Global Citizenship Education:
Module 1

Transforming Charity into Solidarity and Justice
We connect people and organizations to the information and ideas they need to take meaningful actions, and to be great global citizens.

For more information visit our website, join us on Facebook, follow us on Twitter, or drop us a line.

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Curriculum Outcomes

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• Principles of Solidarity

During Activities

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Curriculum Outcomes

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• Introduction to Research-based Inquiry Project
• Global Issues Group Brainstorm
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Transforming Charity into Solidarity and Justice

The Transforming Charity into Solidarity and Justice Module aims to guide students through understanding the potential and limitations of charity and how it necessitates global justice and solidarity.

As described in this module, charity is aid given to those in need; justice is fairness, equitable distribution of wealth, resources and power among all members of society; and solidarity is unity of agreement of feeling or action, especially among individuals with a common interest.

The act of giving to charity, or being charitable, typically comes from “a good place”, but people must become more conscious of how charity, however well-intentioned and implemented, may not create transformative change. It is also important to recognize that many charitable organizations survive off of donations, whereby the donors are not prepared to do more than donate to a “good” cause. Charity and charitable giving often target symptoms and short-term fixes, not root causes, thus promoting band-aid solutions to complex systemic problems. At the same time, some charitable organizations are dedicated to finding long-term solutions and dealing with the root causes of problems such as global poverty reduction.

Combating poverty involves slow processes of political, cultural, economic and social change, with many stakeholders, significant opposition and serious issues of self-determination and coercion to be navigated. Seeking justice is the solution, but this is complicated by the fact that we must also be conscious of the realities for people who are in need of immediate aid. Increasingly, anti-poverty organizations have been implementing poverty interventions that contribute to alleviating immediate poverty while building long-term solutions for the future.

Understood as a means to fix individual problems, charity has the potential to work towards social justice; however, charity is ineffective on a broad scale when it is used to patch up the effects of the fundamental injustices that are built into the structure and values of a society. A simple example is donating food to the food bank vs. changing social assistance rates to ensure that all people have adequate income to buy food. In this way, charity can be seen as accepting the injustice itself, while trying to mitigate the consequences of the injustice.

Charitable giving should not impede finding solutions and pressuring governments to bring about needed change. Transformative solutions might require a complex rethinking of the way our societies organize economic relationships.

If we can recognize the need for charity but understand that charity should not be viewed as a solution to many problems, then we will be able to see solutions at the root of the issues. Therefore, it is imperative that we dig deeper to identify and understand the root causes of poverty. This can be done, in part, through a justice and solidarity approach to global poverty.
What’s in the Module

OBJECTIVES:
• To give young people an understanding of the concepts of charity, justice and solidarity and a sense of why moving from charity to justice and solidarity is important locally and globally
• To give young people some analytical and organizational skills to be able to carry out justice and solidarity work in their communities and internationally
• To understand the difference between charity and justice, and importance of both
• To identify/acknowledge/assess the importance of underlying causes of social problems
• To encourage students to work towards social justice whenever possible, and
• To improve students’ critical thinking skills
• To demonstrate the promotion of global citizenship, creating awareness about global issues, demonstrate an understanding of the complexities of international issues.

LESSONS:
Lesson 1: Defining Charity, Justice, and Solidarity
Lesson 2: Identifying the Root Causes of Social and Environmental Problems
Lesson 3: Applying Charity and Justice - Scenarios
Lesson 4: Practicing Solidarity Through Debate
Lesson 5: Seeking Justice by Working in Solidarity – Research-based Inquiry Project

CURRICULUM OUTCOMES AND INDICATORS:
SS6 - Resources and Wealth
SS20 - World Issues
SS30 - Canadian Studies

BIG QUESTIONS:
• What is charity?
• What is justice?
• What is solidarity?
• What is the difference between and importance of charity, justice, and solidarity?
• To what extent do nations of the Western, ‘developed’ world have any moral obligation to help or even share their wealth with poorer people of the developing world? How does Canada fair in this respect?
• What are the underlying causes of social problems?
• How can students work towards social justice?
• What are the root causes of social and environmental problems? What are the costs of these problems for individuals, communities, and societies?
**TOPICS:**
Charity
Justice
Solidarity
Poverty
Morality
Worldview
Global Citizenship
Human Rights

**MATERIALS NEEDED:**
- Markers and Whiteboard/Flipchart
- Activity Sheets
- Journals and/or paper
- Fair Trade Chocolate
- Pens/Pencils/Markers
- Tape
- Computers/laptops
- Internet
- Projector/screen
- Library access

**LESSON KEY:**
- Curriculum Outcomes
- What You’ll Need
- Before Activities
- During Activities
- After Activities
- French activity available
Education Theory and Methodology

Global Citizenship Theory - suggests that all individuals have a global duty to contribute directly to human rights protections and to promote rights-enhancing political integration between states. Global Citizenship Education promotes learning that nurtures greater consciousness in and around real life issues. It offers a way to make changes at a local level that can influence the global level through participatory strategies and methods. All this is possible with transformative pedagogy, which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process. (Council of Europe, 2012, Global Education Guidelines: concepts and methodologies on global education for educators and policy makers, Global Education Week Network in coordination with the North-South Centre of the Council of Europe.)

Inquiry based learning - is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others. In classrooms where teachers emphasize inquiry-based learning, students are actively involved in solving authentic (real-life) problems within the context of the curriculum and/or community. These powerful learning experiences engage students deeply. Research suggests that inquiry-based learning increases student creativity, independence, and problem solving skills, and it improves student achievement.

Constructivist learners are taught to question, challenge, and critically analyze information rather than blindly accept what it taught.

Peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.

Social Justice Education - engaging in social justice through education is to fight oppression by giving all groups the opportunity to receive resources more equally.

Adult Education - One of the most important differences is that adults have accumulated knowledge and work experience which can add to the learning experience. Another difference is that most adult education is voluntary; therefore, the participants are generally self-motivated. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals.
SS6 - Resources and Wealth

RW 6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

  e) Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

  h) Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.

  j) Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.

RW 6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

  b) Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, and prosperity through employment).

  c) Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.

SS20 - World Issues

Unit 1: Human Rights

Explores the moral and ethical basis on which decision making should be based. The objective is to give students an opportunity to consider which obligations, in the form of human rights, individuals and groups should collectively assume for each other.

  Moral Vision Know that human rights represent a social choice of what is conceived to be the minimum requirements of a life of dignity based on a particular moral vision of human potentiality.

  Justice Know that justice is concerned with maintaining law and order in ways that are consistent with the moral and ethical criteria used by a particular society or culture to define fairness and rightness.

  Social Change Know that the means by which change is achieved will generally determine the kind of change which is achieved.

  Empowerment Know that empowerment sees the sharing of... power as way of increasing the power of everyone within society, also know that empowerment begins with the acceptance of others as being worthy and equal to oneself.

Unit 4: Wealth and Poverty

The central concepts of this unit are production and distribution. Students will consider the conflict between the rights of those who produce wealth and those who have great need for it.

  Development and Economic Organization Know that the economies of developing countries are centred on primary industries with small secondary and tertiary industries and are very vulnerable to the fluctuating cycled (boom and bust) of international demand for their products.

  Social Justice Know that changes in the criteria defining social justice (derived from world view, moral vision, human rights) are often accompanied by conflict and violence.

  Economics Know that all economic systems must have a process that answers the three basic economic questions: what goods and services should be produced, how should they be produced, and for whom should they be produced.
SS30 - Canadian Studies

Unit 2: Economic Development

*Standard of Living* Know that standard of living is a set of criteria which define human well-being and that if the criteria changes then the definition of standard of living changes.

*Globalization* Know that advances in communication and transportation technology have made it possible to produce goods on a global basis. Know that Canadian industry, increasingly, has to compete with industries located in other parts of the world where the relative cost of productive resources (land, labour, capital) may be different than in Canada.

Unit 4: Governance

*Justice* Know that different conceptions of justice exist. These include:
- Justice is concerned with maintaining law and order in ways that are consistent with a particular society's definition (criteria) of fairness and rightness;
- Justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and,
- Social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.

*Development* Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.

*Non-governmental Organizations (NGOs)* Amnesty International is a good example of an NGO that can publicize and successfully limit the behaviour of a government that is being arbitrary and dictatorial.

Unit 5: Globalization

*Globalization* Canada is living in an increasingly interdependent world that limits the ability of Canadians to make decisions for themselves. Students will learn that environmental and economic changes are beyond the power of individual nations to control and that difficult choices need to be made between international interests and domestic interests. Canada has been and is now an international nation. Canadians have always had to trade for a living. Canadians have played an active role in international political affairs.


*This module may cover outcomes and indicators of other subject areas. In particular, consider using this resource in your English B30 course.*

Assessment and Evaluation:

Formative and summative assessment tools are employed in this module to both monitor and evaluate student learning. The Exit/Entrance Slip strategy is an informal assessment method which helps both educators differentiate their lessons, and helps student's process, reflect on, and express their thoughts about information learned.
The first lesson of this module is meant to get students to start thinking about the words and actions related to charity, justice and solidarity. From here they will have a base understanding to look at whether or not charity is needed to find justice solutions or whether charitable actions are enough of an attempt to end global poverty. 

NOTE: Be prepared to prompt the students with examples of the difference between charity and justice (examples are provided).

DEFINING CHARITY, JUSTICE, AND SOLIDARITY

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  • Checking for Understanding: Standing on the Spectrum Activity
  • Debrief
  • Exit slip
  • Formative Assessment
Defining Charity, Justice, and Solidarity

Social Studies Outcomes and Indicators in Lesson 1:

SS6 - Resources and Wealth

RW 6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.

- Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).
- Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.
- Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.

RW 6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

- Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, and prosperity through employment).
- Develop an action plan for harmonizing one’s personal lifestyle with collective needs regarding social, environmental, and economic sustainability.

SS20 - World Issues

Unit 1: Human Rights

Explores the moral and ethical basis on which decision making should be based. The central concept of this unit is human rights. The objective is to give students an opportunity to consider which obligations, in the form of human rights, individuals and groups should collectively assume for each other.

Justice Know that justice is concerned with maintaining law and order in ways that are consistent with the moral and ethical criteria used by a particular society or culture to define fairness and rightness.

Empowerment Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself. Know that empowerment often means an increase in security status and esteem for people within society so that they see power sharing as a win-win situation.

SS30 - Canadian Studies

Unit 4: Governance

Justice Know that different conceptions of justice exist. These include:
- Justice is concerned with maintaining law and order in ways that are consistent with a particular society’s definition (criteria) of fairness and rightness;
- Justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and,
- Social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.

Development Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.

Non-governmental Organizations (NGOs) Amnesty International is a good example of an NGO that can publicize and successfully limit the behaviour of a government that is being arbitrary and dictatorial.
WHAT YOU’LL NEED
- Flip chart
- Markers
- Journals/paper for reflection
- Pens or pencils

BEFORE ACTIVITIES
Introduction
In this lesson and throughout the module, we’re going to talk about some of the problems that we face in Saskatchewan and in our world. In order to work on problems you care about, let’s name some of them and list on a flip chart. What are some things about the world that make you feel sad or angry?

We’re going to talk a lot in the upcoming lesson about different types of solutions to local and international problems. Too often, we end up forgetting a very important step, which is to think about what is causing the problem in the first place. This is true for personal life problems too. If you know that you are sad, that’s one thing and you can start doing things that make you happy. But sometimes, when people are really sad, they have to figure out what they’re sad about before they can figure out how to become happy again.

DURING ACTIVITIES
A. Charity: Group Discussion
1. What comes to mind when you hear the word charity? What do you think it means? Why do charities exist?
2. Put up definition: Charity “aid given to those in need”.

3. Task for small groups
   a) List examples of charity that you’ve seen in your schools, home or community. Hand out sheets of paper and markers with outline already written (see template below).
   b) Ask them to consider whether these ideas/examples find the root causes for charity?
   c) Give some examples of organizations that do charity work.
      i) Discuss NGOs: A non-governmental organization (NGO) is an organization that is neither a part of a government nor a conventional for-profit business. Usually set up by ordinary citizens, NGOs may be funded by governments, foundations, businesses, or private persons.
      ii) What types of charities exist? (Animal, environmental, international NGOs, health, education, arts and culture.)
      iii) Who benefits from charities?
B. Justice: Group Discussion

1. What comes to mind when you hear the word justice? What do you think it means?

   NOTE: Expect some confusion about what justice means. Participants will be thinking of the justice system which is not entirely separate from justice but tell them that when we talk about social, environmental and economic justice, we’re talking about something larger than the justice system. We’re talking about everyone having fair treatment in our society. Expect to have to prompt them with examples of the difference between charity and justice. A simple example is donating food to the food banks vs. changing social assistance rates to ensure that all people have adequate income to buy food. Another example (see teacher resources) is the story of black schools in the US in the 1950s not having enough books and school supplies. The charitable solution was for people to donate books and supplies to the school. When people dug deeper and looked at the cause of the problem, it was racism and segregation that led to schools attended by black students having fewer resources than schools attended by white students. Desegregation and fairer funding were the justice solutions to the problem.

2. Put up definition

   “Fairness, equitable distribution of wealth, resources and power among all members of society”

   Wikipedia: Equality is the state of being equal, especially in status, rights, and opportunities. Justice without equality is hollow and equality itself is the highest justice. Empowerment refers both to the process of self-empowerment and to professional support of people, which enables them to overcome their sense of powerlessness and lack of influence, and to recognise and eventually use their resources and chances.

3. Task for small groups

   a) List examples of justice that you’ve seen in your schools, home or community. Hand out sheets of paper & markers with outline already written (see template below).

   b) Ask, them to consider whether these ideas/examples are finding the root cause(s) or deal with the causes?
4. If that is what justice is, then what is injustice?

“Injustice is a quality relating to unfairness or undeserved outcomes.”

<table>
<thead>
<tr>
<th>CHARITABLE ACTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving</td>
<td>• Become a member of a non-profit international development organization and financially support their cause (raise money for a school in Africa)</td>
</tr>
<tr>
<td>Donating</td>
<td>• Veterans fund, Salvation Army, Terry Fox Run, Food Banks, KidSport, Kids Help Phone, Blood Banks, World Wildlife Federation, Canadian Cancer Society (disease research)</td>
</tr>
<tr>
<td>Corporate donations</td>
<td>• Thrift stores, adopt a child/family, Red Cross, soup kitchens, foster parents</td>
</tr>
<tr>
<td>Fundraising</td>
<td></td>
</tr>
<tr>
<td>Volunteering</td>
<td></td>
</tr>
<tr>
<td>Unicef box fundraisers</td>
<td></td>
</tr>
<tr>
<td>other school fundraisers for charities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUSTICE ACTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educating others</td>
<td>• Learn about global literacy and present to school or larger body of people.</td>
</tr>
<tr>
<td>Gaining solidarity</td>
<td>• Human Right Declarations, not singling people out, stopping racism, men and women doing the same jobs, in-school segregation, bullying</td>
</tr>
<tr>
<td>Fairness</td>
<td></td>
</tr>
<tr>
<td>Equality</td>
<td></td>
</tr>
<tr>
<td>Distributing resources</td>
<td></td>
</tr>
<tr>
<td>Advocating for human rights</td>
<td></td>
</tr>
<tr>
<td>Racism</td>
<td></td>
</tr>
</tbody>
</table>
C. Solidarity: Group Discussion

1. What comes to mind when you hear the word solidarity?
   What do you think it means? Write their ideas on a flip chart

2. Put up the definition of Solidarity:
   Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.

   “Solidarity does not assume that our struggles are the same struggles, or that our pain is the same pain, or that our hope is for the same future. Solidarity involves commitment, and work, as well as the recognition that even if we do not have the same feelings, or the same lives, or the same bodies, we do live on common ground.” –Sara Ahmed

   “Solidarity entails the recognition that liberation is a collective project that requires dialogic participation and a critical consciousness of how both oppressor and oppressed are bound together through power relations.” –Paulo Freire

   DEFINITION: unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.

3. What are some examples of solidarity that you’ve seen in classrooms or schools?
   Make a list on a flip chart. If they don’t have one, suggest that cheering on school teams even when they’re not doing well would be an example of solidarity. If you do it out of pity, it’s charity. If you do it because you’re all in it together and you want to be there to support them just like they would be there for you, it’s solidarity.

   NOTE: If people have difficulty understanding the concept of solidarity, use the example of donating food vs. changing laws. Working in community gardens among people who can’t afford healthy food and working together to grow food is an example of solidarity. Even giving to the food bank to provide a short term solution to poverty is okay if you do it in a spirit of solidarity, mutual support, as opposed to a spirit of pity or top-down giving.
DEFINING CHARITY, JUSTICE, AND SOLIDARITY

AFTER ACTIVITIES:
Checking for Understanding of Charity, Justice, and Solidarity with the Standing on the Spectrum Activity

This activity is available in French (and is located in the French Activities section page 51)

Instructions:
Set up an invisible line/spectrum. On one end is “Totally Agree” and the other is “Totally Disagree”. Make statements about charity and justice situations and have participants place themselves physically on the line/spectrum. After each statement has been made and students have moved, ask students why they are standing where they are (totally agree, in the middle, totally disagree). Request that students volunteer their answers and ask them to explain how the statement is charity, justice, and/or solidarity. Let everyone know they can move if their opinion is swayed by what someone says (the power of two feet).

Statements:
1. SAMPLE: I always brush my teeth before I eat breakfast. (test to make sure they understand the activity)
2. SAMPLE: I am a huge Rider fan.
3. SAMPLE: I try to learn and stay informed about the lives of poor people around the world.
4. SAMPLE: I consciously conserve water in my daily life.
5. Saskatchewan should build more food banks. Charity
6. We should worry about poverty issues in Canada first, before we help people in other countries. Justice
7. I eat fair trade items (like sugar and chocolate) because I know that farmers are paid a better wage. Justice / Solidarity
8. I feel good when I donate $2 to a cause at the grocery store, or Boston Pizza. Charity
9. I think the richer you are, the more taxes you should pay so that our government can pay for housing for poor people, and provide assistance for very poor countries. Justice / Solidarity
10. When a natural disaster occurs, I think that it’s a good idea to donate to charities. Charity
11. It’s impossible for individuals to address the root causes of social problems because they can be so complex. Charity
12. I think that it is a good idea to ask people in developing nations what they need and want in their communities instead of developed nations visiting and telling them what they need or should want. Justice / Solidarity

Debrief Questions
Observe students as they move across the line. Ask the debrief questions to gain understanding of a student’s perspective and their ability to communicate their position.
   a. What did you learn about how you felt about these statements?
   b. What surprised you?

Exit Slip
Collect exit slips and review them before the next lesson.
Ask students to write in their journals their reflections from the lesson:
   1. What is something that you learned from today’s lesson?
   2. Explain and provide examples of the differences between charity, justice, and solidarity.

Formative Assessment
It is important to realize that Global Citizenship Education is a life-long process whereby we constantly engage with making decisions that impact others at home and abroad. It is a continual process of reflecting on the decisions, behaviours, and attitudes that we carry about the way we live in this world. See Exit Slip to ensure students understand the concepts.
In Lesson 2 students begin identifying the root cause of a societal problem – the most critical component of problem solving. The root or systemic issues must be dealt with instead of simply treating the symptoms. When only the symptoms are treated they are called band-aid solutions which waste energy, time, money and emotional capacity. For example, if you were to spend your energy cleaning up the waste at the park/school instead of speaking out about littering or promoting less use of wasteful packaging, then your work will never be done. You’ll only find yourself picking up after a never-ending cycle of more and more garbage.

**LESSON #2**

**IDENTIFYING THE ROOT CAUSES OF SOCIAL AND ENVIRONMENTAL PROBLEMS**

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  - Looking into Solidarity
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  - Debrief
  - Exit slip
  - Formative Assessment
IDENTIFYING THE ROOT CAUSES OF SOCIAL AND ENVIRONMENTAL PROBLEMS

SOCIAL STUDIES OUTCOMES AND INDICATORS IN THIS LESSON:

**SS6 - Resources and Wealth**

**RW 6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.**

- e) Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).
- h) Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.
- j) Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.

**RW 6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.**

- b) Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, and prosperity through employment).
- c) Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.

**SS30 - Canadian Studies**

**Unit 4: Wealth and Poverty**

The issues of economic well-being and economic development are forcing societies to reconsider the purposes of technological, economic, social, and cultural change. The central concepts of this unit are production and distribution. Students will consider the conflict between the rights of those who produce wealth and those who have great need for it.

**Social Justice** Know that changes in the criteria defining social justice (derived from world view, moral vision, human rights) are often accompanied by conflict and violence.

**SS30 - Canadian Studies**

**Unit 2: Economic Development**

**Standard of Living** Know that standard of living is a set of criteria which define human well-being and that if the criteria change then the definition of standard of living changes.

**Unit 4: Governance**

**Justice** Know that different conceptions of justice exist. These include:

- Justice is concerned with maintaining law and order in ways that are consistent with a particular society's definition (criteria) of fairness and rightness;
- Justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and,
- Social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.
IDENTIFYING THE ROOT CAUSES OF SOCIAL AND ENVIRONMENTAL PROBLEMS

WHAT YOU’LL NEED:
• Babies in the River Parable • Flip Chart or white board/Smartboard • Markers • WHY Activity • Pens or pencils

BEFORE ACTIVITIES

Entrance Slip
Have students complete an Entrance Slip verbally asking them to recall the meaning of the following terms: charity, justice, and solidarity. Go over the answers as a class. Talk briefly about how both charity and justice are important by introducing the Babies in the River Parable

Here in the real world, there’s no shortage of people who care about a clean environment and a just society and are motivated to work for change. We recycle. We drive a Prius or ride our bikes. We “like” online campaigns. We sign petitions. We write cheques to environmental groups, human rights organizations and worker unions. We pass laws to make corporations reduce pollution, use safer chemicals and disclose their fair trade policies.

These are all worthwhile and commendable things to do. But they’re the equivalent of saving drowning babies downriver. To figure out solutions for the entrenched, complex and interconnected problems that are trashing the planet, harming our health and threatening our communities – not just slow down the rate at which things are getting worse – we have to look upstream for the real sources of our crises.

What are those root causes? Simply put, they’re the rules of the game – the economic, social and political assumptions that define the way our world works.

Ask Students:
If we do justice work without doing charity work, what happens to people who are hungry while we work for a long term solution to hunger. (You can’t apply a band-aid solution to a cancerous problem.)

However, too often, only charity work is happening and we are missing opportunities for education. One of the biggest risks of doing charity-only work is that charity often satisfies people’s impulse for change. If they feel like they’ve already “done their part” or created change, then they may move on without actually having made any long-term difference.

BABIES IN THE RIVER PARABLE

Once upon a time in a riverside village, a woman noticed a shocking sight: a drowning baby, crying its lungs out, being washed downriver. She rushed to save it, rescuing the baby just before it went over the falls at the edge of town.

The next day there were two babies in the river; the day after, three more, then four. With the help of her neighbours, the woman saved them, too. When babies kept washing downstream, the village banded together, setting up a 24-hour rescue watch. Still the babies kept coming. So the community installed an elaborate alarm system and strung safety nets across the river but was still overwhelmed trying to save them the babies.

Finally they asked the village wise man, who had the solution: “Let’s go upstream and see who’s throwing the babies in the river. If we stop them from being thrown in up there, we won’t have to rescue them down here.”
Why does this problem exist in the first place?

In her article “Finding the Root Cause by Asking WHY” Kailee Howorth offers an explanation for effective methods in identifying root causes for social problems.

Finding the Root Cause by Asking WHY

One method of finding the root cause of a problem involves repetitively asking WHY a situation occurs until you get to a possible root cause. However, our world is a complex and is an overlapping web of issues that cannot be separated into easily discernable categories. You cannot simply tackle poverty without talking about racism. You cannot talk about sexism without dealing with other forms of marginalized identity (for example: class, location, age). There are multiple possible root causes for any given problem; it’s just a matter of choosing which root you are going to focus your energy on.

For example, there may be a high crime rate concentrated around a certain park in your neighbourhood. A band-aid solution would be to increase police patrolling of the area, leading to more arrests and criminalizing more people in need. In turn, this ensures that those of marginalized communities that turn to crime will be stuck in an institutional cycle of crime-jail-crime-jail.

Instead, analyze why so many people in your community may turn to criminalized activities. Finding the root cause and treating it is a more effective and positive way of improving a community. Perhaps your community may be impoverished. Poverty may be caused by the fact that the youth were never taught employable skills and there are little job opportunities for them. They may be actively discriminated against because of their situation as impoverished youth, making employers reluctant to hire them. Thus, the high crime rate in your community may have its root cause in underemployment and the cyclical nature of poverty. An action to help those marginalized and impoverished youth may be to set up a community project where they would gain employable skills. Perhaps you can get community businesses to agree to internship positions or provoke public discussion on discrimination against youth. There are a plethora of programs and actions that can tackle this root-cause.

Kailee advises that when you are looking at the social issue you are committed to addressing; ask the question WHY until you stop getting answers. Kailee Howorth, “Finding the Root Cause by Asking WHY.” www.sojo.net

WHY Activity

In this exercise, we will explore the questions:

1. What are the root causes of social and environmental problems?
2. What are the costs of these problems for individuals, communities, and societies?

Write the following Issue/Solution headings on Flip Chart paper. Do a couple of examples as a group, taking the issues, looking at the charitable solution, the cause and the justice/solidarity solution:

*See additional examples in the Activity Sheet

<table>
<thead>
<tr>
<th>ISSUE/PROBLEM</th>
<th>CHARITABLE SOLUTION (ACT)</th>
<th>CAUSE OF PROBLEM (REFLECT)</th>
<th>JUSTICE SOLUTION (TRANSFORM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger</td>
<td>Food banks</td>
<td>Unfair distribution of resources</td>
<td>Increasing social assistance rates</td>
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<td></td>
<td></td>
<td>Greed</td>
<td>National food program</td>
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<td></td>
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<td>Subsidized healthy food</td>
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<tr>
<td>Oil Spills</td>
<td>Clean up campaigns</td>
<td>Cutting corners to save time</td>
<td>Safety campaigns</td>
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<td></td>
<td></td>
<td>increases profit and endangers</td>
<td>Renewable Energy</td>
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<td></td>
<td></td>
<td>the safety of people and the planet</td>
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This activity is available in French (and is located in the French Activities section page 52-56)
AFTER ACTIVITIES:

Students should continue working through the other issues on the Activity Sheet.

Once students have completed most of the issues, have students share. As students share, check for understanding by observing students’ answers from the issues and solutions chart.

Debrief

Ask students: How do these issues/problems affect someone’s standard of living?

Say something like: “Sometimes people find it hard to answer the question “why?” One of the best ways to find the cause is to ask the question ‘who is benefiting from this problem?’ and ‘who is losing?’ It is almost never the case that a person actively chooses a decreased quality of life without many other intervening factors. However, in our society, there is often a tendency to blame the victim for being in the situation they are in. For instance, when people think about why poverty exists, people often blame the victim by saying that people living in poverty are too lazy or not trying hard enough. This is often called “poor bashing.”

Why do good people say this? It is easier to believe that people are responsible for their own situation than it is to believe that something needs to change, especially if that change affects us. When people start blaming the victim, or if you find yourself blaming the victim, some good questions to ask are:

- What else might be true?
- Who else might be responsible?
- Who stands to gain from this problem continuing?
- How would you answer these questions if we are discussing poverty?
- If we accept that it’s not a poor person’s fault that they are poor, what else might be true?
- Who else might be responsible for poverty?
- Who stands to gain from poverty continuing?

Answers might include: banks, wealthy people and corporations, employers who pay low wages (and can keep wages low because people are desperate for jobs), governments and social assistance programs that don’t provide people with enough to live on.

Formative Assessment

Students will respond to the following questions in their journals. Review their responses and discuss these questions at the beginning of Lesson 3.

a. To what extent do nations of the Western, ‘developed’ world have any moral obligation to help or even share their wealth with poorer people of the developing world?

b. How does Canada fair in this respect?
### WHY Activity - page 1 of 5

<table>
<thead>
<tr>
<th>ISSUE PROBLEM</th>
<th>CHARITABLE SOLUTION (ACT)</th>
<th>CAUSE OF PROBLEM (REFLECT)</th>
<th>JUSTICE SOLUTION (TRANSFORM)</th>
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<tbody>
<tr>
<td>Nuclear Disaster in Japan</td>
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<tr>
<td>As of 2006, less than a third of Aboriginal youth completed grades 10-12 in a three year period</td>
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<td>Landmine victims in North Korea</td>
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<tr>
<td>3 billion people worldwide living on less than $2/day</td>
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## WHY Activity - page 2 of 5

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<tr>
<th>ISSUE SITUATION</th>
<th>CHARITABLE SOLUTION (ACT)</th>
<th>CAUSE OF PROBLEM (REFLECT)</th>
<th>JUSTICE SOLUTION (TRANSFORM)</th>
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<tbody>
<tr>
<td>Earthquake in Haiti</td>
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<td>(poorest country in Western Hemisphere)</td>
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<td>Homelessness in Regina and Saskatoon</td>
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<td>Sweatshops in Mexico</td>
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<td>Poor quality drinking water in Senegal</td>
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### Identifying the Root Causes of Social and Environmental Problems

**Module 1: Transforming Charity into Solidarity and Justice**

**Saskatchewan Council for International Cooperation**

**www.earthbeat.sk.ca**

**T: 306-757-4669**

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<thead>
<tr>
<th>ISSUE SITUATION</th>
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<th>CAUSE OF PROBLEM (REFLECT)</th>
<th>JUSTICE SOLUTION (TRANSFORM)</th>
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<tbody>
<tr>
<td>Homeless people asking for money for coffee outside the Midtown Mall in Saskatoon</td>
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<tr>
<td>Increasing rates of HIV/AIDS in Saskatoon</td>
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<td>Sea turtles endangered worldwide</td>
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<tr>
<td>Desertification of farmland in Asia</td>
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### ISSUE

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<thead>
<tr>
<th>SITUATION</th>
<th>CHARITABLE SOLUTION (ACT)</th>
<th>CAUSE OF PROBLEM (REFLECT)</th>
<th>JUSTICE SOLUTION (TRANSFORM)</th>
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<td>25% of all AIDS deaths in hospital in Canada occur in Saskatoon</td>
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<td>Child soldiers in Somalia</td>
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<td>Girls not in school in Uganda</td>
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<td>Over 6,000 birds dead in one year due to crude oil contaminated habitat</td>
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## WHY Activity - page 5 of 5

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<tr>
<th>ISSUE SITUATION</th>
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In Lesson 3, students will apply their understanding of charity, justice, solidarity, and root causes for social problems to explore solutions to international development and poverty based scenarios. In order to analyze a situation fully you must look at factors that contribute to the problem.

**APPLYING CHARITY AND JUSTICE – SCENARIOS**

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- Checking for Understanding: Reviewing Answers from the Charity and Justice Scenario Activity
- Debrief
- Exit slip
- Formative Assessment
**Social Studies Outcomes and Indicators in Lesson 3**

**SS6 - Resources and Wealth**

**RW 6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.**

- e) Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).
- h) Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.

**SS20 - World Issues**

**Unit 1: Human Rights**

Explores the moral and ethical basis on which decision making should be based. The central concept of this unit is human rights. The objective is to give students an opportunity to consider which obligations, in the form of human rights, individuals and groups should collectively assume for each other.

- **Justice** Know that justice is concerned with maintaining law and order in ways that are consistent with the moral and ethical criteria used by a particular society or culture to define fairness and rightness.

- **Empowerment** Know that empowerment sees the sharing of power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself. Know that empowerment often means an increase in security status and esteem for people within society so that they see power sharing as a win-win situation.

**SS30 - Canadian Studies**

**Unit 4: Governance**

- **Justice** Know that different conceptions of justice exist. These include:
  - Justice is concerned with maintaining law and order in ways that are consistent with a particular society's definition (criteria) of fairness and rightness;
  - Justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and,
  - Social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.

- **Development** Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.
WHAT YOU’LL NEED
• 4 CJS Scenarios and Activity Sheets  • Pens or pencils

BEFORE ACTIVITIES
Group Discussion:
Exit Slip from Lesson 2
Explain to students that today we will continue applying our understanding of charity and justice principles. Ask students to open their journals so that the group can discuss their responses to the following questions (see Lesson 2 Exit Slip):

a. To what extent do nations of the Western, ‘developed’ world have any moral obligation to help or even share their wealth with poorer people of the developing world?
b. How does Canada do in this respect?

DURING ACTIVITIES
Charity and Justice Scenario Activity
Divide participants into small groups (enough students for each of the four scenarios) and explain the activity sheet (www.tolerance.org exercise).

This activity is available in French (and is located in the French Activities section page 57-61)

Each small group will be given a different scenario to work through and then share with the larger group.

1. Go through the Charity, Justice, Solidarity (CJS) Example Scenario Food Crisis with student input on how to complete the activity.

2. Hand each group a copy of CJS Example Scenario - Food Crisis.
   Have students/facilitator read the scenario as students follow. Complete the activity as a large group so that everyone understands the process. Then have students complete their scenarios in smaller groups.
   CJS Scenario - Child Soldiers in Somalia
   CJS Scenario – Girls in Uganda Aren’t in School
   CJS Scenario – Homelessness in Regina and Saskatoon
   CJS Scenario – Sea Turtles Endangered Worldwide

3. In small groups, students will identify:
   a. the issue;
   b. potential causes, by asking why the issue exists;
   c. a charitable solution, consider if they simply gave aid to the person or group in need, how would they do that?; and,
   d. a justice-oriented solution, something that would really get at the underlying cause and begin to change the situation.

After students have spent a few minutes discussing, assign each group one component to present to the whole group.

NOTE: how the cause will inform solutions.
AFTER ACTIVITIES:
Checking for Understanding by reviewing answers from the Charity and Justice Scenario Activity

Bring participants back together and have each group share back just one of their issues and what they came up with (if there is time). If less time, have a couple volunteers share what they came up with.

Debrief:
1. What was it like for you to do this exercise? Were there any aha moments for you?
2. What was difficult? What was easy?
3. What is the main difference between charity & justice? Why are both necessary?
4. What happens if we spend too much time on charity? On justice?
5. How can you apply the principles of charity and justice at school? At home? In the community? World? (Possible answers: when you watch the news/read the paper; when you see someone struggling; when you are planning a fundraiser for charity, you might think about what else is possible and how you might work for justice instead.)

Exit Slip
Reflect on the following quote and questions below. Write your responses in your journal. Review the responses and provide feedback, making notes and using content during the next lesson.

“I don’t believe in charity, I believe in solidarity. Charity is so vertical. It goes from the top to the bottom. Solidarity is horizontal. It respects the other person. I have a lot to learn from other people.” –Eduardo Galeano

1. What does this quote mean to you?
2. How can you work in solidarity with and learn from people who are experiencing difficult circumstances or social problems?
3. Reflect on your understanding of charity, solidarity, justice, and root causes for social problems. If there is a concept that is challenging to understand or a concept you are struggling with share it here and we can continue working on it.

Formative Assessment
See Exit Slip to ensure students understand the concept solidarity and the interconnectedness of charitable and justice solutions.
Example Scenario - Food Crisis

In 2008, there was a global food crisis. This meant that food prices went up, there were more droughts, and the price of energy increased. Many people could not afford higher prices and as a result, gains in reducing poverty were reversed. One hundred million more people were pushed into chronic hunger and poverty. Why did this happen? Often, crops that could be used for food—like corn—become used to produce biofuels to meet increasing demand for energy. Higher energy prices then lead to higher food prices. For farmers with larger operations, these food prices were good. But for many people, higher prices were devastating.

One way to address food insecurity would be to respond with charity—raise funds to donate food to people who need it, or who can’t grow food because their crops were damaged in a drought. Giving food will address the immediate problem—hunger, but it doesn’t get to the root of the issue—why were some countries able to deal with the higher prices, while others could not? An important question to ask is: why is there so much inequality in the global food system?

The solution is to seek justice—by taking action that would contribute to making food production greener, more equitable, and examining the underlying conditions that caused the hunger problem in the first place.

Based on the information that you’ve been given, how can we analyze this social justice problem?

<table>
<thead>
<tr>
<th>Issue: food crisis</th>
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</thead>
<tbody>
<tr>
<td>Problem: hunger</td>
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<tr>
<td>Cause: inequality in global food system; climate change and rising energy demand</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Charitable Solution</th>
<th>Justice Solution</th>
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</thead>
<tbody>
<tr>
<td>donate food, raise money</td>
<td>examine inequality in the global food system</td>
</tr>
<tr>
<td></td>
<td>start a club in your school to create awareness about global justice issues</td>
</tr>
<tr>
<td></td>
<td>start a campaign to ensure that small farmers are treated fairly</td>
</tr>
<tr>
<td></td>
<td>fight climate change and conserve energy</td>
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Scenario 1 • Child Soldiers in Somalia

In Somalia, a country in Eastern Africa, with a population of about 5 million of which almost 80% of primary age children are not in school. Somalia has been in a state of civil war since 1988, and many armed groups recruit children to be soldiers. In 2011, 6 regions in southern Somalia were declared to be in a state of famine.

There are approximately 300,000 children participating in armed conflicts in 41 countries around the world. Children are told that if they join a militia, their families will be paid in exchange for their services. Some children are kidnapped from their homes and forced to commit acts of violence against their will. Children might join an armed group because there are no educational opportunities available to them, or they feel that they have no alternate means for survival. As conflicts drag on and children become socialized into violent lifestyles, the possibility of returning to a normal life becomes very difficult.

**Solution:** This is a complex problem. How can we make sure that children aren’t used in armed conflict? In order to seek justice—ensuring that NO child is used as a soldier—we need to look at the broader environment that these children live in, and ask why is being a soldier an option while school is not.

**Based on the information that you’ve been given, how can we analyze this social justice problem?**

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<td>Problem:</td>
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<td>Cause:</td>
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**Charitable Solution** | **Justice Solution**

**Reference:** “No Place for Children: Child recruitment, forced marriage, and attacks on schools in Somalia” (Human Rights Watch, 2012).
Scenario 2 • Girls in Uganda Aren’t in School

The Millennium Development Goals (MDGs) were a set of 8 targets intended to eliminate extreme poverty by 2015. Goal 3 intended to eliminate gender inequality at all levels of education. Gender inequality means that boys and girls do not have the same access to education. Uganda is a country in east Africa with a population of about 34 million and is about as big as the Maritime Provinces combined. Many students, girls especially, are still not in school.

Uganda has one of the fastest population growth rates in the world, at 3.2% (the population would grow by over 1 million people in one year). Girls are responsible for taking care of younger siblings, and many families see marriage as an escape from poverty. When girls are married at a young age, there is less importance focused on education. Mothers without secondary education are more likely to have 3 more children on average than mothers with secondary education. Girls also experience sexual harassment and violence when they are in school. Often families or guardians can’t provide things like school supplies, clothes, or pay for school fees.

Solution: Preference has been given to males over females when it comes to educational opportunity. Girls’ enrolment in primary and secondary schools has increased but by the end of 2015 the target for this MDG was not reached. As a human right, education must be accessible to both boys and girls.

Solution: The post-2015 agenda for taking global action involves the Sustainable Development Goals (SDGs). The previous MDG Goal 3 on gender inequality appears again in the SDGs as Goal 5: Achieve gender equality and empower all women and girls. Learn more about the SDGs here http://www.globalgoals.org/

Based on the information that you’ve been given, how can we analyze this social justice problem?

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<th>Issue:</th>
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<td>Problem:</td>
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<td>Cause:</td>
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| Charitable Solution | Justice Solution |

Scenario 3 • Homelessness in Regina and Saskatoon

A person who has no place to sleep might stay in an overnight emergency shelter or outdoor places not meant to be living spaces. People that we see on the street represent less than 20% of the homeless population. There are many more homeless people that we do not see. Homelessness impacts men, women, teenagers, children, Aboriginal and non-Aboriginal people.

How can we solve this problem? One solution would be to make sure that everyone has a job. But, contrary to a popular myth that homeless people “just don’t have jobs”, in Saskatoon 70% of homeless people have jobs and 74% have full-time jobs. So, identifying unemployment as the cause doesn’t get to the root issue.

The United Nations Declaration of Human Rights states that housing is a basic human right. In Saskatchewan, controls on rent were eliminated in 1992. This meant that private companies could buy rental properties, increase rental prices and reduce the availability of affordable housing. Relying on private companies to provide housing puts people who already face discrimination based on race, gender or disability, at an added disadvantage and almost 1/3 of homeless people live with some form of mental illness.

Solution: Lack of affordable housing, poor physical and mental health leads to a more comprehensive solution to solve homelessness.

Based on the information that you’ve been given, how can we analyze this social justice problem?

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<th>Issue:</th>
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<tr>
<td>Problem:</td>
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<tr>
<td>Cause:</td>
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<tr>
<td>Charitable Solution</td>
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Huang, Daniel. “The case for affordable housing in Regina.” Canadian Centre for Policy Alternatives, February 2009
Scenario 4 • Sea Turtles Endangered Worldwide

Six of seven sea turtle species worldwide are endangered. Biggest threats to sea turtle populations include: entanglement in fishing gear, poaching, plastic waste, oil spills, climate change and habitat loss. In 2011, an oil spill killed and injured more sea turtles in the Gulf of Mexico in a few months than in any other time. Populations of sea turtles are already low and restoring their numbers could take decades.

How could we deal with this problem? One way would be to respond with charity—find organizations that work on sea turtle issues and make a donation. This happens all the time. Donations are the main reason why many environmental organizations continue to exist. Making donations to organizations contributes to both short term and long-term needs, but still doesn’t look at the cause of why so many sea turtles are in danger.

Another way to deal with this issue is to look at the changing natural environment that sea turtles are living in. Garbage that ends up in the ocean has created a ‘plastic island’ in the Pacific Ocean of 3.5 million tonnes of trash. For every kilogram of plankton in this region of the ocean, there is 6 kilograms of plastic that has been thrown away. Plastic bags are petroleum-based and do not biodegrade. More than 380 billion plastic bags are used each year and it takes 12 million barrels of oil to produce this many bags.

Identifying environmental destruction as the root cause of the problem makes it possible to see another solution. That solution is to seek justice—to take action that would contribute to a more just ecological system.

Based on the information that you've been given, how can we analyze this social justice problem?

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<tr>
<td>Cause:</td>
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<table>
<thead>
<tr>
<th>Charitable Solution</th>
<th>Justice Solution</th>
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In Lesson 4 students learn about what it means to show leadership in solidarity. Students must recognize that fundamentally the power relations need to change and that good intentions often perpetuate problems.

**PRACTICING SOLIDARITY THROUGH DEBATE**

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**SOCIAL STUDIES OUTCOMES AND INDICATORS IN LESSON 4**

**SS20 - World Issues**

*Unit 1 Human Rights*

**Empowerment** Know that empowerment sees the sharing of...power as way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself. Know that empowerment often means an increase in security status and esteem for people within society so that they see power sharing as a win-win situation.

**WHAT YOU’LL NEED**

- Copies of the scenarios below
- Pencils or pens

**BEFORE ACTIVITIES**

**Solidarity Refresher**

Solidarity is unity or agreement of feeling or action among individuals with a common interest, and is based upon the interdependence of its component parts and mutual support within a group. For example, farmers produce the food to feed the factory workers who produce the tractors that allow the farmer to produce the food.

**Review the Exit Slip quote from Lesson 3**

“I don’t believe in charity, I believe in solidarity. Charity is so vertical. It goes from the top to the bottom. Solidarity is horizontal. It respects the other person. I have a lot to learn from other people.” –Eduardo Galeano

Ask the youth to share their responses to the questions below.

1. What does this quote mean to you?
2. How can you work in solidarity with and learn from people who are experiencing difficult circumstances or social problems?
3. Reflect on your understanding of charity, solidarity, justice, and root causes for social problems. If there is a concept that is challenging to understand or a concept you are struggling with share it here and we can continue working on it.

**Principles of Solidarity: as a group review and discuss.**

Principles of solidarity are points of unity that include but are not limited to:

- Engaging in direct and transparent participatory democracy;
- Exercising personal and collective responsibility;
- Recognizing individuals’ inherent privilege and the influence it has on all interactions;
- Empowering one another against all forms of oppression;
- Redefining how labour is valued;
- The sanctity of individual privacy;
- The belief that education is human right; and
- Making technologies, knowledge, and culture open to all to freely access, create, modify, and distribute.

During Activities:

Scenario-based Debate

Explain that we are going to have a debate. Both sides in the debates are going to have very valid and understandable arguments. Ask your students to try to really commit to the point that they are trying to argue so that we can have a meaningful discussion. Maintain your position while listening, do not simply refute every argument. It's alright to acknowledge aspects you agree with. In these debates, the point isn't to score points; it's to try to reach the best possible agreement according to the scenario.

Read out the scenarios. Split into four groups and hand out a scenario to each group, and then have them prepare their key points for the debate. Give the group 20 minutes to prepare for the debate. They will each have a one-minute opening statement and then some open debate of which they should prepare three main arguments. They will explain their position as outlined in their scenario, and provide the arguments for their position. They should also anticipate the arguments that the other side will make and prepare to debate them. Each scenario will share and will respond to questions or provide a rebuttal.

Anti-Bullying Campaign

Scenario #1 • Your school is starting an anti-bullying campaign. You think that it's really important to tackle bullying from a justice perspective. You think that the root cause of bullying is insecurity and poor self-esteem on the part of the bullies. You and your friends want to see a new required class on self-esteem, conflict resolution, and communication at your school. Wearing pink is nice but it's not enough.

Scenario #2 • Your school is starting an anti-bullying campaign. You are really excited about the campaign and feel that it is urgent and you must do something immediately because you have seen lots of news stories about the awful things that can result from bullying. You want to stop it in your school. You want everyone to take part by wearing pink and showing that bullying is wrong. You want other kids to know right now that they are not alone and that it will get better.

International Development Week

Scenario #1 • International Development Week is coming up and you want to raise money for a school in the Ukraine that needs school supplies, more teachers and water for their community/school garden. You want to plan a fundraiser that everyone in your school will be part of, with prizes for the people who raise the most money.

Scenario #2 • For International Development Week this year, you want to start a letter-writing campaign to the government of El Salvador to encourage them to make their water system public so that everyone can have access to the water they need. You like the good feeling that comes from giving money to people in poor countries as much as anyone but you know that you can’t help everyone in El Salvador and it’s more important to make long term change.
Debrief

After each debate, ask the group:

1. What arguments stood out for them and how does that add to their understanding of justice?
2. What could both sides of the debate agree on?
3. What collaborative solution could you find?

One of the most important conclusions for the group to come to is that although we know that most people do charity with good intentions their heart, it can do harm because it is too top down and too short-term focused. Instead we need to focus on both the short and the long-term with root causes and deep solutions in mind (justice) and a shared sense of community and responsibility between the people most impacted by the problems and everyone else. We must act from a place of solidarity rather than a place of paternalism. Solidarity recognizes that we are all part of the problems and we must all be part of the solutions. It makes everyone allies in our work to improve a situation. If we are giving a donation to a cause, we can be doing so from a place of solidarity where we do it because we believe we all have a shared responsibility to make things better, or we can do it from a place of paternalism, pity or guilt, where we want to make ourselves feel better by doing something for someone else or trying to fix things for them. The difference lies in how we feel about it in our heart. In summary, the world needs both charity in the short-term and justice in the medium to long-term, but we must always act in solidarity when we do either.

Formative Assessment

While students are presenting their positions in the debate write anecdotal notes to ensure youth have acquired an understanding of solidarity.
In Lesson 5 students learn through an inquiry research project about how students can work towards social justice and solidarity. Inquiry projects seek to answer questions and find resolutions to issues. Students will develop inquiry skills as they research global issues. This is the final lesson of the Transforming Charity into Solidarity and Justice Module. This is a multi-day lesson whereby students conduct research, take on meaningful action, prepare a report, and present the findings back to the class.

**SEEKING JUSTICE BY WORKING IN SOLIDARITY RESEARCH-BASED INQUIRY PROJECT**

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<td>• Report and Presentation</td>
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**SOCIAL STUDIES OUTCOMES AND INDICATORS IN LESSON 5**

**SS6 - Resources and Wealth**

**RW 6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.**

b) Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, and prosperity through employment).

c) Develop an action plan for harmonizing one’s personal lifestyle with collective needs regarding social, environmental, and economic sustainability.

**SS20 - World Issues**

*Unit 1: Human Rights*

*Empowerment* Know that empowerment sees the sharing of…power as a way of increasing the power of everyone within society. Know that empowerment begins with the acceptance of others as being worthy and equal to oneself. Know that empowerment often means an increase in security status and esteem for people within society so that they see power sharing as a win-win situation.

*Social Change* Know that the means by which change is achieved will generally determine the kind of change which is achieved.

*Unit 4: Wealth and Poverty*

The central concepts of this unit are production and distribution. Students will consider the conflict between the rights of those who produce wealth and those who have great need for it.

*Development and Economic Organization* Know that the economies of developing countries are centred on primary industries with small secondary and tertiary industries and are very vulnerable to the fluctuating cycled (boom and bust) of international demand for their products.

**SS30 - Canadian Studies**

*Unit 4: Governance*

*Development* Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.

*Unit 5: Globalization*

*Globalization* Canada is living in an increasingly interdependent world that limits the ability of Canadians to make decisions for themselves. Students will learn that environmental and economic changes are beyond the power of individual nations to control and that difficult choices need to be made between international interests and domestic interests. Canada has been and is now an international nation. Canadians have always had to trade for a living. Canadians have played an active role in international political affairs.
WHAT YOU’LL NEED:
- Pencils or pens
- Computers
- Internet
- Library books

BEFORE ACTIVITIES:
Explain to students that the Research-based Inquiry Project may require you to work either individually or in small groups.

NOTE: If you have a small class these projects can be completed individually, which may require more time needed for researching.

1. Global Issues Group Brainstorm

After the group has brainstormed a good number of global issues, discuss the interconnectedness of these issues. Ask the students if the same countries are affected by or cause issues in other countries. If so, how? How does this affect a country’s ability to find solutions to the issue(s)?

Child Mortality  
Refugees and Displaced People  
Food Insecurity  
Livelihoods  
- good jobs, meaningful work, etc.  
National/Regional Conflict  
International Conflict  
Natural Resource Wars  
Self-Actualization  
Renewable Energy Sources  
Housing/Basic Needs  
Gender Equality  
Climate Change  
Deforestation  
Sanitation  
Water  
Education  
Human Rights  
Reproductive Health

2. Mind Mapping Activity

a. Students will choose ONE topic from the brainstormed list.

Ask them to do a Mind Map of one issue they are interested in researching. Model doing a Mind Map with their participation as an example. By doing this, students get a sense of what is possible to research that is both applicable locally and globally. They will also be able to form some initial questions to begin researching the issue.

For example: Water

access

WATER

food

animals

oceans

affordable

pollution

clean

drinking

safe
b. Next, ask the students to complete a Mind Map of a different issue they are interested in.
If the student is satisfied with the issue they mapped then they can narrow the topic down to a specific geographical place, both locally and globally (for example: sanitation issues on Saskatchewan reserves and sanitation issues in Santa Marta, El Salvador). If they want to choose a different issue they should complete another Mind Map for it.

c. Students will develop an inquiry action project on the global issue of choice.
Students will be grouped based on their issue of interest. If students all choose different topics, they do not need to work as a group, but can if they have similar interests in topics. There should not be more than two groups doing the same topic.
NOTE: If your group size is already small, then the students can work individually.

d. Developing Research - create analytical research questions based on your chosen topic:
(work with each student/group in coming up with questions)

For example: Water
• Where in the world do people struggle with having access to free, clean, safe, drinking water? Why?
• Is access to clean, free, and safe drinking water something that people struggle with in Canada? If so, where?
• Who benefits from water being a commodity?
• Where does my water come from? Is it safe? Is it free? Why is it free?
• How do our communities clean our water?
• If water is essential for living, should water not be a human right? Is there anywhere in the world that it is considered a human right?

NOTE: If at this point the student wants to change their topic they can. After this point, if they want to change, they will be too far behind. To decide on a new topic, ask the student to complete additional Mind Maps.
DURING ACTIVITIES:

- e. Research the issue both locally and globally.
  Students will spend between up to three classes on computers, in libraries, or talking to experts as they investigate their research topics. Students will research global issues and will provide information about several issues that interest them the most. Once they have a basic understanding of some of the issues, students will choose one to focus on.

- f. Answer the questions you brainstormed through your research.

- g. Determine root causes for the issue both locally and globally.

- h. Determine the charitable, justice and solidarity solutions to the issue.

- i. Prepare report and presentation.

- j. Research NGOs who work on the topic both locally and globally
  The list below provides examples of SCIC’s member organizations. Check out the SCIC website for more information or changes in membership.

SCIC’S FULL MEMBERS

ADRA Canada Canadian Lutheran World Relief Change for Children CODE Canada Cooperative Development Foundation/Canadian Cooperative Association Crossroads International Cuso International Development and Peace effect:hope (The Leprosy Mission Canada) HOPE International Development Agency Islamic Association of Saskatchewan Mennonite Central Committee SK Presbyterian World Service & Development Primate’s World Relief and Development Fund The Salvation Army UNICEF USC Canada World Relief Canada World Renew WUSC Wycliffe Bible Translators of Canada

SCIC’S ASSOCIATE MEMBERS

k. Take action! Connect with them and see if there are ways you can get involved or what kind of personal changes you can make.

(For example personal change: complete an individual water consumption audit, and then take those results and compare them to the average water consumption/day. Use your results to change your behaviour in how much water you consume.)

l. Develop a plan of how to work in solidarity with the group. Include this in your report.

**AFTER ACTIVITIES**

m. Present your report back to the class on the issue researched, your findings, and how you are engaging in action and solidarity.

**Summative Assessment**

The final lesson in this module intends to evaluate the learning of the concepts discussed in the Transforming Charity into Solidarity and Justice Module. The presentation and report should sufficiently explain the root causes for the local and global issue; as well as demonstrate an understanding of charitable and justice solutions, and a firm understanding in how to work in solidarity with people who experience the issue. See Rubric to Assess a Research-based Project (Inquiry) for assessment.
### RUBRIC TO ASSESS A RESEARCH-BASED PROJECT (INQUIRY)

<table>
<thead>
<tr>
<th>CATEGORIES &amp; EXPECTATIONS</th>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE of content</td>
<td>The student demonstrates knowledge of content (e.g. facts)</td>
<td>The student demonstrates limited knowledge of the content.</td>
<td>The student demonstrates some knowledge of content</td>
<td>The student demonstrates good knowledge of content</td>
<td>The student demonstrates thorough knowledge of content</td>
</tr>
<tr>
<td>UNDERSTANDING of content</td>
<td>The student demonstrates understanding of content (e.g. significance of concepts, ideas, theories)</td>
<td>The student shows limited understanding of the content.</td>
<td>The student shows some understanding of content</td>
<td>The student shows good understanding of content</td>
<td>The student shows insightful understanding of content</td>
</tr>
<tr>
<td>THINKING Use of creative/critical thinking processes</td>
<td>The student uses creative/critical thinking processes with effectiveness to create a new product and reflect on the learning Final product is the report/presentation.</td>
<td>The student uses creative/critical thinking processes to create final product and reflect on their learning with limited effectiveness</td>
<td>The student uses creative/critical thinking processes to create final product and to reflect on their learning with some effectiveness</td>
<td>The student uses creative/critical thinking processes to create final product and to reflect on their learning with considerable effectiveness</td>
<td>The student uses creative/critical thinking processes to create final product and to reflect on their learning with high degrees of effectiveness</td>
</tr>
<tr>
<td>COMMUNICATION Expression and organization of ideas and information in oral/written/visual forms</td>
<td>The student expresses and organizes ideas and information with effectiveness (report format)</td>
<td>The student effectively organizes ideas in presenting results of inquiry with limited effectiveness</td>
<td>The student organizes ideas in presenting results of inquiry with some effectiveness</td>
<td>The student organizes ideas in presenting results of inquiry with considerable effectiveness</td>
<td>The student organizes ideas in presenting results of inquiry with a high degree of effectiveness</td>
</tr>
<tr>
<td>CONVENTIONS Use of conventions, vocabulary, and terminology</td>
<td>The student uses conventions, vocabulary, and terminology</td>
<td>The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with limited effectiveness</td>
<td>The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with some effectiveness</td>
<td>The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with considerable effectiveness</td>
<td>The student uses conventions, vocabulary, and terminology related to making and presenting products for inquiry with a high degree of effectiveness</td>
</tr>
<tr>
<td>APPLICATION Making connections within and between contexts</td>
<td>The student makes connections between project and the world outside the school</td>
<td>The student makes a limited number of connections between the project and the world outside the school.</td>
<td>The student makes some connections between project and the world outside the school</td>
<td>The student makes a variety of connections between project and the world outside the school</td>
<td>The student makes a wide variety of connections between project work and the world outside the school</td>
</tr>
</tbody>
</table>
Glossary

Here is a short selection of important definitions central to the module.

**Absolute poverty or destitution:** Refers to the deprivation of basic human needs, which commonly includes food, water, sanitation, clothing, shelter, health care and education. Relative poverty is defined contextually as economic inequality in the location or society in which people live.

**Ally:** An ally is a member of the dominant group who acts against oppression out of a belief that eliminating oppression will benefit the targets of oppression and dominant group members. In the struggle against sexism, men are women's allies; in the struggle against racism, white people are allies who take leadership from activists who are People of Colour and Aboriginal People, and so on. An ally is a person whose commitment to dismantling oppression is reflected in a willingness to do the following:
  - Educate oneself about oppression;
  - Learn from and listen to people who are targets of oppression;
  - Examine and challenge one's own prejudices, stereotypes, and assumptions;
  - Work through feelings of guilt, shame, and defensiveness to understand what is beneath them and what needs to be healed;
  - Learn and practice the skills of challenging oppressive remarks, behaviours, policies, and institutional structures;
  - Act collaboratively with members of the target group to dismantle oppression.

**Charity:** Aid given to those in need. The short-term goal is to provide immediate needs. The impact/outcomes is to demonstrate the promotion of global citizenship, creating awareness about global issues, demonstrate an understanding of international issues.

**Culture:** The characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts.

**Economy:** Or economic system consisting of the production, distribution or trade, and consumption of limited goods and services by different agents in a given geographical location. The economic agents can be individuals, businesses, organizations, or governments. Transactions occur when two parties agree to the value or price of the transacted good or service, commonly expressed in a certain currency.

**Environmental Justice:** The movement led by communities of colour against environmental racism, and for sustainable, self-determined and just communities (Movement Strategy Center).

**Equity:** Refers to the rights of individuals and groups to an equitable share of the resources and influence in society. “Equity” means equitable access and outcomes. Equity work analyses and challenges unfair systems and practices, and works towards the creation of equitable outcomes.

**Fair Trade:** Movement that promotes international labour, environment, and social standards for the production of traded goods and services.

**Global citizenship:** It typically defines a person who places their identity with a “global community” above their identity as a citizen of a particular nation or place. The idea is that one's identity transcends geography or political borders and that the planetary human community is interdependent and whole; humankind is essentially one.

Global citizenship, in some contexts, may refer to a brand of ethics or political philosophy in which it is proposed that the core social, political, economic and environmental realities of the world today should be addressed at all
levels—by individuals, civil society organizations, communities and nation states—through a global lens. It refers to a broad, culturally- and environmentally-inclusive worldview that accepts the fundamental interconnectedness of all things. Political, geographic borders become irrelevant and solutions to today’s challenges are seen to be beyond the narrow vision of national interests.

Hierarchy: Is an arrangement of items (objects, names, values, categories, etc.) in which the items are represented as being “above,” “below,” or “at the same level as” one another.

Human Rights: Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Identity: Is whatever makes an entity definable and recognizable; the process of the development of the distinct personality of an individual

-Identity (social science), individuality, personal identity, social identity, and cultural identity in psychology, sociology, and philosophy

Injustice: Is a quality relating to unfairness or undeserved outcomes.

Justice: Fairness, equitable distribution of wealth, resources and power among all members of society.

Morality: Is the differentiation of intentions, decisions, and actions between those that are “good” (or right) and those that are “bad” (or wrong).

Refers to personal or cultural values, codes of conduct or social mores; and to whatever (if anything) is actually right or wrong, which may be independent of the values or mores held by any particular peoples or cultures. Normative ethics is the branch of philosophy which studies morality in this sense.

Paradigm: Is a distinct concept or thought pattern.

Poverty: The state of being poor; lack of the means of providing material needs or comforts.

Prejudice: A judgment or opinion that is formed on sufficient grounds before facts are known or in disregard of facts that contradict it. Prejudices are learned and can be unlearned.

Solidarity: Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.

Sustainable: A system, program or practise, which is not harmful to the individual or the environment. Sustainability is consumption that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Worldview: The overall perspective from which one sees and interprets the world. Additionally, it refers to the framework of ideas and beliefs forming a global description through which an individual, group or culture watches and interprets the world and interacts with it.

Definitions are abridged from:
© Leaven 2003 Doing Our Own Work: A Seminar for Anti-Racist White Women
© Visions, Inc. and the MSU Extension Multicultural Awareness Workshop
© dictionary.reference.com/browse/
© en.wikipedia.org/
Resources

Global Citizenship Education: Preparing learners for the challenges of the twenty-first century
http://unesdoc.unesco.org/images/0022/002277/227729e.pdf

Global Education Guidelines: A Handbook for Educators to Understand and Implement Global Education

BBC Ethics: Arguments Against Charity
http://www.bbc.co.uk/ethics/charity/against_1.shtml

Unsettling America: Allyship and Solidarity Guidelines (video with Harsha Walia)
https://unsettlingamerica.wordpress.com/allyship/

SCIC: Look Deeper Campaign
http://www.lookdeeper.earthbeat.sk.ca/

SCIC: Global Citizen Youth Leadership Program Documentary - Knowing Ourselves, Knowing the World: A Global Citizenship Journey from Saskatchewan to El Salvador
https://www.youtube.com/watch?v=vM0CObgD5V0

Global Hive: Move beyond a charitable approach to global citizenship education
http://www.globalhive.ca/search
Activités en français

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Scénario 2 • Les filles en Ouganda ne vont pas à l’école
Scénario 3 • Sans-abris à Regina et Saskatoon
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APRÈS LES ACTIVITÉS:

Vérifier la compréhension de la charité, la justice et la solidarité au moyen de l’activité Debout sur le spectre

Instructions:

Tracez une ligne ou un spectre invisible. « Totalement d’accord » est à un bout et « Totalement en désaccord » est à l’autre bout. Présentez des énoncés au sujet de situations de charité et de justice et demandez aux participants de se placer physiquement sur la ligne ou le spectre. Après avoir présenté chaque énoncé et une fois que les étudiants se sont déplacés, demandez-leur pourquoi ils se tiennent debout où ils se trouvent (totalement d’accord, au milieu, totalement en désaccord). Invitez les étudiants à répondre et demandez-leur d’expliquer de quelle manière l’énoncé décrit la charité, la justice et/ou la solidarité. Dites-leur bien qu’ils/elles peuvent se déplacer si leur opinion change après avoir entendu une autre personne (le pouvoir des deux pieds).

Énoncés :

1. EXEMPLE : Je me brosse toujours les dents avant de déjeuner. (faites un test pour vous assurer qu’ils comprennent l’activité)
2. EXEMPLE : Je suis un partisan très enthousiaste des Riders.
3. EXEMPLE : J’essaie de connaître et de continuer à me renseigner sur la vie des gens pauvres dans le monde.
4. EXEMPLE : Je conserve l’eau consciemment dans ma vie de tous les jours.
5. La Saskatchewan devrait bâtir plus de banques alimentaires. Charité
6. Nous devrions nous préoccuper d’abord des problèmes de pauvreté au Canada, avant d’aider les gens des autres pays. Justice
7. Je consomme des produits du commerce équitable (comme le sucre et le chocolat) parce que je sais que les agriculteurs reçoivent un meilleur salaire. Justice/solidarité
8. Je me sens bien quand je fais un don de 2 $ pour une cause à l’épicerie, ou chez Boston Pizza. Charité
9. Je pense que plus on est riche, plus on devrait payer de taxes afin que notre gouvernement puisse payer le logement des pauvres gens, et fournir de l’assistance dans les pays très pauvres. Justice/solidarité
10. Quand une catastrophe naturelle survient, je pense que c’est une bonne idée de faire un don à des organismes de charité. Charité
11. Il est impossible pour les individus d’aborder les causes profondes des problèmes sociaux car ils sont trop complexes. Charité
12. Je pense que c’est une bonne idée de demander aux gens des pays en voie de développement ce dont ils ont besoin et ce qu’ils veulent dans leur communauté plutôt que d’avoir des gens des pays développés qui les visitent et qui leur disent ce dont ils ont besoin et ce qu’ils devraient vouloir. Justice/solidarité

Questions de compte-rendu

Observez les étudiants à mesure qu’ils se déplacent sur la ligne. Posez les questions de compte-rendu pour mieux comprendre la perspective d’un étudiant et sa capacité à communiquer son point de vue.

a. Qu’avez-vous appris sur vos réactions au sujet de ces énoncés?
b. Qu’est-ce qui vous a surpris?

Bulletin de sortie

Recueillez les bulletins de sortie et révisez-les avant la prochaine leçon.
Demandez aux étudiants d’écrire dans leur journal leurs réflexions suite à la leçon :
1. Qu’est-ce que vous avez appris de la leçon d’aujourd’hui?
2. Expliquez et donnez des exemples des différences entre la charité, la justice et la solidarité.

Évaluation formative

Il est important de se rendre compte que l’éducation à la citoyenneté mondiale est un processus permanent dans lequel nous sommes constamment engagés à prendre des décisions qui ont un impact sur les autres ici et ailleurs. C’est un processus continu de réflexion sur les décisions, les comportements et les attitudes que nous avons sur la façon dont nous vivons dans ce monde. Voir les Bulletins de sortie pour s’assurer que les étudiants comprennent les concepts.
Activité POURQUOI - 1/5

1. Quelles sont les causes profondes des problèmes sociaux et environnementaux?
2. Quels sont les coûts de ces problèmes pour les individus, les communautés et les sociétés?

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<tr>
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<th>CAUSE DU PROBLÈME (RÉFLÉCHIR)</th>
<th>SOLUTION DE JUSTICE (TRANSFORMER)</th>
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</thead>
<tbody>
<tr>
<td>Catastrophe nucléaire au Japon</td>
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<tr>
<td>En 2006, moins d’un tiers des jeunes autochtones avaient terminé la 10e, 11e et 12e année, sur une période de 3 ans.</td>
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<tr>
<td>Victimes de mines terrestres en Corée du Nord</td>
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<tr>
<td>3 milliards de personnes dans le monde vivent avec moins de 2 $ par jour</td>
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</tbody>
</table>
Activité POURQUOI - 2/5

1. Quelles sont les causes profondes des problèmes sociaux et environnementaux?
2. Quels sont les coûts de ces problèmes pour les individus, les communautés et les sociétés?

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</thead>
<tbody>
<tr>
<td>Tremblement de terre en Haïti (le pays le plus pauvre de l’hémisphère occidental)</td>
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<tr>
<td>Les sans-abris à Regina et à Saskatoon</td>
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<tr>
<td>Ateliers d’exploitation au Mexique</td>
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<tr>
<td>Manque d’eau potable propre au Sénégal</td>
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</table>
Activité POURQUOI - 3/5

1. Quelles sont les causes profondes des problèmes sociaux et environnementaux?
2. Quels sont les coûts de ces problèmes pour les individus, les communautés et les sociétés?

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<th>SOLUTION DE JUSTICE (TRANSFORMER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Les sans-abris qui demandent de l’argent pour un café devant le Midtown Mall à Saskatoon</td>
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<tr>
<td>Taux croissants du VIH/SIDA à Regina</td>
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<tr>
<td>Tortues marines en voie de disparition partout dans le monde</td>
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<tr>
<td>Désertification des terres agricoles en Asie</td>
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</tbody>
</table>
### Activité POURQUOI - 4/5

1. Quelles sont les causes profondes des problèmes sociaux et environnementaux?
2. Quels sont les coûts de ces problèmes pour les individus, les communautés et les sociétés?

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<th>SOLUTION DE JUSTICE (TRANSFORMER)</th>
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<tbody>
<tr>
<td>25 % de tous les décès du SIDA dans les hôpitaux au Canada surviennent à Saskatoon</td>
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<tr>
<td>Enfants-soldats en Somalie</td>
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<tr>
<td>Les filles ne vont pas à l’école en Ouganda</td>
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<tr>
<td>Plus de 6 000 oiseaux sont morts en une année car leur habitat est contaminé par l’huile brute</td>
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</tbody>
</table>
Activité POURQUOI - 5/5

1. Quelles sont les causes profondes des problèmes sociaux et environnementaux?
2. Quels sont les coûts de ces problèmes pour les individus, les communautés et les sociétés?

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<th>CAUSE DU PROBLÈME (RÉFLÉCHIR)</th>
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Exemple de scénario – Crise alimentaire

En 2008, il y a eu une crise alimentaire mondiale. Cela signifiait que les prix des aliments ont augmenté, qu’il y a eu plus de sécheresse, et que le prix de l’énergie a augmenté. Beaucoup de personnes ne pouvaient pas se permettre de payer plus cher et, par conséquent, les gains acquis pour réduire la pauvreté ont été inversés. Cent millions de personnes de plus ont été touchées par la faim chronique et la pauvreté. Pourquoi cela s’est-il produit? Souvent, les cultures qui auraient pu être utilisées pour des l’alimentation, comme le maïs, ont été utilisées pour produire du biocarburant afin de répondre à la demande croissante en énergie. Les prix plus élevés de l’énergie entraînent ensuite des prix plus élevés des aliments. Pour les grandes exploitations agricoles, ces prix des aliments étaient une bonne chose. Mais pour beaucoup de gens, les prix plus élevés ont été dévastateurs.

Un moyen d’aborder l’insécurité alimentaire serait de répondre avec charité – recueillir des fonds pour donner de la nourriture aux gens qui en ont besoin, ou qui ne peuvent pas cultiver des aliments parce que leurs cultures ont été endommagées par la sécheresse. Donner de la nourriture réglera le problème immédiat – soit la faim, mais cela ne règle pas la cause profonde du problème – pourquoi certains pays ont été capables de faire face aux prix plus élevés, alors que d’autres n’en ont pas été capables? Une question importante à poser: pourquoi y a-t-il autant d’inégalité dans le système alimentaire mondial? La solution est de rechercher la justice – en prenant des mesures qui pourraient contribuer à produire des aliments de façon plus respectueuse de l’environnement, plus équitable, et d’examiner les conditions sous-jacentes qui ont initialement causé le problème de la faim.

D’après les renseignements que vous avez reçus, comment pouvons-nous analyser ce problème de justice sociale?

<table>
<thead>
<tr>
<th>Question: crise alimentaire</th>
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<tbody>
<tr>
<td>Problème: faim</td>
</tr>
<tr>
<td>Cause: inégalité dans le système alimentaire mondial; changement climatique et demande croissante en énergie</td>
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<thead>
<tr>
<th>Solution charitable</th>
<th>Solution de justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>dons d’aliments, recueillir de l’argent</td>
<td>examiner l’inégalité dans le système alimentaire mondial</td>
</tr>
<tr>
<td></td>
<td>former un club dans votre école pour sensibiliser les étudiants sur les problèmes de justice mondiale</td>
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<tr>
<td></td>
<td>démarrer une campagne pour s’assurer que les petits agriculteurs sont traités de façon équitable</td>
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<td>lutter contre les changements climatiques et conserver l’énergie</td>
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Scénario 1 • Enfants-soldats en Somalie

La Somalie est un pays de l’Afrique orientale, avec une population d’environ 5 millions dont près de 80 % des enfants d’âge primaire ne vont pas à l’école. La Somalie est en état de guerre civile depuis 1988, et beaucoup de groupes armés recrutent des enfants comme soldats. En 2011, 6 régions de la Somalie du sud ont été déclarées en un état de famine.

Il y a environ 300 000 enfants qui participent à des conflits armés dans 41 pays dans le monde. On dit aux enfants que s’ils se joignent à une milice, leur famille sera payée en échange de leurs services. Certains enfants sont enlevés de leur maison et forcés à commettre des actes de violence contre leur gré. Les enfants se joignent à un groupe armé parce qu’il n’ont aucune possibilité d’éducation, ou parce qu’ils n’ont aucun autre moyen de survie. À mesure que les conflits continuent et que les enfants deviennent socialisés dans des styles de vie où la violence règne, la possibilité de retourner à une vie normale devient très difficile.

Solution: Il s’agit d’un problème complexe. Comment peut-on s’assurer que les enfants ne sont pas recrutés pour un conflit armé? Afin de rechercher la justice – s’assurer qu’AUCUN enfant ne devienne soldat – nous devons regarder l’environnement plus vaste dans lequel ces enfants vivent, et demander pourquoi être un soldat est une option alors que l’école ne l’est pas.

<table>
<thead>
<tr>
<th>Question: ex) Inégalité entre les sexes</th>
<th>Mondial</th>
<th>Charité</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause: Pas assez d’écoles, les étudiants et leur famille ne peuvent pas payer les frais de scolarité; beaucoup d’étudiants sont orphelins dans des situations qui suivent un conflit, etc.</td>
<td>Les filles dans beaucoup de régions du monde ne vont pas à l’école</td>
<td>Justice</td>
</tr>
</tbody>
</table>

D’après les renseignements que vous avez reçus, comment pouvons-nous analyser ce problème de justice sociale?

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Solution charitable

Solution de justice

Scénario 2 • Les filles en Ouganda ne vont pas à l’école

Les objectifs du Millénaire pour le développement (OMD) étaient un ensemble de 8 objectifs pour éliminer la pauvreté extrême, au plus tard en 2015. Le 3e objectif avait pour but d’éliminer l’inégalité entre les sexes à tous les niveaux d’éducation. L’inégalité entre les sexes signifie que les garçons et les filles n’ont pas le même accès à l’éducation. L’Ouganda est un pays d’Afrique orientale avec une population d’environ 34 millions et une superficie d’environ la grandeur des provinces maritimes réunies. Beaucoup d’étudiants, les filles en particulier, ne vont toujours pas à l’école.

L’Ouganda a l’un des taux de croissance de population les plus élevés au monde avec 3.2% (la population s’accroisse de plus de 1 million en une année). Les filles ont la responsabilité de s’occuper de leurs frères et sœurs plus jeunes, et beaucoup de familles considèrent le mariage comme un moyen d’échapper à la pauvreté. Lorsque les filles sont mariées jeunes, l’éducation n’est pas aussi importante. Les mères qui n’ont pas fait d’études secondaires auront plus de chances d’avoir 3 enfants de plus en moyenne que les mères qui ont fait des études secondaires. Les filles sont aussi victimes de harcèlement sexuel et de violence lorsqu’elles vont à l’école. Souvent, les familles ou les tuteurs ne peuvent pas fournir des choses tels que les fournitures scolaires, les vêtements ou ne peuvent pas payer les frais de scolarité.

**Solution**: Lorsqu’il y a la possibilité de s’instruire, la préférence est donnée aux hommes plutôt qu’aux femmes. L’inscription des filles dans les écoles primaires et secondaires a augmenté mais, à la fin de 2015, l’objectif OMD n’avait pas été atteint. En tant que droit de la personne, l’éducation doit être accessible à la fois aux garçons et aux filles.

**Solution**: En 2015, l’ONU a lancé les objectifs de développement durables (ODD) qui viennent remplacés les OMD. L’objectif antérieur no 3 des OMD sur l’inégalité entre les sexes apparaît à nouveau dans les ODD comme objectif no 5: Obtenir l’égalité entre les sexes et assurer l’autonomie de toutes les femmes et les filles. On peut retrouver plus de renseignements sur les ODD ici https://sustainabledevelopment.org/?menu=1300.

D’après les renseignements que vous avez reçus, comment pouvons-nous analyser ce problème de justice sociale?

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Scénario 3 • Les sans-abris à Regina et à Saskatoon

Une personne sans-abri peut rester dans un abri d’urgence peut se retrouver. Les personnes que l’on voit sur la rue représentent moins de 20 % de la population des sans-abris. Il y a beaucoup plus de personnes sans abri que nous ne voyons pas. Le sans-abrisme affecte les hommes, les femmes, les adolescents, les enfants, les personnes autochtones et les non-autochtones.

Comment pouvons-nous résoudre ce problème? Une solution serait de s’assurer que chaque personne a un emploi. Mais, contrairement à un mythe populaire selon lequel les personnes sans-abri « n’ont simplement pas d’emploi », à Saskatoon, 70 % des personnes sans abri ont un emploi et 74 % ont des emplois à plein temps. Donc, le chômage comme tel n’est pas la cause profonde du problème.

La déclaration des droits de la personne des Nations Unies stipule que le logement est un droit humain fondamental. En Saskatchewan, le contrôle des loyers a été éliminé en 1992. Cela signifiait que les compagnies privées pouvaient acheter des immeubles de location, augmenter les prix de location et réduire la disponibilité de logements à prix abordable. Dépendre des compagnies privées pour fournir un logement désavantage encore plus les gens qui font déjà face à la discrimination en matière de race, de sexe ou d’invalidité, et près de 1/3 des personnes sans abri vivent avec une forme quelconque de maladie mentale.

Solution: Pour régler le problème du sans-abrisme, il faut s’occuper du manque de logement abordable et des problèmes de santé physique qui y sont à la source.

D’après les renseignements que vous avez reçus, comment pouvons-nous analyser ce problème de justice sociale?

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<td>Solution charitable</td>
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Huang, Daniel. “The case for affordable housing in Regina.” Canadian Centre for Policy Alternatives, February 2009
Scénario 4 • Tortues marines en voie de disparition partout dans le monde

Six des sept espèces de tortues marines dans le monde sont en voie de disparition. Les plus grandes menaces envers la population des tortues marines sont entre autres : l’emmêlement dans les filets de pêche, le braconnage, les déchets de plastique, les déversements de pétrole, le changement climatique et la perte de l’habitat. En 2011, un déversement de pétrole a tué et blessé un grand nombre de tortues marines dans le golfe du Mexique. Les populations de tortues marines sont déjà peu élevées et rétablir leur nombre pourrait prendre des décennies.

Comment peut-on régler le problème? Un moyen serait de répondre par la charité – trouver des organismes qui travaillent sur le problème des tortues marines et faire un don. Cela se produit tout le temps. Les dons sont la raison principale pour laquelle beaucoup d’organisations sur la protection de l’environnement continuent d’exister. Faire un don à une organisation contribue à la fois aux besoins à court terme et à long terme, mais cela ne permet pas de trouver la cause pour laquelle un si grand nombre de tortues marine sont en danger.

Un autre moyen de traiter le problème est de considérer l’environnement naturel changeant dans lequel vivent les tortues marines. Les déchets qui aboutissent dans l’océan ont créé une « île de plastique » de 3,5 millions de tonnes de déchets dans l’océan Pacifique. Pour chaque kilogramme de plancton dans cette région de l’océan, il y a 6 kilogrammes de plastique qui y ont été jetés. Les sacs en plastique sont à base de pétrole et ne sont pas biodégradables. Plus de 380 milliards de sacs de plastique sont jetés chaque année et 12 millions de barils de pétrole sont utilisés pour produire ce même nombre de sacs.

En identifiant la destruction environnementale comme la cause profonde du problème, il est possible de voir une autre solution. Cette solution est de chercher la justice – prendre des mesures qui pourraient contribuer à un système écologique plus équitable.

D’après les renseignements que vous avez reçus, comment pouvons-nous analyser ce problème de justice sociale?

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DURANT LES ACTIVITÉS

Débat fondé sur les scénarios

Expliquez que nous allons avoir un débat.

Les deux côtés des débats auront des arguments très valides et compréhensibles. Demandez à vos étudiants d’essayer de vraiment être convaincants par de l’argument qu’ils essaient de présenter afin que nous puissions avoir une discussion concrète. Maintenez votre point de vue tout en écoutant, ne cherchez pas simplement à réfuter chaque argument. Il n’y a pas de problème à reconnaître les aspects avec lesquels vous êtes d’accord. Dans ces débats, le but n’est pas de gagner des points; il s’agit d’essayer d’obtenir la meilleure entente possible d’après le scénario.

Lisez les scénarios aux étudiants. Divisez les étudiants en quatre groupes, remettez un scénario à chaque groupe, et demandez-leur ensuite de préparer leurs principaux arguments pour le débat. Accordez 20 minutes aux groupes pour se préparer. Chaque groupe présentera d’abord une déclaration préliminaire d’une minute. Ils expliqueront leur point de vue tel que présenté dans leur scénario, et fourniront les arguments pour leur point de vue. Ils devraient aussi anticiper les arguments que leurs adversaires présenteront et se préparer à débattre. Chaque scénario partagera et répondra à des questions ou fournira une réfutation.

Campagne anti-intimidation

Scénario 1 • Votre école entreprend une campagne anti-intimidation. Vous pensez qu’il est très important de s’attaquer à l’intimidation d’après une perspective de justice. Vous pensez que la cause profonde est l’insécurité et le manque d’estime de soi de la part des intimidateurs. Vous et vos amis voulez qu’il y ait un nouveau cours obligatoire sur l’estime de soi, la résolution des conflits et la communication à votre école. Il est bien de porter quelque chose de rose, mais ce n’est pas assez.

Scénario 2 • Votre école entreprend une campagne anti-intimidation. Vous êtes très enthousiastes au sujet de la campagne et pensez qu’il est urgent de faire quelque chose immédiatement car vous avez vu beaucoup de reportages sur les choses horribles que l’intimidation peut entraîner. Vous voulez que l’intimidation cesse dans à votre école. Vous voulez que chaque personne participe en portant du rose et en démontrant qu’il est inacceptable d’intimider les autres. Vous voulez que d’autres enfants sachent tout de suite qu’ils ne sont pas seuls et que les choses vont s’améliorer.

Semaine du développement international

Scénario 1 • La semaine du développement international arrive bientôt et vous voulez recueillir de l’argent pour une école en Ukraine qui a besoin de fournitures scolaires, de plus d’enseignants et d’eau pour le jardin communautaire de l’école. Vous voulez planifier une campagne de collecte de fonds à laquelle tout le monde de votre école participera, avec des prix pour les personnes qui recueillent le plus d’argent.

Scénario 2 • Pour la semaine du développement international cette année, vous voulez commencer une campagne épistolaire adressée au gouvernement d’El Salvador pour les encourager à rendre public leur réseau d’alimentation en eau, afin que tout le monde puisse avoir accès à l’eau dont ils ont besoin. Comme tout le monde, vous aimez le fait de se sentir bien en donnant de l’argent aux gens des pays pauvres, mais vous savez que vous ne pouvez pas aider tout le monde au El Salvador et qu’il est plus important d’apporter des changements à long terme.