



Active Citizenship Project Honouring Human Rights

Developed by: Joyce Bingham

Subject: Social Studies
Social Responsibility

Grade levels: Grade 7

Prior Knowledge/Experience

- students studied *The Universal Declaration of Human Rights* during the Grade 6 Social Studies curriculum
- the lessons within this unit are intended as follow-up to class readings of the novels *The Breadwinner* and *Parvana's Journey* by Barbara Ellis.

Rationale

British Columbia's Grades 6 to 8 *Social Responsibility Competencies* focus on developing a "sense of altruism and a commitment to making the world a better place." In the process of "thinking globally but acting locally," students will learn what challenges face peoples in Afghanistan.

Following the reading of Barbara Ellis' *The Breadwinner*, students will review selected articles from *The Universal Declaration of Human Rights*. They will then demonstrate that they understand the concepts of human rights and of human rights violations through identifying and exploring human rights violations as portrayed within the novel. Similarly, students will be introduced to the UN *Convention on the Rights of the Child*. They will demonstrate that they understand the concepts of the rights of the child and of the violation of those rights through identifying and exploring human rights violations as portrayed within the novel *Parvana's Journey*, by Barbara Ellis.

Students will then explore and research an organization or a charity of their choice. By collecting, analyzing, and interpreting data related to an organization or a charity, they will begin to assess the impact of their financial contribution upon making the world a better place. Students then can make informed decisions.

Learning outcomes for Grade 7 Social Studies

It is expected that students will:

- ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions
- explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places
- determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences

Links

- To global education objectives:
 - build social action skills
 - become aware that the choices they make and the actions they take, individually and collectively, have repercussions for the global present and the global future
 - develop the social and political action skills necessary for becoming effective participants in democratic decision-making at a variety of levels, grassroots to global.
- To CIDA themes:
 - basic human needs – health and nutrition – water and sanitation – food/nutrition
 - basic education – access to primary and secondary education
 - gender equity – empowerment opportunities
 - child protection – war-affected children
- To BC Performance Standards for Social Responsibility:
 - exercising Democratic Rights and Responsibilities by showing a growing sense of altruism and optimism — a commitment to making the world a better place.

Description of Lesson Aid

Following the reading of Barbara Ellis’ *The Breadwinner*, students will review selected articles from *The Universal Declaration of Human Rights*. They will then demonstrate that they understand the concepts of human rights and of human rights violations through identifying and exploring human rights violations as portrayed within the novel.

Similarly, students will be introduced to the UN *Convention on the Rights of the Child*. They will demonstrate that they understand the concepts of the rights of the child and of the violation of those rights through identifying and exploring human rights violations as portrayed within the novel *Parvana’s Journey*, by Barbara Ellis.

Students will then explore and research an organization or a charity of their choice. By collecting, analyzing, and interpreting data related to an organization or a charity, they will begin to assess the impact of their financial contribution upon making the world a better place. Students then can make informed decisions.

There are three individual lesson plans within the unit of study:

- Lesson 1: Raising Awareness of Human Rights with reference to *The Breadwinner* by Deborah Ellis
- Lesson 2: Raising Awareness of Children's Rights with reference to *Parvana's Journey* by Deborah Ellis
- Lesson 3: Initiating an Active Citizenship Project.

Timeline: Nine class periods of 40 minutes each.

Assessment Strategies

1. Evidence gathering through the internet (template included)
2. Assessment of students' reflective journals
Note: You may wish to make up a rubric for assessing the reflective journals. Two sources which may be helpful are:
 - B.C. Performance Standards for Social Responsibility
[<https://curriculum.gov.bc.ca/competencies/social-responsibility>]
 - Rubistar [<http://rubistar.4teachers.org/>]

Bibliography

Ellis, D. (2000), *The Breadwinner*. Toronto: Groundwood Books/Douglas & McInnnyre.

Ellis, D. (2002), *Parvana's Journey*. Toronto: Groundwood Books/Douglas & McInnnyre.

Sterling, S., & Gordon, D. (2001) *Global Citizens Teacher's Resource Outlooks 6*. Canada: Oxford University Press.

Internet Sites

Global Affairs Canada (formerly Canadian International Development Agency)

<http://www.international.gc.ca/international/index.aspx?lang=eng>

Convention on the Rights of the Child <https://www.unicef.org/crc/>

Global Citizens Outlooks 6 Teacher's Resource

<http://www.oupcanada.com/catalog/9780195414332.html>

Ministry of Education (BC) Curriculum and Resources Branch

<https://curriculum.gov.bc.ca/>

UNICEF Canada <http://www.unicef.ca>

Universal Declaration of Human Rights

<http://www.un.org/Overview/rights.html>

Lesson 1: Raising Awareness of the Declaration of Human Rights

Students will:

- contribute to the classroom community by participating and contributing to both the classroom and small group discussion.
- identify and clarify the problems, issues, and/or inquiries surrounding human rights.

Overview

Working in heterogeneous groups of three or four, students will identify violations of human rights as portrayed in Deborah Ellis' novel *The Breadwinner* and correlate them to nine given articles from *The Universal Declaration of Human Rights*. Each group will then develop a discussion question around the human rights issue of greatest interest to group members and will prepare to lead a brief (4 – 5 minutes) class discussion on this issue. After groups have shared their findings and led class discussions on the selected issues, students will write in their journals reflecting on this experience.

Required materials

- student copies of the novel *The Breadwinner* by Barbara Ellis.
- **Note:** This lesson could be modified to accommodate other literary works dealing with human rights issues.
- handout of nine articles from The Universal Declaration of Human Rights – one copy per student
- chart paper, plastic sheets or overheads for student groups to write on
- student reflective writing journals

Time required

One to two class sessions. (This will be dependent on class experience with the various lesson elements and upon the enthusiasm with which students respond to this activity.)

Procedure

- tell students that today they are about to begin work on a very exciting activity, one in which they will learn how they can help to make the world a better place
- introduce the concept of human rights and *The Universal Declaration of Human Rights*
- ask students to think back to the novel *The Breadwinner* and to brainstorm instances of human rights violations that were portrayed in the novel—record brainstorm points on chalkboard, chart paper, or overhead
- assign students to heterogeneous groups of three or four
- review co-operative group roles (i.e., facilitator, recorder, encourager, and reporter)
- stress the importance of building collaborative, supportive working relationships in order to ensure that all group (and class) members enjoy themselves, feel safe to express their own views, feel valued, and achieve maximum value from this learning experience—if necessary, review active listening skills

- distribute copies of the nine selected articles taken from the *Universal Declaration of Human Rights*.
- explain to groups that they have three tasks to accomplish within the next twenty minutes:
 1. To find instances of human rights violations from within the pages of the novel *The Breadwinner* and to correlate them to the nine given articles from *The Universal Declaration of Human Rights*. Group recorders are to record findings.
 2. To decide which of the human rights issues they encountered in accomplishing the first task was of greatest interest to them, and to develop a question that can be used to engage the class in discussing that issue. The group recorder writes down the question.
 3. To plan and practice their presentations and their techniques for leading a class discussion. (The group reporter might handle all of this if co-operative group work and reporting out are common features of the class, or the task might be shared by group partners.)
- using their recorded findings and questions as visuals, each group reports their findings to the class and leads a brief class discussion on the issue selected (4-5 per group). If the discussion is lively, the teacher may decide to extend the class or to carry it over to the next class session.
- students are told that while they are engaged in this activity, they will record their thoughts and feelings about (reflect upon) the learning experience
- at this point the teacher may wish, collaboratively with the class, to decide upon the criteria for assessing student reflective journals. (See BC Performance Standards for Social Responsibility [<https://curriculum.gov.bc.ca/competencies/social-responsibility>]).
- students are asked to respond to the following questions for homework:
 - which aspect of today's group work, presentations, and class discussions was of greatest interest to you?—explain
 - choose one of the human rights you learned about and discuss its significance to your life as an individual and as a global citizen.

Assessment strategies

- teacher evaluation of reflective journal entries. (See BC Performance Standards for Social Responsibility (<https://curriculum.gov.bc.ca/competencies/social-responsibility>)).

Articles from the *Universal Declaration of Human Rights*

In 1948, the United Nations (UN) passed the *Universal Declaration of Human Rights* which included 30 articles or main points addressing the rights people around the world should be entitled to in order to live in freedom and safety. The following articles have been selected for use in a matching activity.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 13

Everyone has the right to freedom of movement and residence within the borders of each state.

Everyone has the right to leave any country, including his own, and to return to his country.

Article 16

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have the prior right to choose the kind of education that shall be given to their children.

Lesson 2: Raising Awareness of The Universal Convention on the Rights of the Child

Students will:

- contribute to the classroom community by participating and contributing both to the classroom and to small group discussion.
- identify and clarify the problems, issues, and/or inquiries surrounding the Rights of the Child.

Brief overview

Working in heterogeneous groups of three or four, students will identify issues relating to children's rights as portrayed in Deborah Ellis' novel *Parvana's Journey* and correlate them to nine given articles from *The Convention on the Rights of the Child*. Each group will then develop a discussion question around the human rights issue of greatest interest to group members and will prepare to lead a brief (4 – 5 minutes) class discussion on this issue. After groups have shared their findings and led class discussions on the selected issues, students will write in their journals reflecting on this experience.

List of required materials and/or equipment

- student copies of the novel *Parvana's Journey* by Barbara Ellis
- **Note:** This lesson could be modified to accommodate other literary works dealing with children's rights issues.
- handout of nine articles from the *Convention on the Rights of the Child* – one copy per student
- chart paper, plastic sheets, or overheads for student groups to write on
- student reflective writing journals

Time required: one 40-minute session

Procedure

- introduce the class by allowing students a few minutes to share their reflections from the last class as written into their reflective journals
- introduce the concept of children's rights and the *Convention on the Rights of the Child*
- ask students to think back to the novel *Parvana's Journey* and to brainstorm issues relating to children's rights that were raised in the novel—record brainstorm points on chalkboard, chart paper, or overhead.
- assign students to the same heterogeneous groups of three or four that they worked in for Lesson 1
- review co-operative group roles (i.e., facilitator, recorder, encourager, and reporter)
- stress the importance of building collaborative, supportive working relationships in order to ensure that all group (and class) members enjoy themselves, feel safe to

express their own views, feel valued, and achieve maximum value from this learning experience—if necessary, review active listening skills

- distribute copies of the nine selected articles taken from the *Convention on the Rights of the Child*.
- explain to groups that they have three tasks to accomplish within the next twenty minutes:
 1. to find issues relating to children’s rights raised within the pages of the novel *Parvana’s Journey* and to correlate them to the nine given articles from Convention on the Rights of the Child—group recorders are to record findings
 2. to decide which of the children’s rights issues they encountered in accomplishing the first task was of greatest interest to them, and to develop a question that can be used to engage the class in discussing that issue—the group recorder writes down the question
 3. to plan and practice their presentations and their techniques for leading a class discussion (the group reporter might handle all of this if co-operative group work and reporting out are common features of the class, or the task might be shared by group partners)
- using their recorded findings and questions as visuals, each group reports their findings to the class and leads a brief class discussion on the issue selected (4-5 per group)—if the discussion is lively, the teacher may decide to extend the class or to carry it over to the next class session
- a closure is brought to the class, students are asked to respond to the following questions in their reflective writing journal for homework:
 - Which aspect of today’s group work, presentations and class discussions was of greatest interest to you? Explain.
 - Choose one of the children’s rights you learned about and discuss its significance to your life as an individual and as a global citizen.

Assessment Strategies

- Teacher assessment of reflective journal entries according to the criteria established for the previous class.

Articles from *the Convention on the Rights of the Child*

Since it was adopted in 1989, The United Nations *Convention on the Rights of the Child* is the only international human rights treaty that gives non-governmental organizations (NGOs) a role in monitoring its implementation. The basic idea behind the *Convention on the Rights of the Child* is that children (below the age of 18) are born with fundamental freedoms and the inherent rights of all human beings.

- **Article 7**

The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality, and as far as possible, the right to know and be cared for by his or her parents.

- **Article 13**

The child shall have the right to freedom of expression; this right shall include freedom to seek and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

- **Article 24**

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
 - a. To diminish infant and child mortality;
 - b. To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
 - c. To combat disease and malnutrition including within the framework of primary health care the application of readily available foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution.

- **Article 27**

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
3. States Parties shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

- **Article 28**

States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- a) Make primary education compulsory and available to all.

- **Article 31**

States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

- **Article 35**

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

- **Article 37**

States Parties shall ensure that no child shall be subjected to torture, or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age.

- **Article 38-2**

States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities (armed conflicts).

Lesson 3: Active Citizenship Project

Students will:

- identify and clarify a problem, issue, or inquiry
- gather and record a body of information from primary evidence and secondary print, non-print and electronic sources
- generate and justify interpretations drawn from primary and secondary sources
- defend a position on a global issue by considering competing reasons from various perspectives
- organize information into a formal presentation using several forms of representation.

Brief overview

The objective of this session is to initiate an inquiry process. By working together first in pairs and then as a group, students will gather information about charities and causes that they are interested in supporting with the proceeds from their Active Citizenship Project. (sale of Watercolor/Pen & Ink Stationary Cards created by the students).

List of required materials and/or equipment

- Active Citizenship Project Brainstorm session template
- Active Citizenship Project possible web pages
- sample list of our brainstorm ideas
- Active Citizenship Project Research Focus template
- Active Citizenship Project Priority template
- sample of our Priority List.

Time required

- two classroom sessions of 40-minutes
- one computer lab session on the internet.

Procedure

- introduce the class by allowing students a few minutes to share their reflections from the last class as written into their reflective journals
- brainstorm student ideas for the active citizenship project—this session requires 30 minutes. Record student suggestions for the next session
- distribute the *Possible Web Pages* and the *Research Focus Template* handouts prior to the computer lab session. Students will conduct research and fill out the templates to be returned to the teacher at the end of several computer lab sessions. Some students may choose to do this research at home.

- collect the *Research Focus* pages and assign a select group of students to collate the information for presentation back to the class at a future date.
- handout *Active Citizenship Project Priority Template* to class—the select group of students collates the information and reports back to the class the top three choices of the class (see the sample of one class’ priority list)
- the select group of students and the teacher are now responsible for establishing contact with representatives from several charities or organization to come and speak to the class.
- invite representatives from the identified organizations to come and speak to the students—this will enable students to choose the organizations they wish to support
- for homework, ask the students to respond to the following question in their reflective writing journals:

What are the most important things I have learned about human rights and children’s rights? What might I do to make the world a better place?

- follow up by taking action to support the organizations chosen by students—one successful method of fundraising has been the creation and sale of stationary cards using watercolor, pen and ink.

Assessment strategies

- every student is responsible for handing in a completed:
 - Active Citizenship Project Research Focus Template
 - Active Citizenship Project Priority Template
- assess the reflective journals according to the previously determined criteria.

Active Citizenship Project – Sample List of Brainstorm Ideas

<p>Alberta drought cancer foundation Heart & Stroke Foundation homeless People ALS Terry Fox Foundation local hospital endangered species local fire victims local family in need drug addiction and rehabilitation scholarship fund for local high school war amputees society Para Olympics Special Olympics hurt animals and wildlife children’s hospital cruelty to animals our school SPCA Adopt a Child fund Nature Recovery Centre children in far-away countries clothes for local needy people food bank churches MADD anti-smoking campaign alcohol rehabilitation library books Parkinson’s Disease Red Cross military aid NASA fatality victims</p>	<p>Cluster human health –cancer, heart & stroke, ALS, drug abuse, war amps, Parkinson’s, anti-smoking</p> <p>Local causes: –schools, hospitals, food banks library, needy families, churches</p> <p>Animal protection: –endangered species, hurt animals, SPCA, Nature Recovery Centre</p> <p>Provincial causes: –Terry Fox, children’s hospital</p> <p>International causes: –Red Cross, MADD</p> <p>Children –Adopt a child, children in far-away countries,</p> <p>Special Needs: –PARA Olympics</p>
<p>Comments & Questions: What can we do? Read the local papers for ideas. Could we do more than one donation?</p>	

Active Citizenship Project Brain Storm

Brainstorm and record the suggestions made by the students regarding the organizations or causes they wish to support with the money they raise.

Brainstorm	Cluster
Comments & Questions	

**Active Citizenship Project
Research Focus**

Name:

My web site is:

Otherwise known as:

What does this organization do?

Where does this organization operate?

Who could we invite to the school to speak on behalf of this organization? Include name, phone number and email address.

Why would this organization be a good choice for our Active Citizenship Project?

Other Comments:

Active Citizenship Project Possible Web Pages

Animal voices

www.spca.bc.ca/branches/wild-arc/

Awareness for world hunger

yourmovement.ca/act/30-hour-famine/

Food Banks of Canada

www.foodbankscanada.ca/

National Wildlife Federation for Kids

www.nwf.org/kids

World Wildlife Federation

www.wwf.org

www.panda.org

www.wwf.ca/

Youth Taking Action for Global Change

www.worldvision.ca/resources

Active Citizenship Project Priority Template

Name: _____ Date: _____

Based upon the research your class has conducted to date, it is now time for you to select three charities or organizations that you would like to support with the proceeds of your Active Citizenship Project.

Record your choices in order of priority:

First Choice: _____
Second Choice: _____
Third Choice: _____

Do you know someone who could speak to our class about a local charity?

Comments about the active Citizenship Project

Active Citizenship Project: Sample Top Four Priority List

SPCA	9 votes
Hurt animals and wildlife	6 votes
Food bank	4 votes
Red Cross	4 votes
Cancer foundation	4 votes
Our school	4 votes
Children's hospital	3 votes
War amps	3 votes
Adopt a Child	3 votes
MADD	3 votes

Springboard to the Global Classroom
Water: Our Precious Resource
A resource list prepared by Joyce Bingham

United Nations Year 2003: The Year of Fresh Water

This resource list, developed with the BC Grade 7 science program in mind, will be of value to teachers who want their students to think seriously about environmental concepts related to water. If your goal is to integrate scientific study, artistic expression, and social activism, you will find here a wealth of resources to help you spring into action!

Bibliography

Bateman, R.(2000). Thinking Like A Mountain. Toronto, Ontario: Penguin Books.

Canadian International Development Agency (1999). Desertification: A Canadian Perspective. Minister of Public Works and Government Services Canada.

Canadian International Development Agency (2002). Combatting Desertification: Building Bridges: Minister of Public Works and Government Services Canada.

Canadian International Development Agency (1998). Desertification[CD-ROM]. Minister of Public Works and Government Services Canada.

Colyer, J., Flaherty, P., L'Abbe,J., & Smith, T. (2002, October). Canada's Long Hot Summer . News in Review, 32-45.

Lang, R. (Producer, Writer, and Director) (1998). River of Sand; Exploring Life on the Desert's Edge [Film]. (Available from Kensington Communication Production).

Love, D. A., (2000). A Year Without Rain. United States of America.

MacLachlan, P. (1985) Sarah, Plain and Tall. New York: HarperCollins Children's Books.

Republic Pictures Corporation (1993). Skylark The Sequel To Sarah, Plain and Tall [Video]. Available from Republic Pictures Corporation, 12636Beatrice Street, Los Angeles, CA 90066-0930.

Schaaf, T. , & Boulharouf, R. (2001). Education Kit on Desertification. France: UNESCO France: Imprimerie Coriet.

Sterling, S., & Gordon, D. (2001) Global Citizens Teacher's Resource Outlooks 6. Canada: Oxford University Press.

Suzuki, D. (1997). The Sacred Balance. Vancouver/ Toronto: GreyStone Books.

Wackernagel, M, & Rees, W. (1996). Our Ecological Footprint, Gabriola Island, BC: New Society Publisher.

Internet sites

Bruce Cockburn *River of Sand*

kensingtontv.com/kensington/index.php?type=project&id=5&option=River-of-Sand

- “A one-hour documentary premiered on Vision TV on October 23, 1998. *River of Sand* is a heartfelt evocation of the music, culture and people of Mali, West Africa, as seen through the eyes of acclaimed singer/songwriter Bruce Cockburn. As on-camera host and commentator, Bruce traverses the desert, jams with stars of the Malian music scene, and brings us a personal look at a people who are fighting hard to hold back the encroaching desert.”

Kensington Communications Inc.

Canada's SchoolNet GrassRoots Program

www.tact.fse.ulaval.ca/ang/html/projectg.html

Global Affairs Canada (formerly Canadian International Development Agency) www.international.gc.ca/international/index.aspx?lang=eng

- Canada's 1st Official Report on the Implementation of the United Nations Convention to Combat Desertification – with Special Regional Focus on Africa 1999
- Canada's Second Report to the UN convention to combat Desertification on Activities with Developing–Country Partners 2002

CBC News in Review Resource Guide and Video

[Canada's Long Hot Summer](#)

A New Plan to Save Africa

CBC September 2002 News in Review Video and Resource Guide

David Suzuki—What Can You Do

www.davidsuzuki.org/what-you-can-do/

Global Citizens Outlooks 6 Teacher's Resource, Oxford University Press

Sharon Sterling and Darlene Gordon

ISBN 0-19-541434-9

www.oupcanada.com/catalog/9780195414332.html

International Education and Resource Network www.iearn.org

Ministry of Education (BC) Curriculum and Resources Branch curriculum.gov.bc.ca/

Peace Corps Explores the World; Pictures and Stories

www.peacecorps.gov/mali/

○ Bamako: ○ Niger River ○ Timbuktu ○ Douentza District ○ Sang

Robert Bateman collections.batemancentre.org/artists/notebooks

Statistics Canada www5.statcan.gc.ca/subject-sujet/theme-theme.action?pid=920&lang=eng&more=0

The Struggle to Combat Desertification CD

- available in two Languages: English and French
- Canada is committed to combating desertification
- the Convention to Combat Desertification makes co-ordinated action possible by bringing together programs, and projects, nations and people.

Contents of the CD

- overview
- areas at risk
- solutions
- Canada's contributions

TIME Magazine www.timecanada.com

TIME Canadian edition August 26, 2002

AOL KEYWORD: TIMECANADA

Special Report How to Save the Earth

UNICEF Canada

www.unicef.ca

United Nations Educational Scientific and Cultural Organizations (UNESCO) and the convention to Combat Desertification (UNCCD) www.unesco.org/mab

Education Kit on Desertification is available in three languages (English, French and Spanish) and comprises five documents:

- A Teacher's Guide: Learning to Combat Desertification
- A Series of Case Studies: Combating Bears Fruit
- A Cartoon: The School Where the Magic Tree Grows
- A Cartoon: There is No Rug Big Enough to Sweep the Desert Under
- A Poster: Desertification in the World

What in the World? A Monthly Current Events Unit for B.C. Classrooms
www.lesplan.com/en

- National News article, *More Tough Times for Prairie Farmers*