶ If community members don't have running water in homes, schools and other buildings, can you think of other issues this might create, especially for girls?
- ▶ Why might children and youth in the community be sick or unhealthy?
- ▶ What do you think Craig and Marc decided to do next? Why?

To help make sure that all children and young people are healthy enough to attend school, WE Charity began to develop health programs that included clinics, hospitals and health education initiatives.

While the schools, water and health care that WE Charity was helping to provide was allowing more children and youth in these communities attend school, families in the communities expressed that many were still missing school for financial reasons.

Discuss:

- ▶ What financial reasons could cause children and youth to miss school?
- ▶ What do you think Craig and Marc did to help address this challenge?

To address the financial barriers of families in the communities where they were working, WE Charity developed alternative income and livelihood programs to empower mothers with financial independence, allowing them to support their families and keep their children in classrooms and out of the workforce.

Discuss:

- ▶ How does the Opportunity Pillar contribute to ending child labour?
- ▶ Why do you think these income programs wanted to empower mothers with financial independence?

Craig, Marc and We Charity continue to work to meet the changing needs of their community partners through the WE Villages Sustainable Development Model. They have begun to focus on developing innovative farming techniques and water-management projects to help ensure communities have access to self-sustaining food sources. They recognize that there are no quick, simple solutions to the complex social, economic and environmental issues communities around the world are facing. Providing long-term, sustainable solutions requires the innovation and collaboration of people who are committed to supporting human rights for all.

Discuss:

- ▶ What lessons did Craig and Marc learn through the development of the WE Villages model?
- ▶ Why is it important for WE Charity to work in partnership with members of WE Villages communities?
- ▶ What makes a solution to a problem sustainable?

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Blackline Master 4a: Community Profiles

Community #1

The local elementary school in this community has no running water. It makes handwashing and food preparation very difficult, and students must go outside to use the washroom. A group of community leaders has decided to build a water system that will pump water directly from the local river into the school to make life easier for staff and students.

Community #2

At a community meeting, a group of farmers decide they must move their families to the city because there has been a severe drought and their crops and animals have died. Their children haven't eaten properly in weeks and the farmers are worried that the younger ones won't survive. The following week an international organization decides to donate 20 sacks of rice, 20 sacks of dried lentils and 50 cows to this community so its members won't have to leave and live elsewhere.

Community #3

A virus is making many children in this community very sick. There is no hospital in this community and the mobile clinic visits once a month. The health crisis is getting worse, so the leader of a village five kilometres away has offered support. She has agreed to let people from the community come to the medical clinic in his village free of charge until the crisis has passed.

Community #4

This community is located on the side of a mountain. It's very isolated and difficult to access. To raise money to build a new road, some community members have decided to start cutting down and selling the large trees that cover the mountainside. The wood is very strong and great for building houses and making furniture. Companies are buying wood so quickly that workers are clearing trees seven days a week.

Community #5

This community is struggling to provide enough jobs and economic opportunities for its members. A telecommunications company has decided to donate a large sum of money to this community so they can build a cell tower nearby. The company has seen how cellphone technology has provided economic opportunities for people in other communities and it believes building a cell tower will benefit the people of this community as well.

Community #6

Literacy levels (reading and writing levels) of children and adults in this community are some of the lowest in the country. Community leaders recognize that improving literacy rates will help their community economically. An international development organization has suggested that the community build a secondary school so that students can continue their education beyond elementary school and may be able to eventually attend university.

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Blackline Master 4b: Community Profiles

Community #1

Questions to Consider:

Is the water from the river safe for handwashing and preparing food or is it safe to drink?

Is the water going to be filtered some way?

What happens if the water causes illness?

Possible Responses:

The water system would benefit everyone; however, until it's confirmed that the water is safe for consumption or it's going to be filtered or treated, this is not a sustainable solution.

Community #2

Questions to Consider:

Why has the drought caused the crops to fail and the animals to die?

Does this community eat rice and lentils? Do they eat beef? Are cattle native to this area?

What happens when this food runs out?

Possible Responses:

Since community members were not consulted about this solution, the food that was donated may not be appropriate for the dietary needs of the community members. Also, if the effects of the drought are not addressed, it is unlikely that the new animals will survive. This would not be considered a sustainable solution.

Community #3

Questions to Consider:

What if a family does not have a car or another form of transportation?

What if a child is too sick to travel five kilometres?

What are the conditions of the road to get to the next village?

What happens if the virus is spread to children in the neighbouring village?

Possible Responses:

This solution is not accessible to everyone because travelling five kilometres may not be possible if families do not have transportation, if children are too sick to travel or if the road conditions are unsafe. Also, this solution may bring harm to children in the neighbouring community so it cannot be considered a sustainable solution.

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Community #4

Questions to Consider:

Which community members are working on this project?

Is the community being fairly compensated for the lumber?

What are the environmental impacts of clear-cutting the mountainside?

What effects could this have on the buildings and other structures in the community in the future?

Possible Responses:

It is not clear whether all community members have the option of participating in the project, and it's also not clear whether they are being fairly compensated for the lumber they're selling. Clear-cutting the trees may cause the mountainside to be less secure and could lead to erosion and landslides. Because it is not clear if this is a fair and equitable economic opportunity and because of the possible environmental impacts, this would not be considered a sustainable solution.

Community #5

Questions to Consider:

What opportunities could a cell tower provide for this community?

Were community leaders consulted about this project before the company decided to make a donation?

What would people need access to if they were to benefit from having a cell tower? Is this accessible for everyone?

Possible Responses:

It is not clear whether the company consulted with the community before deciding to donate. It's also not clear whether a cell tower will provide the types of economic opportunities that are most appropriate for this community. It also may not be a solution that is accessible for everyone if they don't have the money to buy a cellphone or cellphone credit. These questions would have to be answered before this solution could be considered sustainable.

Community #6

Questions to Consider:

Is it possible for older students in the community to attend school?

Do they have other jobs or responsibilities in the community that will prevent them from attending?

Will boys and girls have equal opportunity to attend?

Will the school have adequate washroom facilities for girls to use if they have begun menstruating? If parents' literacy levels are low, will they see the value in secondary education for their children?

Possible Responses:

In order for this solution to affect the literacy levels in this community, students will have to be able to attend secondary school. There may be cultural traditions that prevent students from attending and issues like child labour and child marriage may also create barriers. If parents have not had the opportunity to attend school, they may not see it as being beneficial for their children. Because these factors may limit both boys and girls attending school, this would not be a sustainable solution.

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Blackline Master 5: SWOT Analysis

<p>Strengths <i>What are the advantages?</i></p>	<p>Weaknesses <i>What are the disadvantages?</i></p>
<p>Opportunities <i>What are the assets or resources?</i></p>	<p>Threats <i>What are the limitations or challenges?</i></p>

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Blackline Master 6: Inquiry Project Guide

Investigate one of the five WE Villages Pillars of Impact to understand how it acts on its own and as part of the sustainable development model to uphold the human rights of the people in WE Villages communities.

Step 1: Planning

What Pillar of Impact will I investigate? Why?

What are my key dates?

Guiding Questions:

- What do I already know about my pillar?
- What do I already know about the role of my pillar in WE Villages communities? Demonstrate with specific examples.
- What do I already know about why my pillar is important to the WE Villages Sustainable Development Model?

What prior knowledge do I have? What do I want to find out?

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Step 2: Research

Guiding Questions:

- What is the role of my pillar in WE Villages communities? Demonstrate with specific examples.
- Why is my pillar important to the WE Villages Sustainable Development Model?
- Does my pillar support human rights in WE Villages communities?
- Does my pillar connect to one or more of the SDGs?

What have I learned about my Pillar of Impact?

Did I remember to:

- Access all the resources provided on the resource list?
- Cite my sources?
- Investigate any new questions that came up during my research?

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Step 3: Analysis

Guiding Questions:

- What patterns or connections can I see?
- Have I addressed the essential questions?
- What questions do I still have?
- What resources do I still need to access?

What am I noticing about the information I'm collecting?

Step 4: Presenting and Sharing

Guiding Questions:

- How can I best share my learning?
- Who is my audience?
- What information is most important to share with my audience?
- What can I do to make my presentation most effective?

How will I organize my information? How will I present my findings?

- Create a poster
- Create a digital presentation (Microsoft Sway, Microsoft PowerPoint, Prezi)
- Design a Minecraft simulation
- Host an information booth within the school or the community
- Record a video presentation or podcast
- Write a report or a newspaper article
- Other: _____

How will I create my presentation? What materials or resources will I need for my presentation?

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Blackline Master 7: Inquiry Project Reflection and Self-Assessment

Things I enjoyed most about this inquiry project:

- ▶
- ▶
- ▶

Challenges I faced during this inquiry project:

- ▶
- ▶
- ▶

Things I learned from this inquiry project:

- ▶
- ▶
- ▶

Things I would do differently if I were to do this inquiry project again:

- ▶
- ▶
- ▶

Which of my contributions to this inquiry project am I most proud of?

- ▶
- ▶
- ▶

How would I rate my overall participation in this inquiry project?

Did Not Participate ← 1 2 3 4 5 → Participated Effectively

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**Grades
9 to 12**

WE Villages Classroom Resource Grades 9 to 12

Essential Questions:

1. How can we uphold human rights?
2. What is considered sustainable development?
3. How is the WE Villages model contributing to sustainable development in the world?
4. What role can we play in sustainable development?

Educator’s Note: This resource is designed to help students explore the concepts of human rights and sustainable development. To help students understand the complexities of sustainable development, students will explore how basic needs are the foundation of human rights and will develop an understanding of who is responsible for upholding these rights. This resource will introduce students to the United Nations Sustainable Development Goals, which are designed to promote economic growth, social inclusion and environmental protection, and ensure that human rights are upheld. Through the WE Classroom Villages Classroom Resource, students will recognize what role they play as global citizens in upholding human rights and how they can take action to support sustainable development.

The following lessons will require access to a variety of books, that are also listed in **Appendix 2: Resource List**. Please visit your Teacher-Librarian, local library or school district resource centre to get access to the books before beginning the lessons.

Word Bank	Materials and Resources
Human right —A legal or moral entitlement believed to belong to every person.	<ul style="list-style-type: none"> • Chart paper • Writing utensils • Computer or tablets with Internet access • Appendix 1: Classroom Observation Forms • Appendix 2: Resource List • Blackline Master 1: The Convention on the Rights of the Child • Blackline Master 2: UN Sustainable Development Goals • Blackline Master 3: The Story of Craig Kielburger and the Road to Sustainable Development • Blackline Master 4: Community Profiles • Blackline Master 5: SWOT Analysis • Blackline Master 6: Inquiry Project Guide • Blackline Master 7: Inquiry Project Reflection and Self-Assessment
Need —Something that is necessary, a necessity.	
Poverty —The state of being extremely poor.	
Prosperous —Marked by success or economic well-being.	
Right —A moral or legal entitlement to have or do something.	
Sustainable —Able to be maintained at a certain rate or level for a long period of time.	
Uphold —To maintain, confirm or support.	
Want —Something that is desired.	

Concept Lesson 1: Introduction to Human Rights and the UN Sustainable Development Goals



Learning Goals:

Students will:

- ▶ Understand what is meant by rights and how they relate to basic human needs
- ▶ Explore who is responsible for ensuring that rights are upheld
- ▶ Learn about the United Nations and the Convention on the Rights of the Child (UN CRC)
- ▶ Describe what the United Nations Sustainable Development Goals (SDGs) are and how they aim to provide equal human rights for everyone

Part 1

Suggested Time:

60 minutes

1. Put the words *Strongly Agree*, *Agree*, *Disagree*, *Strongly Disagree* in four different corners of the classroom. Explain to students you are going to make statements about yourself as a teacher and they must move to the corner of the room that best matches their opinion of the statement.

2. **Recommended Assessment For Learning:** Present students with the statement "I have the right to give you three hours of homework every night." Give students a moment to think about the statement and then ask them to move to a corner. Ask students to justify their opinions in order to assess their prior knowledge of rights. Ask students to give examples

to justify their opinions. Use one of the forms from **Appendix 1: Classroom Observation Forms** to document students' responses and assess their prior knowledge of rights.

3. Present students with five or six more statements such as "I have the right to arrive thirty minutes late to school on Fridays," "I have the right to have a break for lunch," "I have the right to talk on my cellphone in class," "I have the right to wear whatever I want to work."
4. **Recommended Assessment As Learning:** Start to develop a collective understanding of rights by asking students to give suggestions of the rights they feel they have as students in the classroom. As students start to give suggestions record their ideas on the board and discuss whether these suggestions are reasonable (e.g., "I have the right to share my thinking in a safe and respectful environment") or unreasonable (e.g., "I have the right to juggle textbooks during class"). Is this something you need or something you want? What is the difference?
5. Begin to separate students' ideas into two different lists by asking questions such as:
 - What makes a suggestion reasonable or unreasonable?
 - How is a right related to something you need rather than something you want?
 - Does it interfere with or deny the rights of someone else?
 - Does the right apply to everyone? Is it fair to everyone?
 - What does this right look like for everyone? Does it change depending on the context?
6. Once students have developed an understanding of what a right is, explain that rights are often expressed as declarations. A declaration is an official or a formal announcement of an agreement. Model for students how to declare something by using the sentence frame: "I, _____, declare that _____."

7. Give each student a sticky note and ask them to use the sentence frame to declare one right that they have as a student in the classroom, based on the previous discussion. When students have finished, ask them to share their note with the class and then add it to a piece of chart paper on the front board. Make sure that everyone has included something different and that everyone agrees on each note. Remind students that suggestions must fit their understanding of what a right is.
8. Once all the notes have been added, tell students that they have now created The Declaration of the Rights of Students in _____ (e.g., Grade 9, Room 12). Have all students commit to the declaration by signing the chart paper.
9. **Recommended Assessment Of Learning:** Ask students to reflect and list their basic human rights and needs, and then justify why each is considered a need not a want.

Part 2

Suggested Time:

2 x 60 minutes

1. Revisit the Declaration that students created in Part 1. Now that they have declared what their rights are in the classroom, ask students to think about, who is responsible for upholding those rights. Who makes sure that everyone has these rights? Give students a minute to create a brief list of who they believe is responsible.

2. **Recommended Assessment For Learning:** Discuss students' responses and establish an understanding that everyone who is involved in the Declaration has the responsibility to uphold the rights for themselves and others (e.g., the creators, the participants or those who have signed it).

3. Introduce students to the story of Yadira, a 15 year-old from Bellavista, Ecuador, www.we.org/stories/world-water-stories-clean-water-changes-teens-life (2:24).

4. Have students work in pairs to reflect on the video and discuss:
 - What was life like for Yadira before the water project came to her community?
 - What are Yadira's needs? In what way were her needs being upheld or not being upheld before the water project came?
 - What rights does Yadira have? Are they the same as your rights?

5. Ask students to brainstorm who they think is responsible for upholding Yadira's rights. Divide students into pairs and, using the walk, talk, decide strategy, have the pairs walk around the classroom as they discuss who they think is responsible. Give students two minutes to discuss and then ask them to decide on one answer they would like to share with the class. Select one pair to share their idea first. The next pair can agree if their answer is the same or they can add something different. Let each pair share until all new ideas have been presented.

Educator's Note: If students do not have prior knowledge of the UN and its members or this document, explore the following links as a class before moving on to the next activity:

- "How Does the United Nations Work?" www.youtube.com/watch?v=Qolafzc0k74 (1:55)
- "What are the universal human rights? - Benedetta Berti," www.youtube.com/watch?v=nDglVseTkuE (4:46)

6. Explain to students that the UN has created the Universal Declaration of Human Rights, which contains the rights that each and every human being around the world is entitled to, regardless of country of origin, religion, race or political beliefs. It is the responsibility of the UN and the member states to ensure that the rights are being upheld.
7. Have each pair from step 4 join another pair to make a group of four. Ask each group to discuss the following questions:
 - Why is it the responsibility of the United Nations and the government of each country to uphold the human rights of their citizens?
 - What steps can the UN and governments of different countries take to uphold their citizens' human rights?
 - What are the possible consequences of a government not upholding their citizens' human rights?
 - Who else is responsible for upholding human rights within a country or a community?
 - How does this compare to the responsibility you have as students to uphold the rights of other students in the class?

8. **Recommended Assessment As Learning:** Write each question on a piece of chart paper and post it around the class. When students have had a sufficient time to discuss, use the carousel strategy to allow them to share their ideas with other groups. Ask each group to start at one of the pieces of chart paper and give each group a different colour marker. Give them a few minutes to record the answer to the question on the paper. Give students a signal to stop and then ask them to move clockwise to the next paper. Students should read the answer from the previous group and then add their own ideas. The different colour markers will allow each group's answers to be identified. Use **Appendix 1: Classroom Observation Forms** to record student ideas.

9. Explain to students that the UN has also created an agreement to specifically advocate for the rights of children called the UN Convention on the Rights of the Child (CRC). The document has 54 articles that outline the rights that all children around the world are entitled to. These 54 articles can be organized into four categories of rights: *Non-discrimination; Devotion to the Best Interests of the Child; the Right to Life, Survival and Development; and Respect for the Views of the Child* (www.unicef.org/rightsite/433_468.htm). Clarify the categories to make sure that all students have a clear understanding of each one.

Educator's Note: As of 2017, the United States of America had not ratified the UN CRC. Consider discussing what the reasons would be for a country to choose not to endorse the UN CRC. Source: United Nations Treaty Collection, treaties.un.org/pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4&lang=en.

10. On four pieces of chart paper, write the titles of the four categories listed above, and post them in different places around the classroom.
11. Divide students into six groups and give each group of students nine of the articles from **Blackline Master 1: The Convention on the Rights of the Child**. Ask students to read and discuss each article and decide which category it belongs to. If students need more information they can refer to United Nations Convention on the Rights of the Child, www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx. As students are working, circulate and use one of the forms from **Appendix 1: Classroom Observation Forms** to document student learning. This is an opportunity to clarify any misunderstandings or answer questions students may have.

12. **Recommended Assessment As Learning:** Once students have categorized their articles, have them post each article on the corresponding chart paper. Have students rotate around the class and examine the articles in each category. As a class, discuss whether there are any disagreements about the categorization.

13. Ask each group to select one of the articles they categorized and discuss how this right is being upheld for students within their school community.

Educator's Note: Be mindful that some students in your class may be experiencing challenging circumstances (homelessness, poverty, domestic violence) and may not feel comfortable sharing their experiences. Ensure that children in these situations are not exposed in front of others. As an alternative, students may choose a character from a book, movie or television show and provide examples of how that character's rights are being upheld.

14. **Recommended Assessment Of Learning:** Once students have discussed the article, ask them to demonstrate to the class how the right they have chosen can be upheld or not upheld. Students can choose the format they prefer to use (e.g., digital presentation, infographic, poster). Reinforce with students that the demonstration should clearly identify and define the article and provide an example from their own life or within their school community of how this right is upheld. Have students present their work to the class and then submit their work as evidence of their understanding of human rights and how they can be upheld or denied.



Enrichment: Challenge students to consider whether there are rights that have been excluded from the CRC. Have students return to the Declaration they created in Part 1 to explore if all those rights are represented. If they are not represented, discuss why they may have been excluded. In small groups, have students investigate how new ideas are brought forward to the UN and then have each group draft a proposal for the inclusion of any rights they feel should be present in the CRC. Students must ensure they have clear justification for their proposal.

Part 3

Suggested Time:

60 minutes

1. Before beginning this session, print five copies of **Blackline Master 2: UN Sustainable Development Goals**. Cut out the goals, definitions and facts and create five separate packages.
2. Explain to students that the United Nations has also created a set of goals to help uphold the UNDHR and the UN CRC and to achieve equal rights for all. These goals are called the Sustainable Development Goals and they aim to “end poverty, protect the planet, ensure prosperity for all” (www.un.org/sustainabledevelopment/sustainable-development-goals). There are 17 goals and the UN and its members have committed to achieving these goals by 2030.

3. **Recommended Assessment For Learning:** Show students “Malala Introducing the World’s Largest Lesson,” vimeo.com/138852758 (6:19) and ask them to predict what the 17 SDGs are and how they support human rights. Make a list of students’ predictions on the front board and ask students to justify why they think their suggested goal would be one of the 17.

4. Divide students into six groups. Give each group a piece of chart paper and a package of goals, definitions and facts. Ask them to divide the chart paper into three columns and label the columns: *Sustainable Development Goal*, *Definition* and *Fact*. Once students have prepared their chart paper, ask them to order the goals in the first column and match the corresponding definitions and facts to each goal.

5. **Recommended Assessment As Learning:** Ask a representative from each group to visit other groups to compare how they have organized their chart. As students are working, circulate to make observations about students’ understanding of the SDGs using one of the forms from **Appendix 1: Classroom Observation Forms**. This is an opportunity to answer questions or clarify misunderstandings. Once students feel their chart is complete, ask them to glue the goals, definitions and facts onto their chart and hang it up around the class to use for reference.

6. **Recommended Assessment Of Learning:** Revisit the predictions students made in step 3 to compare them to the final list. Have students select one of the SDGs and create a written or recorded description of how this goal aims to support human rights and how this goal applies to their own life.



Extension/Enrichment:

Option 1: Discuss the power celebrities have to endorse change and move agendas forward. Have students choose one of the Sustainable Development Goals and explore a public figure or celebrity who supports a cause or campaign related to that goal. For example: Emma Watson supports gender equality campaigns such as HeforShe. This work also supports SDG 5: Gender Equality. How could this celebrity or public figure help support sustainable change in this area? Ask students to write a letter to the celebrity or public figure, explaining why the goal is important and how they can advocate for this goal.

Option 2: The UN Sustainable Development Goals build on the previous UN Millennium Development Goals (MDGs). Have students work in small groups, and challenge them to investigate what the previous MDGs were and how they led to the creation of the current Sustainable Development Goals. Have students conduct a SWOT analysis of the Millennium Development Goals to explore the strengths, weaknesses, opportunities and threats. Using the United Nations definition of sustainable development (www.un.org/sustainabledevelopment/development-agenda), have students decide which criteria could be used to measure the success of the MDGs.

Educator’s Note: Option 2 is intended to be an open-ended activity. Students should be encouraged to select the type of data they feel is most appropriate to measure the success of the MDGs and justify their choice. For example, one group may choose to focus on statistics related to the economic impacts of the MDGs, while another group may choose to focus on case studies.

Option 3: Ask students to choose one of the aims of the SDGs (i.e., to end poverty, to protect the planet or to ensure prosperity for all), and write a persuasive essay to argue why it was chosen. Encourage students to consider whether the results of the MDGs contributed to the choice.

Option 4: Critics of the Sustainable Development Goals argue that it will not be possible to achieve these goals by 2030. Ask students to choose one of the SDGs and create a timeline to demonstrate whether it will be possible to achieve the goal by 2030. Suggest that students examine the lessons that were learned from the MDGs to support their analysis. When students have completed their timeline, ask them to write a report that outlines what needs to be done at the regional, national and international level to ensure the success of this goal. Encourage students to consider what types of agreements or collaborations would support their goal. For example: Many countries around the world have signed on to the 2016 Paris Climate Agreement to help tackle climate change. Would a similar process help to support their chosen goal?

Concept Lesson 2:

What Is Sustainable Development?



Learning Goals:

Students will:

- ▶ Understand what is meant by sustainable development and how it is achieved
- ▶ Identify the role of each of the WE Villages Pillars of Impact and how they all work together to support sustainable development

Part 1

Suggested Time:

2 x 60 minutes

Educator's Note: For the purposes of the following activities, please refer to the United Nations definition of sustainable development that can be found by visiting www.un.org/sustainabledevelopment/development-agenda.

If students require more support, share one of the following examples:

- A community recognizes that it would be beneficial for girls in the community to attend school. A proposed solution is to build a school just for girls; however, what if those girls must walk to collect water every day and cannot attend school? Does the solution meet the needs of everyone?
- A borehole (a deep, narrow hole made in the ground, especially to locate water) has just been drilled in a community so that women and girls no longer have to walk to collect water. However, the community elders notice that people seem to be getting sick after drinking the water they've taken from the tap. While the borehole is a great solution to the issue of water accessibility, has anyone

considered making sure the containers that are being used to collect water are clean? Has everyone received sufficient information about hygiene and water contamination?

Show students "For 30 years, Nepapa Walked 5 Hours Each Day for Water, Until Now," www.youtube.com/watch?v=iRiQoju3JIM (3:06) to further illustrate this example.

1. Explain to students that you are going to share a story with them about a young activist who was passionate about supporting the rights of children around the world.
2. Lead students through the narrative from **Blackline Master 3: The Story of Craig Kielburger and the Road to Sustainable Development**. The purpose of this activity is to help students recognize that there are many ways to support children and youth whose rights are being denied, however, not all these ways are effective or sustainable. To help individuals and communities around the world, we must work in collaboration with the communities to learn and to find long-term solutions that address the complex causes and effects of the issues they are facing.
3. **Recommended Assessment For Learning:** While going through the narrative from **Blackline Master 3**, make sure to stop and address the questions that arise. This will be an opportunity to assess students' prior knowledge of sustainable development.
4. Divide students into small groups and provide each group with one of the community profiles from **Blackline Master 4: Community Profiles**. Ask students to discuss the problem the community is facing and the proposed solution. Provide students with the following guiding questions for their discussion:
 - What could the possible barriers be to this solution?
 - Will the solution be accessible to everyone? And benefit everyone?
 - What factors could limit a person's access to this solution?
 - Is the solution sustainable?
5. Have students summarize their community profile and

record the main ideas from their discussion on a piece of chart paper and then post their chart paper around the classroom.

- Recommended Assessment As Learning:** Provide each group with a different colour marker, and, using the graffiti strategy, ask students to read each group's responses and add any comments, questions or suggestions they might have. As students are working, document their contributions using one of the forms from **Appendix 1: Classroom Observation Forms**.

- Ask each group to return to their own paper and discuss the comments made by the other groups. As a class, discuss whether the groups agreed or disagreed with the comments and whether the experience made them think differently about the issue the community in their profile was facing.



Enrichment: In their groups, have students conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of solution and its impact on the community. Give each group a copy of **Blackline Master 5: SWOT Analysis** to guide the activity.

- Show students the video "WE Villages: Our Sustainable Development Model," www.youtube.com/watch?v=m3alqSJGTNU (2:16) to introduce them to how WE Villages has created a sustainable model of development that aims to end the cycle of poverty. Discuss how, by focusing on addressing as many of the Five Pillars of Impact (Education, Water, Health, Food, Opportunity) in each community as possible, they are able to provide sustainable solutions.

Educator's Note: For more information about WE Villages Sustainable Development Model, visit www.WE.org/we-villages/our-development-model. Explain to students that they will have a chance to explore each Pillar of Impact in more detail in Part 2.

- Recommended Assessment Of Learning:** Ask each student to reflect and respond to the following question: When can international development be considered sustainable?



Enrichment: Hold a model United Nations and assign each student to represent a different country. Choose a small group of students to be representatives from a sustainable development organization. Explain that each representative will argue whether they believe sustainable development is achievable in their country or not. Students should consider the barriers that their country will face when implementing a model for sustainable development, including economic, social, political and environmental barriers. The representatives from the sustainable development organization should be prepared to offer counter-arguments in support of sustainable development and possible solutions for overcoming the barriers. Allow students sufficient time for research and preparation before conducting the activity. Consider inviting members of staff or other students to watch the activity, or consider recording it to share within the school or the community.

Part 2

Suggested Time:

120 minutes

1. **Recommended Assessment For Learning:** Review the video "WE Villages: Our Sustainable Development Model," www.youtube.com/watch?v=m3alqSJGTNU (2:16) and identify each of the five Pillars of Impact from the WE Villages model.
2. Assign each student to one of the pillars and, as a group, challenge them to use the resources from **Appendix 2: Resource List** to describe their pillar and the impact it has on WE Villages communities. Then, have each group describe how each pillar connects to or supports the other five pillars.
3. In small groups, or as a class, create a large web organizer to demonstrate how the pillars are interconnected. Choose from one of the following suggestions for making the web or allow students to develop their own idea:
 - a. Create a collaborative infographic. Post a large piece of craft paper on a wall as the base of the web. Assign each pillar a different colour and have students use construction paper to create circles and arrows with their information on them to demonstrate how the pillars connect.
 - b. Get outside! Have students use different colours of chalk to design their web in a space outside the school.
 - c. Go digital! Use a platform like Microsoft OneNote or Prezi to allow students to build a collaborative web online. Encourage students to use graphics and images to demonstrate how the pillars connect.
4. Display the model in class or take a photo of it so students can refer to it in the next activity.

5. **Recommended Assessment Of Learning:** Ask each student to write or record their responses to three of the following questions:
 - Why is it important for the Pillars of Impact in the WE Villages model to connect to each other?
 - How does this make the model more sustainable?
 - How does the WE Villages model help to empower more people within a community?
 - The WE Villages model states that it "gives a hand up, not a hand out." What does this mean to you? Do you agree or disagree with this statement? Give specific examples to support your answer.
 - What questions do you still have about sustainable development?
6. Make sure to provide the information and clarification students need before moving on to the next module.



Extension: When WE Villages discusses the five Pillars of Impact, they always list education first. Ask students to discuss why they think this is. How is education at the centre of the WE Villages Sustainable Development Model and yet also connected to all the other pillars?

WE Villages Classroom Resource Inquiry Project—Educator’s Guide

1. Overview

This section of the WE Villages Classroom Resource is designed to lead your students through an inquiry project that will investigate one of the WE Villages Pillars of Impact.

This guide for developing inquiry projects will offer a simple model to use with your class. Alternatively, you may choose to follow your school or district model. Resources for student-led inquiry can also be found at www.education.alberta.ca or www.edu.gov.on.ca/eng.

2. Planning and Organization

The Educator Planning Form on page 101 is designed to assist you with consideration for curricular alignment, timelines, groupings, differentiation, assessment, and extensions and enrichments.

3. Inquiry Questions

Challenge students to investigate the following:

- Does the WE Villages Sustainable Development Model support human rights?
- How does each WE Villages Pillar of Impact support the sustainable development model?
- How do the Pillars of Impact support the UN Sustainable Development Goals?

You may also choose to co-construct additional essential questions with students. Allowing students to be involved in creating the questions that will guide their inquiry process will ensure that the experience is relevant and meaningful for them.

4. Differentiation

This inquiry project is flexible and allows for differentiation based on the needs and interests of your students. The project can be divided into required

and optional tasks and the guiding questions, research processes, and opportunities for assessment for and as learning can be modified to align with the skills and abilities of your students.

5. Student Resources

Once students have chosen a pillar to investigate, provide each student with a copy of **Blackline Master 6: Inquiry Project Guide** as well as the resources from **Appendix 2: Resource List** to begin their research.

Depending on the research skill level of your class, collaborate with your Teacher-Librarian, who will be able to help provide additional resources and resources at different reading levels that students may need throughout the research process. It's also important to refer to your school or district policies regarding Internet use, as well as any guidelines or support documents for research that might be provided.

6. Assessment

This project offers many opportunities for assessment. **Appendix 1: Classroom Observation Forms** and the Progress Tracking Form can be used to document ongoing assessment (i.e., assessment as learning) throughout the process. Options for final assessment (i.e., assessment of learning) can be oral presentations, written products or both. You can differentiate the assessment opportunities by providing the choice of presentation or written formats. Check your school district curricular assessment rubrics or frameworks to see how this inquiry project can be used to assess learning expectations in different subject areas.



Extension and Enrichment: The list below offers additional challenges for students who want to continue learning about the WE Villages Sustainable Development Model.

- Design the next Pillar of Impact! Create a proposal for Craig and Marc Kielburger that outlines what the sixth Pillar of Impact should be. Consider the following questions when developing your proposal:
 - Within the WE Villages communities you researched, are there human rights that are still being denied?
 - Are there SDGs that the WE Villages model is not yet addressing?

- Is there a specific SDG you are passionate about that you would like the WE Villages model to address?
- b. Propose the next WE Villages Community! Identify a community, either locally or globally, that would benefit from becoming a WE Villages community. Create a proposal for the WE Villages team that outlines the positive impact that the WE Villages model could have on this community and the specific Pillars of Impact that would best address the community's needs.
- c. Create a theatrical or musical production based on the life of Craig Kielburger and the development of the WE Villages Sustainable Development Model.
- d. Design the WE Villages Game! Create a board game or digital game that younger students can use to learn about the WE Villages Sustainable Development Model and how it supports human rights.

WE Villages Classroom Resource Inquiry Project—Educator Planning Form

Inquiry Questions:

In what way does the WE Villages Sustainable Development Model support human rights?

- How does each WE Villages Pillar of Impact support sustainable development?
- How do the Pillars of Impact support the UN Sustainable Development Goals?

• _____

Learning Goals (specific to the needs of the class):

• _____

• _____

• _____

Curricular Expectations and/or Outcomes to Be Assessed:

• _____

• _____

• _____

Timelines

One Week Two Weeks Four Weeks Unit Project Start date: _____

Conference 1: _____ Conference 2: _____ End date: _____

Yes No

Grouping

Individual Other: _____

Pairs _____

Small groups

Whole class

Integrated Unit:

Subject Areas _____

Opportunities for cross-curricular planning:

English Language Arts Communications/Tech

Social Studies (History/Geography) Science

The Arts Other: _____

WE Villages Classroom Resource Inquiry Project—Educator Planning Form Cont'd

Strategies to Engage a Variety of Learning Styles.

Visual:

Auditory:

Kinesthetic:

Musical:

Artistic:

Strategies for Differentiation (prior knowledge, process and product):

Assessment Tools:

- Appendix 1: Classroom Observation Forms
- Progress Tracking Form
- Photos/Videos
- Rubrics
- Other: _____

Summative Assessment:

- Presentation/Documentation
- Product: _____
- Reflection
- Self-evaluation
- Other: _____



Extension:

Enrichment:

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WE Villages Classroom Resource Inquiry Project— Progress Tracking Form

Student/Group	Conference 1 _____	Additional Support/ Resources Required	Conference 2 _____	Additional Support/ Resources Required

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Blackline Master 1: The Convention on the Rights of the Child

Article 1

Everyone under 18 has these rights.

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability or whether they are rich or poor.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity—an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources.

Article 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

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Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee, as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion. Minority and Indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Article 43–54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Blackline Master 2: United Nations Sustainable Development Goals

<p>End poverty in all its forms everywhere</p>	<p>End hunger, achieve food security and improved nutrition, and promote sustainable agriculture</p>	<p>Ensure healthy lives and promote well-being for all at all ages</p>
<p>Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p>	<p>Achieve gender equality and empower all women and girls</p>	<p>Ensure availability and sustainable management of water and sanitation for all</p>
<p>Ensure access to affordable, reliable, sustainable and modern energy for all</p>	<p>Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all</p>	<p>Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation</p>
<p>Reduce inequality within and among countries</p>	<p>Make cities and human settlements inclusive, safe, resilient and sustainable</p>	<p>Ensure sustainable consumption and production patterns</p>
<p>Take urgent action to combat climate change and its impacts</p>	<p>Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p>	<p>Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss</p>
<p>Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutions at all levels</p>	<p>Strengthen the means of implementation and revitalize the global partnership for sustainable development</p>	<p>Source: sustainabledevelopment.un.org/sdgs</p>

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<ul style="list-style-type: none"> • 36 million people live in extreme poverty • About one in five persons in developing regions lives on less than \$1.25 per day 	<ul style="list-style-type: none"> • One in nine people in the world today (795 million) are undernourished • Poor nutrition causes nearly half of deaths in children under five—3.1 million children each year 	<ul style="list-style-type: none"> • More than six million children die before their fifth birthday each year
<ul style="list-style-type: none"> • 57 million children in developing countries do not attend school • 50% of out-of-school children of primary school age live in conflict-affected areas 	<ul style="list-style-type: none"> • In sub-Saharan Africa, Oceania and Western Asia, girls face many barriers to entering both primary and secondary school • Only 23.4% of seats in lower houses of national parliaments globally are held by women 	<ul style="list-style-type: none"> • 2.5 billion people lack access to basic sanitation services, such as toilets or latrines • Each day, an average of 5,000 children die due to preventable water and sanitation-related diseases
<ul style="list-style-type: none"> • 1.3 billion people—one in five globally—still lack access to modern electricity • 3 billion people rely on wood, coal, charcoal or animal waste for cooking and heating 	<ul style="list-style-type: none"> • Global unemployment increased from 170 million in 2007 to nearly 202 million in 2012, of which about 75 million are young women and men 	<ul style="list-style-type: none"> • 1 to 1.5 million people do not have access to reliable phone service
<ul style="list-style-type: none"> • On average, income inequality increased by 11% in developing countries between 1990 and 2010 • Children in the poorest 20% of the population are up to three times more likely to die before their fifth birthday 	<ul style="list-style-type: none"> • By 2030, almost 60% of the world's population will live in urban areas • Cities occupy just 2% of the Earth's land, but account for 60–80% of energy consumption and 75% of carbon emissions 	<ul style="list-style-type: none"> • 1.3 billion tonnes of food are wasted every year • Should the global population reach 9.6 billion by 2050, the equivalent of almost three planets could be required to provide the natural resources needed to sustain current lifestyles
<ul style="list-style-type: none"> • The greenhouse gas emissions from human activities that are driving climate change are now at the highest levels in history, having increased by almost 50% since 1990 	<ul style="list-style-type: none"> • As much as 40% of the world's oceans are heavily affected by human activities, including pollution, depleted fisheries and loss of coastal habitats 	<ul style="list-style-type: none"> • Thirteen million hectares of forests are being lost every year • 2.6 billion people depend directly on agriculture, but 52% of the land used for agriculture is moderately or severely affected by soil degradation
<ul style="list-style-type: none"> • Globally, 65.6 million people have been forced from their homes—including nearly 22.5 million refugees, over half of whom are under the age of 18 	<ul style="list-style-type: none"> • Internet use has grown from just over 6% of the world's population in 2000 to 43% in 2015, but more than four billion people still do not use the Internet—90% of those people are from the developing world 	<p>Sources: www.un.org/sustainabledevelopment/wp-content/uploads/2015/08/Factsheet_Summit.pdf sustainabledevelopment.un.org/sdgs</p>

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Blackline Master 2: United Nations Sustainable Development Goals

NO POVERTY	ZERO HUNGER	GOOD HEALTH AND WELL-BEING
QUALITY EDUCATION	GENDER EQUALITY	CLEAN WATER AND SANITATION
AFFORDABLE AND CLEAN ENERGY	DECENT WORK AND ECONOMIC GROWTH	INDUSTRY, INNOVATION AND INFRASTRUCTURE
REDUCED INEQUALITIES	SUSTAINABLE CITIES AND COMMUNITIES	RESPONSIBLE CONSUMPTION AND PRODUCTION
CLIMATE ACTION	LIFE BELOW WATER	LIFE ON LAND
PEACE, JUSTICE AND STRONG INSTITUTIONS	PARTNERSHIPS FOR THE GOALS	

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Blackline Master 3: The Story of Craig Kielburger and the Road to Sustainable Development

Read the following story to students. Discussion questions are provided throughout the text to help students develop an understanding of sustainable development.

Craig Kielburger was 12 years old, living in Thornhill, Ontario, when he first heard about Iqbal Masih. While flipping through the newspaper he saw a headline that said: "Battled child labour, boy, 12, murdered". Craig read the article and learned that Iqbal Masih was a boy from Pakistan who was sold into slavery at the age of four and spent six years chained to a carpet-weaving loom before he escaped. He became an advocate for the rights of enslaved children around the world. However, because of his activism and his desire to free children from child labour, Iqbal was killed. Craig was angry after reading the story and this inspired him to tell Iqbal's story to his grade 7 classmates. He urged them to join him in trying to put an end to child labour. When 11 other students did, the organization Free the Children was born.

Discuss:

- ▶ What is child labour?
- ▶ Why do you think the story of Iqbal Masih make Craig angry? How can our emotions motivate us to act?
- ▶ Why did the other students decide to join Craig in his efforts to end child labour?

Later that year, Craig travelled to South Asia and came face-to-face with the harsh realities of child labour. For seven weeks, he journeyed through slums, sweatshops and back alleys where many children lived in extreme poverty, often performing menial and dangerous jobs.

Inspired by his trip, Craig and his brother, Marc, set out to build a rescue home in India, where freed child labourers could recover. But the siblings quickly realized this was only a temporary solution to a complex issue.

Discuss:

- ▶ Why is child labour an important issue?

- ▶ Were the rights of children Craig met in South Asia being upheld?
- ▶ Why was the rescue home only a temporary solution to the problem of child labour? Why was it not a sustainable solution?
- ▶ What do you think Craig and Marc learned from this experience?

To get to the root of the problem of child labour, Craig and Marc shifted their focus to what they believed would prevent child labour in the first place: education. They began to build schools in communities around the world.

Discuss:

- ▶ Why did Craig and Marc begin to build schools?
- ▶ How do you think education can prevent child labour?

As Craig and Marc began to build partnerships with community leaders, they discovered that while the schools they were building were benefiting many boys in these communities, girls often didn't attend school at all, in part because they had to fetch water for their families.

Discuss:

- ▶ Why was it important for Craig and Marc to build relationships with community leaders?
- ▶ Why do girls in these communities have to collect water for their families?
- ▶ Did their solution (building schools) have the impact they were hoping for? Was it a sustainable solution?
- ▶ What do you think Craig and Marc did next? Why?

Craig and Marc worked with the community leaders to develop a plan to help girls attend school. Through what is now known as WE Charity, they worked with local teams to build water wells. Their aim was to ensure that girls would not have to miss school because they had to walk long distances to collect water for their families.

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However, when Craig and Marc spoke to teachers, they realized there was another issue. They learned that when students were not healthy, they weren't able to come to school, or if they did, they weren't prepared to learn.

Discuss:

- ▶ How did the WE Villages Water Pillar support children's right to education?
- ▶ Are there other rights that this pillar helps to uphold?
- ▶ If community members don't have running water in homes, schools and other buildings, can you think of other issues it might create, especially for girls?
- ▶ Why might children and youth in the community be sick or unhealthy?
- ▶ What do you think Craig and Marc decided to do next? Why?

To help make sure that all children and young people are healthy enough to attend school, WE Charity began to develop health programs that included clinics, hospitals and health education initiatives.

While the schools, water and health care that WE Charity was helping to provide was allowing more children and youth in these communities attend school, families in the communities expressed that many were still missing school for financial reasons.

Discuss:

- ▶ What financial reasons could cause children and youth to miss school?
- ▶ What do you think Craig and Marc did to help address this challenge?

To address the financial barriers of families in the communities where they were working, WE Charity developed alternative income and livelihood programs to empower mothers with financial independence, allowing them to support their families and keep their children in classrooms and out of the workforce.

Discuss:

- ▶ How does the Opportunity Pillar contribute to ending child labour?
- ▶ Why do you think these income programs wanted to empower mothers with financial independence?

Craig, Marc and WE Charity continue to work to meet the changing needs of their community partners through the WE Villages Sustainable Development Model. They have begun to focus on developing innovative farming techniques and water management projects to help ensure communities have access to self-sustaining food sources. They recognize that there are no quick, simple solutions to the complex social, economic and environmental issues communities around the world are facing. Providing long-term, sustainable solutions requires the innovation and collaboration of people who are committed to supporting human rights for all.

Discuss:

- ▶ What lessons did Craig and Marc learn through the development of the WE Villages model?
- ▶ Why is it important for WE Charity to work in partnership with members of WE Villages communities?
- ▶ What makes a solution to a problem sustainable?

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Blackline Master 4a: Community Profiles

Community #1

The local elementary school in this community has no running water. It makes handwashing and food preparation very difficult and students must go outside to use the washroom. A group of community leaders has decided to build a water system that will pump water directly from the local river into the school to make life easier for staff and students.

Community #2

At a community meeting, a group of farmers decide they must move their families to the city because there has been a severe drought and their crops and animals have died. Their children haven't eaten properly in weeks and the farmers are worried that the younger ones won't survive. The following week an international organization decides to donate 20 sacks of rice, 20 sacks of dried lentils and 50 cows to this community so its members won't have to leave and live elsewhere.

Community #3

A virus is making many children in this community very sick. There is no hospital in this community and the mobile clinic visits once a month. The health crisis is getting worse, so the leader of a village five kilometres away has offered support. She has agreed to let people from the community come to the medical clinic in his village free of charge until the crisis has passed.

Community #4

This community is located on the side of a mountain. It's very isolated and difficult to access. To raise money to build a new road, some community members have decided to start cutting down and selling the large trees that cover the mountainside. The wood is very strong and great for building houses and making furniture. Companies are buying wood so quickly that workers are clearing trees seven days a week.

Community #5

This community is struggling to provide enough jobs and economic opportunities for its members. A telecommunications company has decided to donate a large sum of money to this community so they can build a cell tower nearby. The company has seen how cellphone technology has provided economic opportunities for people in other communities and it believes building a cell tower will benefit the people of this community as well.

Community #6

Literacy levels (reading and writing levels) of children and adults in this community are some of the lowest in the country. Community leaders recognize that improving literacy rates will help their community economically. An international development organization has suggested that the community build a secondary school so that students can continue their education beyond elementary school and may be able to eventually attend university.

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Blackline Master 4b: Community Profiles

Community #1

Questions to Consider:

Is the water from the river safe for handwashing and preparing food or is it safe to drink?

Is the water going to be filtered some way?

What happens if the water causes illness?

Possible Responses:

The water system would benefit everyone; however, until it's confirmed that the water is safe for consumption or it's going to be filtered or treated, this is not a sustainable solution.

Community #2

Questions to Consider:

Why has the drought caused the crops to fail and the animals to die?

Does this community eat rice and lentils? Do they eat beef? Are cattle common to this area?

What happens when this food runs out?

Possible Responses:

Because community members were not consulted about this solution, the food that was donated may not be appropriate for the dietary needs of the community members. Also, if the effects of the drought are not addressed, it is unlikely that the new animals will survive. This would not be considered a sustainable solution.

Community #3

Questions to Consider:

What if a family does not have a car or another form of transportation?

What if a child is too sick to travel five kilometres?

What are the conditions of the road to get to the next village?

What happens if the virus is spread to children in the neighbouring village?

Possible Responses:

This solution is not accessible to everyone because travelling five kilometres may not be possible if families do not have transportation, if children are too sick to travel or if the road conditions are unsafe. Also, this solution may bring harm to children in the neighbouring community so it cannot be considered a sustainable solution.

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Community #4

Questions to Consider:

Which community members are working on this project?

Is the community being fairly compensated for the lumber?

What are the environmental impacts of clear-cutting the mountainside?

What effects could this have on the buildings and other structures in the community in the future?

Possible Responses:

It is not clear whether all community members have the option of participating in the project, and it's also not clear whether they are being fairly compensated for the lumber they're selling. Clear-cutting the trees may cause the mountainside to be less secure and could lead to erosion and landslides. Because it is not clear if this is a fair and equitable economic opportunity and because of the possible environmental impacts, this would not be considered a sustainable solution.

Community #5

Questions to Consider:

What opportunities could a cell tower provide for this community?

Were community leaders consulted about this project before the company decided to make a donation?

What would people need access to if they were to benefit from having a cell tower? Is this accessible for everyone?

Possible Responses:

It is not clear whether the company consulted with the community before deciding to donate. It's also not clear whether a cell tower will provide the types of economic opportunities that are most appropriate for this community. It also may not be a solution that is accessible for everyone if they don't have the money to buy a cellphone or cellphone credit. These questions would have to be answered before this solution could be considered sustainable.

Community #6

Questions to Consider:

Is it possible for older students in the community to attend school?

Do they have other jobs or responsibilities in the community that will prevent them from attending?

Will boys and girls have equal opportunity to attend?

Will the school have adequate washroom facilities for girls to use if they have begun menstruating? If parents' literacy levels are low, will they see the value in secondary education for their children?

Possible Responses:

In order for this solution to affect the literacy levels in this community, students will have to be able to attend secondary school. There may be cultural traditions that prevent students from attending and issues like child labour and child marriage may also create barriers. If parents have not had the opportunity to attend school, they may not see it as being beneficial for their children. Because these factors may limit both boys and girls attending school, this would not be a sustainable solution.

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Blackline Master 5: SWOT Analysis

<p>Strengths <i>What are the advantages?</i></p>	<p>Weaknesses <i>What are the disadvantages?</i></p>
<p>Opportunities <i>What are the assets or resources?</i></p>	<p>Threats <i>What are the limitations or challenges?</i></p>

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Blackline Master 6: Inquiry Project Guide

Investigate one of the five WE Villages Pillars of Impact to understand how it acts on its own and as part of the sustainable development model to uphold the human rights of the people in WE Villages communities.

Step 1: Planning	
What Pillar of Impact will I investigate? Why?	What are my key dates?
Guiding Questions: <ul style="list-style-type: none"> • What do I already know about my pillar? • What do I already know about the role of my pillar in WE Villages communities? Demonstrate with specific examples. • What do I already know about why my pillar is important to the WE Villages Sustainable Development Model? 	What prior knowledge do I have? What do I want to find out?
Empty space for student work	

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Step 2: Research

Guiding Questions:

- What is the role of my pillar in WE Villages communities? Demonstrate with specific examples.
- Why is my pillar important to the WE Villages Sustainable Development Model?
- Does my pillar support human rights in WE Villages communities?
- Does my pillar connect to one or more of the SDGs?

What have I learned about my Pillar of Impact?

Did I remember to:

- Access all the resources provided on the resource list?
- Cite my sources?
- Investigate any new questions that came up during my research?

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Step 3: Analysis

Guiding Questions:

- What patterns or connections can I see?
- Have I addressed the essential questions?
- What questions do I still have?
- What resources do I still need to access?

What am I noticing about the information I'm collecting?

Step 4: Presenting and Sharing

Guiding Questions:

- How can I best share my learning?
- Who is my audience?
- What information is most important to share with my audience?
- What can I do to make my presentation most effective?

How will I organize my information? How will I present my findings?

- Create a poster
- Create a digital presentation (Microsoft Sway, Microsoft PowerPoint, Prezi)
- Design a Minecraft simulation
- Host an information booth within the school or the community
- Record a video presentation or podcast
- Write a report or a newspaper article
- Other: _____

How will I create my presentation? What materials or resources will I need for my presentation?

Blackline Master 7: Inquiry Project Reflection and Self-Assessment

Things I enjoyed most about this inquiry project:

- ▶
- ▶
- ▶

Challenges I faced during this inquiry project:

- ▶
- ▶
- ▶

Things I learned from this inquiry project:

- ▶
- ▶
- ▶

Things I would do differently if I were to do this inquiry project again:

- ▶
- ▶
- ▶

Which of my contributions to this inquiry project am I most proud of?

- ▶
- ▶
- ▶

How would I rate my overall participation in this inquiry project?

Did Not Participate ← 1 2 3 4 5 → Participated Effectively

Appendices

Appendix 1: Classroom Observation Form 1

Classroom Observation Form 1 Lesson/Activity: _____

Appendix 1: Classroom Observation Form 2

Classroom Observation Form 2 Lesson/Activity:

Learning Outcomes Student Names			

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Appendix 1: Classroom Observation Form 3

Classroom Observation Form 3 Lesson/Activity: _____

Observations	Questions/Concerns	Next Steps

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Appendix 2: Resource List

Picture Books about Sustainable Development and Human Rights

Those Shoes, written by Maribeth Boelts, illustrated by Noah Z. Jones (Candlewick Press, 2007)

I Have the Right to Be a Child, written by Alain Serres, illustrated by Aurélia Fronty (Groundwood Books, 2012)

Beatrice's Goat, by Page McBrier (Aladdin, 2004)

The Good Garden: How One Family Went from Hunger to Having Enough, by Katie Smith Milway (Kids Can Press, 2010)

Rain School, by James Rumford (HMH Books for Young Readers, 2010)

It Takes a Child, by Craig Kielburger (ME to WE Books, 2008)

United Nations

"How Does the United Nations Work?" www.youtube.com/watch?v=Qolafzc0k74 (1:55)

"United Nations," www.un.org/en/index.html

The United Nations Declaration of Human Rights and the Convention on the Rights of the Child

"The Convention on the Rights of the Child in Child Friendly Language," www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPosterEN_FA.pdf.

United Nations Convention on the Rights of the Child, www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

"United Nations Conventions on the Rights of the Child," www.youtube.com/watch?v=TFMqTDIYI2U (9:00)

"What Are Child Rights?" www.youtube.com/watch?v=V1BFLitBkco (3:04)

"What Are the Universal Human Rights?—Benedetta Berti," www.youtube.com/watch?v=nDgIVseTkuE (4:46)

"What Is the Convention on the Rights of the Child?" www.unicef.org/rightsite/433_468.htm

The United Nations Sustainable Development Goals

"#GLOBALGOALS," www.vimeo.com/140044315 (1:14)

"Comics Uniting Nations," www.comicsunitingnations.org

"How We Can Make the World a Better Place by 2030," www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030 (14:39)

"Malala Introducing the World's Largest Lesson," vimeo.com/138852758 (6:19)

"Sustainable Development Knowledge Platform," www.sustainabledevelopment.un.org

"The United Nations Sustainable Development Summit: 17 Goals to Transform Our World," www.vimeo.com/151435077 (3:33)

"UN Sustainable Development Goals," www.un.org/sustainabledevelopment/sustainable-development-goals

"Understanding the Dimensions of Sustainable Development," www.vimeo.com/206120732 (3:59)

WE Villages Five Pillars of Impact

"Our Impact," www.we.org/we-villages/our-impact

"WE Villages," www.we.org/we-villages/our-development-model

"Why We're Different," www.we.org/we-villages/why-were-different

► Education Pillar

"Education," www.we.org/we-villages/education

"Faith's Story: For Every Girl's Right," www.youtube.com/watch?time_continue=3&v=A4RfHE6uOcw (3:22).

"Goal 4: Ensure Inclusive and Quality Education for All and Promote Lifelong Learning," www.un.org/sustainabledevelopment/education

"India," www.we.org/we-villages/where-we-work/india

"Haiti," www.we.org/we-villages/where-we-work/haiti

"On the Maasai Mara, A New Mark of Manhood: The High School Diploma," www.trackyourimpact.com/blog/2017/03/16/boys-in-kenya-gain-access-to-education (3:52)

"Sierra Leone," www.we.org/we-villages/where-we-work/sierra-leone

"The Classroom They Deserve," www.we.org/stories/importance-of-education-honoured-as-kindergarten-teacher-in-ecuador-receives-new-school-classroom (2:22)

"UNESCO Institute for Statistics: Education and Literacy," www.uis.unesco.org

"Why School Building? This Grad Explains," www.trackyourimpact.com/blog/2017/06/09/education-kenya-school-building-grad-explains

► Water Pillar

"Ecuador," www.we.org/we-villages/where-we-work/ecuador

"For 30 years, Nepapa Walked 5 Hours Each Day for Water, Until Now," www.youtube.com/watch?v=iRiQoju3JIM (3:06)

"Goal 6: Ensure Access to Water and Sanitation For All," www.un.org/sustainabledevelopment/water-and-sanitation

"Global Water, Sanitation, & Hygiene (WASH)," www.cdc.gov/healthywater/global/index.html

"Handwashing," www.trackyourimpact.com/blog/2016/10/21/handwashing (0:35)

"Nicaragua," www.we.org/we-villages/where-we-work/nicaragua

"Tanzania," www.we.org/we-villages/where-we-work/tanzania

"Water: Clean Water and Sanitation," www.we.org/we-villages/water

"World Health Organization: Water," www.who.int/topics/water/en

"Yadira, a 15 year-old from Bellavista, Ecuador," www.we.org/stories/world-water-stories-clean-water-changes-teens-life (2:24)

► Health Pillar

"Goal 3: Ensure Healthy Lives and Promote Well-Being for All at All Ages," www.un.org/sustainabledevelopment/health

"Haiti," www.we.org/we-villages/where-we-work/haiti

"Health," www.we.org/we-villages/health

"India," www.we.org/we-villages/where-we-work/india

"Kenya," www.we.org/we-villages/where-we-work/kenya

"Ride Along in Kenya," www.trackyourimpact.com/blog/2017/08/10/ride-along-kenya/ (1:33)

"The World Bank: Life Expectancy at Birth, Total (Years)," <https://data.worldbank.org/indicator/SP.DYN.LE00.IN>

"When Tragedy Struck, This Dad Knew What Needed to Change," www.we.org/stories/protecting-natural-resources-fight-for-clean-water-in-amazon-rain-forest (2:12)

"World Health Organization: Child Health," www.who.int/topics/child_health/en

► Food Pillar

"A Father In the Field," www.trackyourimpact.com/blog/2017/05/26/farming-made-man-feel-like-father

"Food: Agriculture and Food Security," www.we.org/we-villages/food

"Goal 2: End Hunger, Achieve Food Security and Improved Nutrition and Promote Sustainable Agriculture," www.un.org/sustainabledevelopment/hunger

"How Close Are We To #ZeroHunger? The State of Food Security and Nutrition In The World 2017," www.fao.org/state-of-food-security-nutrition/en

"India," www.we.org/we-villages/where-we-work/india

"Rural China," www.we.org/we-villages/where-we-work/rural-china

"Striking Out Hunger," www.we.org/stories/achieving-food-security-and-eliminating-hunger-in-india-with-traditional-farming

"Tanzania," www.we.org/we-villages/where-we-work/tanzania

"USDA ERS: Global Food Security," www.ers.usda.gov/topics/international-markets-trade/global-food-security

► Opportunity Pillar

"Ecuador," www.we.org/we-villages/where-we-work/ecuador

"Goal 8: Promote Inclusive and Sustainable Economic Growth, Employment and Decent Work for All," www.un.org/sustainabledevelopment/economic-growth

"India," www.we.org/we-villages/where-we-work/india

"International Labor Organization: Decent Work and The 2030 Agenda For Sustainable Development," www.ilo.org/global/topics/sdg-2030/lang--en/index.htm

"Let's Go, Let's Go to Learn. Life Lessons from Elena," www.trackyourimpact.com/blog/2017/01/23/elena-oldest-artisan-teaches-us-youre-never-old-learn (1:30)

"Opportunity: Income and Livelihood," www.we.org/we-villages/opportunity

"Tanzania," www.we.org/we-villages/where-we-work/tanzania

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