

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12



Theme 1:

Connected World



AGA KHAN FOUNDATION
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In partnership with

Canada



Kindergarten students working in their classroom in the Kyrgyz Republic. Credit: Christopher Wilton Steer / AKF

Inspiring Global Citizens

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Grades 9 to 12

This four-part toolkit equips you with everything you need to teach about the **Sustainable Development Goals (SDGs)** and global citizenship. It includes fun and interactive lesson plans, activities, extensions, videos, real-world examples, discussion guides, and printable handouts that encourage learners to think critically and creatively, linking the personal, local, and global. The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. We hope it inspires both you and your students to take action and help create a more peaceful, prosperous, and equitable world for all.

Welcome to **Theme 1: Connected World**

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High-level activity:



Learning styles:



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

Acknowledgements



Statement on Reconciliation

The work that Aga Khan Foundation Canada (AKFC) does in supporting teachers and youth to become active global citizens reminds us of the importance of learning, listening, and taking action as change makers, all of which are central to the process of Truth and Reconciliation. We are reminded that Canada's reconciliation process with Indigenous Peoples must be continuous and intentional, as do all processes like this around the world. We must remember that Canadian society struggles with the ongoing legacy of colonialism. Our ongoing pursuit of this work reminds us of the importance of understanding and acknowledging history, accurately and completely, to help us make changes that move us towards more inclusive and equitable societies. These reminders inform our work, in Canada and globally, on this shared path of reconciliation.

Funding

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Cover Page Photo

Girls learn tent-building skills at a gadget creation workshop in northern Pakistan. Credit: Danial Shah / AKFC

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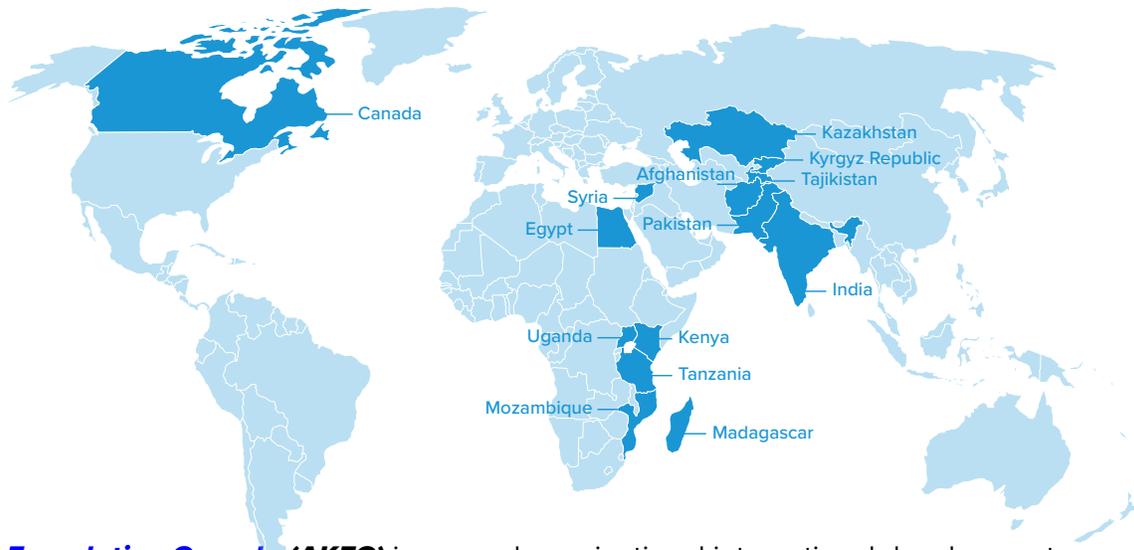
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Who We Are



AGA KHAN FOUNDATION
CANADA



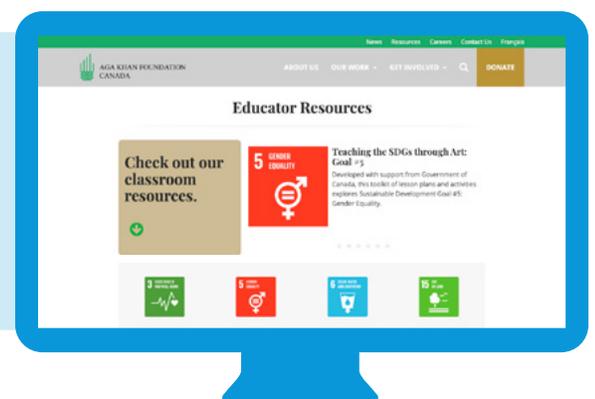
[Aga Khan Foundation Canada \(AKFC\)](#) is a non-denominational international development organization and registered Canadian charity. Aga Khan Foundation Canada works in over a dozen countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. AKFC programs promote the empowerment of women and girls, and invest in agriculture and food security, civil society, climate resilience, early childhood development, education, health and nutrition, and work and enterprise. Since 1980, AKFC has improved millions of lives in Africa and Asia, with the support of the Government of Canada and thousands of individual Canadians.

AKFC works with Canadian educators to deepen their understanding of global issues and empower them with practical tools and strategies to engage students as active global citizens. Some of these tools include workshops for students, professional development workshops for educators, videos, and resources.

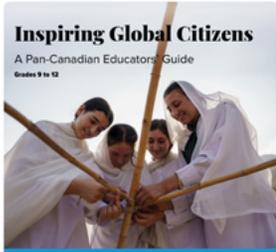
AKFC is part of the global **[Aga Khan Development Network \(AKDN\)](#)**, a family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. The AKDN is dedicated to improving the quality of life of those in need, mainly in Asia and Africa, irrespective of their origin, faith, or gender. The network's multifaceted development approach aims to help communities and individuals become self-reliant.

how you can get involved:

- [Sign-up for our monthly newsletter](#) where we share our favourite activities, videos, and resources or book a workshop for your class or district.
- Visit us online for more educator resources: www.akfc.ca/get-involved/educators



This resource explores the first of four themes:



Inspiring Global Citizens
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Theme 1:
Connected World

Download

Theme 1:

Connected World

This module focuses on our connected world and what it means to be a **global citizen**.



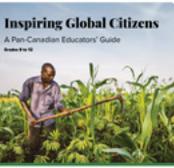
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Theme 2:
Quality of Life

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Theme 2: Quality of Life

This module focuses on **quality of life**, as well as the way it varies from country to country and within a given country.



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Theme 3:
Sustainable Development

Download

Theme 3: Sustainable Development

This module focuses on the United Nations **Sustainable Development Goals (SDGs)**, also known as the Global Goals.



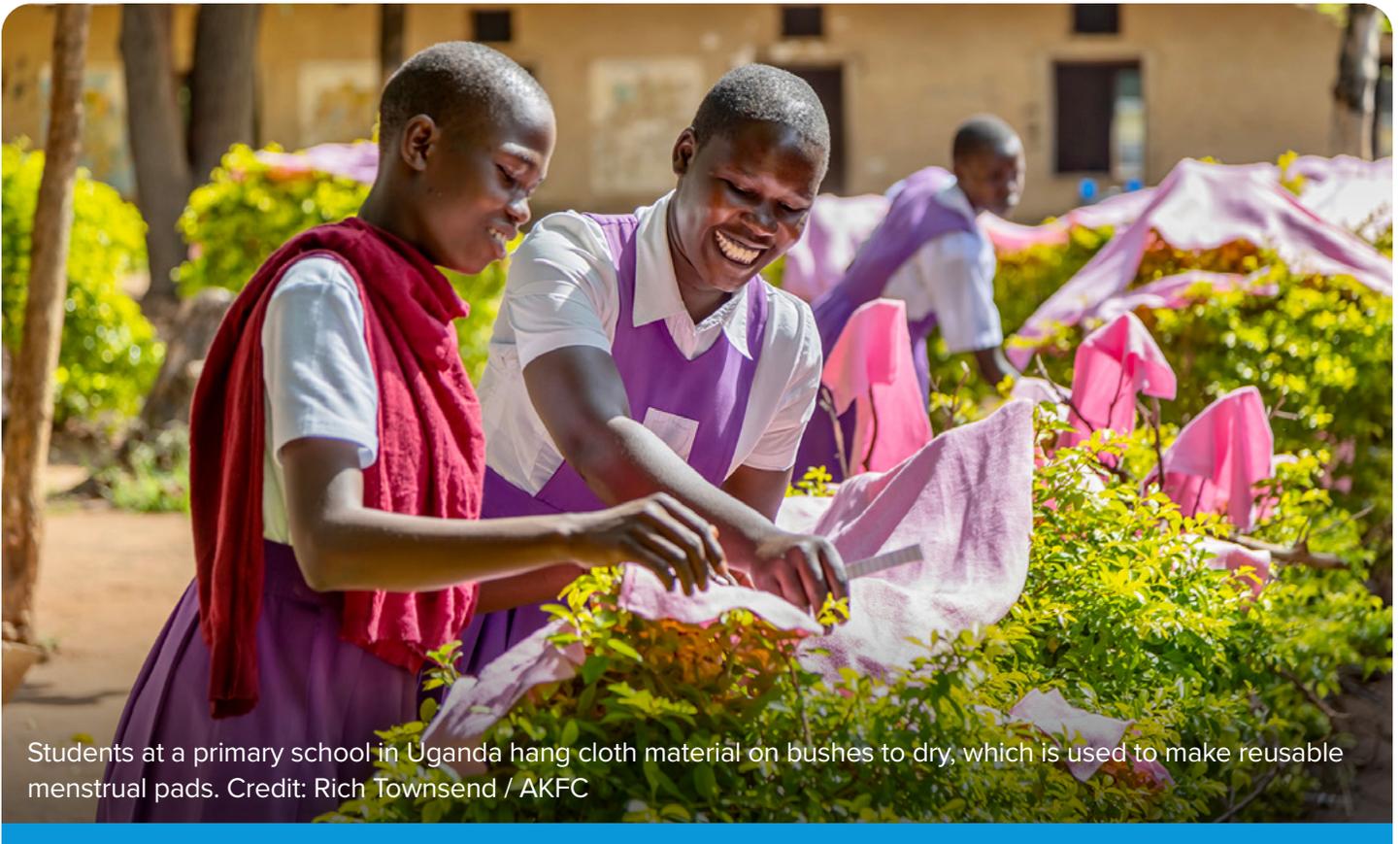
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Theme 4:
Making a Difference

Download

Theme 4: Making a Difference

This module focuses on being a **global citizen** and encourages students to act locally and be changemakers.



Students at a primary school in Uganda hang cloth material on bushes to dry, which is used to make reusable menstrual pads. Credit: Rich Townsend / AKFC

How to Use this Resource and Contact Us

- The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. There are ties to Social Studies, Geography, History, World Issues, Civics, Language Arts, and the Arts. For a full chart of curriculum connections, please see the [Appendix](#).
- To experience the full teaching and learning journey, use the lessons in sequence.
- The lessons are designed so that they can stand alone, so feel free to select ones that support your programming.
- If you would like to explore a few high-level activities from each theme, follow the globe icon. 

- We have included activities to engage different learning styles. Look for the following icons throughout the resource:



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

- Words ***bolded and italicized*** appear in the [Glossary](#).
- The length of time needed for each lesson appears as a lower limit (e.g., 50 minutes +). Feel free to deliver the lessons in a way that matches the instructional time in your learning environment, as well as your students needs. A single lesson can fill one learning session, or it can be split across several sessions.
- Feel free to adapt the lessons to suit your students' learning styles and needs.
- Use a world map to enhance learning. When selecting an appropriate world map, be sure that it accurately represents the true size of countries. Look for maps that utilize an equal-area projection such as the Equal Earth projection. It's also beneficial to choose maps that are up-to-date, clearly labeled, and visually engaging for students to encourage exploration and understanding of global geography.
- Website links are working as of January 2024. Please check them before use.
- If you would like printed copies of this resource, please send an email request to akfc.education@akdn.org.
- If you would like to download a digital copy of this resource in English, with hyperlinks to websites, videos, and other online resources, please visit www.akfc.ca/en/guide. To download a French copy, please visit: www.akfc.ca/fr/guide.
- We would love to hear how you are using this resource and welcome your ideas for improving and expanding on the themes. Please share your suggestions with us at akfc.education@akdn.org.
- Sign-up for our monthly newsletter where we share our favourite activities, videos, and resources: <https://www.akfc.ca/get-involved/educators/#subscribe>.

Using Videos for Teaching and Learning

1. This toolkit uses videos for teaching and learning. When sharing a video with your class, we recommend this scaffolded approach:
2. Share the video with your students and let them engage on their own terms. If it helps your students, reduce the playback speed by clicking on the “Settings” icon on the YouTube video and/or play the video a few times.
3. Share the video questions with your students. We have included questions in the lesson plan, as well as in the form of a handout. Give students time to review the questions independently. If it helps your students, review the questions together as a class.
4. Share the video again. Invite students to reflect on the questions and record their responses.
5. Facilitate a discussion, making room for different points of view. We include different types of questions that increase in difficulty. The approach adapts Bloom’s Taxonomy and the Critical Analysis Process outlined in the Ontario Curriculum for The Arts for elementary and secondary students (2009, 2010). The questions may invite students to:

React – Students may share thoughts, feelings, questions, and/or personal connections. These responses may create opportunities for further discussion.

Demonstrate Understanding – Students may summarize and explain key concepts.

Analyze – Students may break down big concepts, compare and contrast information, and/or reflect on how concepts relate to each other.

Consider the Cultural Context – Students may reflect on when, where, and by who the video was made, and how this impacts the point of view and content.

Express an Informed Point of View – Students may reflect on if and how their first reaction has changed, whether they agree or disagree with an idea, and/or offer new possibilities.

Protecting the Safety, Belonging, and Dignity of Students

Introduction

Global citizenship education has many benefits. It increases students' awareness of local and global issues; promotes critical and creative thinking; sparks communication, collaboration, and problem-solving; and activates students' unique gifts for ethical and informed action.

These topics will touch your life and your students' lives in different ways. We encourage you to watch this introductory Edutopia video on trauma-informed practices: [Education Buzzwords Defined: What Are Trauma-Informed Practices?](#)

Let Students Choose Alternatives

As a teacher, you know your students best and should evaluate their level of readiness before integrating global citizenship education in your classroom. Given the complexity and gravity of some topics, it is important to prepare your students in advance by disclosing to them the nature of the content they will engage with. When possible, let students know that they may opt out, and provide them with alternative ways of engaging with the content.

Hold Space for Difficult Emotions

Information about poverty, climate disasters, inequality and the like will likely spark difficult emotions. Transitions between activities and opportunities for self-expression are essential for processing this content. Journaling or checking in with peers are meaningful ways to end a class. In addition, discussion groups led by a guidance counselor can provide a safe and comfortable space in which students can process their emotions and feel supported. Devoting time—even if it means skipping content—to these strategies ensures we support learners and model valuable coping skills that extend into other facets of life.

Offer Hope and Optimism

We encourage you to share optimistic stories of hope, action, and progress while teaching about local and global issues. It is important for your students to know that they do indeed have the capacity to address global problems in their own way. Using case studies and examples that show meaningful progress and action can inspire students. Furthermore, allowing students to exercise their agency through action-oriented projects can offer optimism and hope.

Signs and Symptoms of Trauma

There are many signs and symptoms of trauma, which include physical, mental, emotional, and social responses. Some signs and symptoms are:

- missing classes
- having difficulty focusing
- having difficulty retaining and recalling information
- having difficulty regulating emotions
- being afraid to take risks
- experiencing anxiety around group work, public speaking, deadlines, tests etc.
- feeling stressed, angry, or helpless
- withdrawing and isolating
- participating in unhealthy relationships¹

If you notice these signs and symptoms, act compassionately, seek support when necessary, and take trauma-informed steps to support your students' well-being. Please see the [Resources](#) section for additional videos and articles.

Facilitation Principles

Here are some tips that you can use before and while facilitating conversations in the classroom:

- Be as aware of your students' personal situations as possible. Consider historic, cultural, and gender issues. Is there anyone who may be personally affected by the discussion topic?
- Be mindful of power dynamics.
- Acknowledge trauma and create a climate of safety, trust, and transparency.
- Consider sharing a content warning.
- Define issues clearly and approach them with sensitivity.
- Structure discussions, establish expectations, and clear pathways for communication.
- Consider which topics are appropriate for discussion and debate.

¹ "Trauma-Informed Pedagogy." *Barnard College, Columbia University*. Accessed 8 August 2023.

- Protect students by not personalizing issues.
- Wherever possible, empower students with voice and choices.
- Make room for students' perspectives and recognize that these perspectives are informed by different experiences, beliefs, and values.
- Thank students for their responses in a neutral way.
- Accept that issues are complex and there may not be a "right answer." It is okay for students to disagree and debate respectfully.
- Teach students the difference between bias and an informed opinion.
- Help students find reliable information to support their views.
- Create a climate that validates lived experience.
- Be an open and available resource within your personal and professional boundaries.
- Be mindful of compassion fatigue and take care of yourself.

Seek Extra Support if Necessary

Keep in mind that global citizenship education affects everyone differently. Some students may be particularly vulnerable and may experience a greater emotional toll, including the triggering or exacerbation of symptoms. We encourage you to be observant and provide extra support and resources to all students in case they wish to process their feelings/emotions further or receive additional support to help them cope.

Connected World



Students play games during recess at a pre-primary school in Kwale, Kenya. Credit: Mohamed Altoum / AKFC

Overview

This module focuses on our connected world and what it means to be a global citizen. Students will explore **globalization**, map personal and classroom connections to the world, and reflect on the views of global leaders, visionaries, thinkers, engineers, and activists. Students will create personal and group definitions of what makes a **global citizen**, which they can carry forward to the next module.

Learning Outcomes

Learners will:

- Become familiar with the concept of globalization and a connected world
- Activate thinking around the benefits and challenges of a connected world
- Explore personal connections to the world
- Explore classroom connections to the world
- Reflect on the view of global leaders, visionaries, thinkers, scientists, and activists
- Understand how to create an effective Mind Map to show global connections
- Understand what it means to be a global citizen

Key Concepts

[Globalization](#)

[Global citizenship](#)

[Mind Map](#)

Earth, Our Connected World



Verbal Linguistic



Visual-Spatial

Length: 50+ minutes

Objective: Students will watch a short video about globalization, then reflect on the elements, benefits, and challenges of a connected world.

Procedure:

Do

1. Invite students to reflect: What does globalization mean to you? Have students think-pair-share and/or have students share their ideas with the whole class.
2. Introduce students to **globalization** and our interconnected world, by sharing the CFR Education video: [What is Globalization? Understanding Our Interconnected World](#) (3:14). The video is fast-paced. If it helps your students, reduce the playback speed by clicking on the “Settings” icon on the video and/or play the video a few times.
3. Share the handout: [What is Globalization? Understanding our Interconnected World](#) Reflection Questions. Give students time to review the questions independently. If it helps your students, review the questions together as a class.
4. Share the video again.

Think

1. Invite students to reflect on the questions below. Have students think independently or collaboratively, then share. Facilitate a discussion. Consider using [FigJam](#) to record your class’ ideas so you can return to them later.

Materials:

- Any way of recording ideas
- The CFR Education video: [What is Globalization? Understanding Our Interconnected World](#) (3:14)
- [What is Globalization? Understanding our Interconnected World](#) Reflection Questions handout, one per student
- (Optional) [FigJam](#), a free online whiteboard

ACTIVITY 1

- What is your reaction to this video? Choose three words to describe your reaction.

Answers will vary. This is an opportunity to talk about the similarities and differences in students' responses.

- What makes ours a connected world?

Possibilities include: The movement of people (e.g. travellers, immigrants, **internally displaced people**, **refugees**), language, stories, beliefs, news, ideas, data, technology, information via the internet and social media, money, goods (e.g. food and clothes), drugs, weapons, computer and biological viruses, **greenhouse gases**, and more.

- What are the benefits of a connected world?

Possibilities include: Information spreads more quickly and broadly, so people can cooperate and collaborate positively to create opportunities and solve problems; trade strengthens relationships between trading partners; imports create choices and different price-points for consumers; people can travel and migrate; people facing oppression, persecution, and/or conflict can flee and find safety in another place.

- What are the challenges of a connected world?

Possibilities include: Information spreads more quickly and broadly, so people can cooperate and collaborate negatively; companies in rich countries can outsource labour to poorer countries, increasing their financial gains and widening the gap between the rich and poor.

- This video was released on June 18, 2019, before the COVID-19 **pandemic**. How did the pandemic impact local and global connections?

Possibilities include: COVID-19 spread across international borders; there were lockdowns and people had to isolate and practice social distancing; governments closed borders to mitigate the spread of the disease; people stopped travelling; supply chains were interrupted; there were more hate crimes; schools closed; people were laid off and let go from work; nations shared health data and strategies to deal with the virus; people worked together to create and distribute vaccines.

Connect

1. Invite students to reflect: How are you personally connected to the rest of the world? Facilitate a discussion. You may also turn this into an exit ticket and have students explain three ways that they are connected to the rest of the world.

Answers will vary. You may explore this further with Activity 2: Globingo on [page 17](#) or with Activity 4: Mapping Our Connections to the World on [page 26](#).

What is Globalization? Understanding our Interconnected World

Reflection Questions

1. What is your reaction to this video?

2. What makes ours a connected world?

3. What are the benefits of a connected world?

What is Globalization? Understanding our Interconnected World

Reflection Questions

4. What are the challenges of a connected world?

5. This video was released on June 18, 2019, before the COVID-19 **pandemic**. What local and global connections did the pandemic amplify?

Globingo Game



Interpersonal

Length: 40+ minutes

Objective: Students will participate in an interactive game, talk to other students in the class, and identify the global connections that exist amongst their peers.

Procedure:

Do

1. Share the *Globingo* handout on [page 19](#) and set a time limit for the game.
2. Have students circulate and find a different person for each global connection, fill in the blank, and sign the square. No student's name may appear more than once on a sheet. When time is up, have students return to their places.

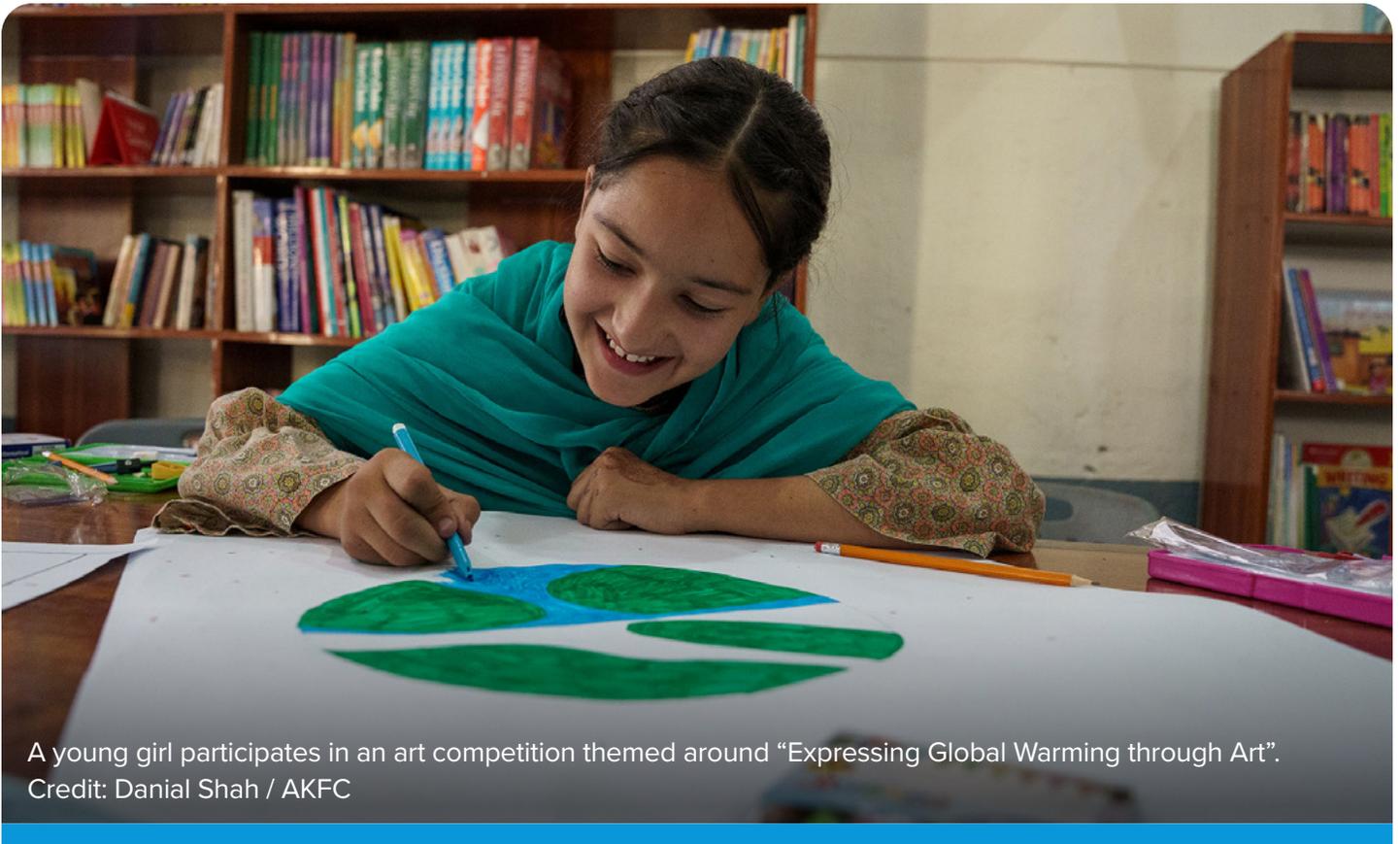
Connect

1. Invite students to reflect on the questions below. Have students think independently, then share. Facilitate a discussion:
 - How many squares were you able to fill?
 - Which box was the easiest to fill?
 - Which box was the hardest to fill?
 - What surprised you?
 - Has the game inspired you to do or learn something? If so, what?

Materials:

- Pencils or pens
- *Globingo* handout on [page 19](#), one per student
- A world map
- (Optional) Access to [World Map: Simple](#) digital, custom map-making tool
- (Optional) Access to [The True Size Of...](#) digital map that shows the relative size of areas

ACTIVITY 2



A young girl participates in an art competition themed around “Expressing Global Warming through Art”.
Credit: Danial Shah / AKFC

Think

1. Invite students to reflect on the questions below. Have students think independently, then share. Facilitate a discussion. You may also turn this into an exit ticket.

- What countries are represented in your *Globingo* handout?

Answers will vary. Locate the countries on a world map and tally the number of countries. [World Map: Simple](#) is a digital, custom map-making tool. You can show country and territory names, click an area to colour it, then download and print the map. This world map does not show the true size of continents. So we recommend pairing it with [The True Size Of...](#), digital map that allows you to search, drag and drop countries and territories on the map, to compare their true and relative size. North America is not larger than Africa – it is the other way around!

- Which areas of the world are not represented in the *Globingo* handouts? Why might that be?

Answers will vary.

- What *Globingo* connections would you add the *Globingo* activity?

Answers will vary.

Globingo

1. Find a different person for each global connection.
2. Ask each person to fill in the blank and sign the square. Remember, no student's name may appear more than once on your sheet.

<p>Ate something today from another country.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>	<p>Is wearing something made in another country.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>	<p>Has enjoyed music performed by a musician based in another country and continent.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>
<p>Has watched sports happening in another country and continent.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>	<p>Has visited an art gallery or museum in another country.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>	<p>Has read a book that takes place in another country.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>
<p>Was born in another country or has a family member born in another country</p> <p>COUNTRY:</p> <p>SIGNED:</p>	<p>Can name a plant or animal native to another country.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>	<p>Can say "hello" in a language other than English or French.</p> <p>COUNTRY:</p> <p>STUDENT'S NAME:</p>

ACTIVITY 3

Responding to Quotes About Our Connected World



Verbal Linguistic



Interpersonal

Length: 40 minutes +

Objective: Students will reflect on quotes about our connected world made by global leaders, visionaries, thinkers, scientists, and activists. They will express their responses to these quotes by free-writing and talking with their peers.

Procedure:

Connect + Think + Do

1. Share the *Connected World Quote Cards*. Have students choose one quote that resonates with them.
2. Invite students to free-write for 8 minutes, expressing their personal responses to a quote. Some students may prefer to use prompts, so here are some options. We have also included these in the form of a handout on pages [24](#) and [25](#).
 - What made you choose this quote?
 - Can you share any personal connections to this quote? For example, does it make you think of a personal experience, a news story, a book you have read, a television show or film that you have watched?
 - What do you think is the main idea being expressed by the quote?
 - What information would you like to know?
 - Consider the speaker. How might the speaker's identity and experience be shaping a **worldview**?
[Note: We have included some information to support students' responses. If students have access to the Internet, they may search for additional information.]

Materials:

- Any way of recording ideas
- *Connected World Quote Cards* on pages [22](#) and [23](#), one per student
- *Quote Card Prompts* on pages [24](#) and [25](#), cut into cards, one per student

ACTIVITY 3

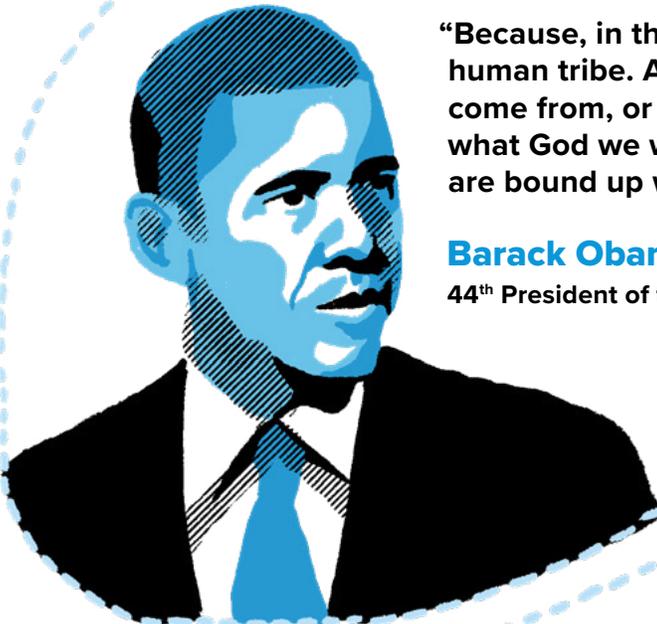


Adolescent-friendly spaces in Pakistan help youth connect and learn how to navigate physical and emotional challenges. Credit: Danial Shah / AKFC

- Do you agree with the quote? In what way?
 - Do you disagree with the quote? In what way?
 - How does this quote express the idea of a connected world?
3. After students have completed their free-writes, have them form groups with those who chose **the same** quote card, then share their ideas. If there is a quote that was chosen by only one student, that student may join another group. Students may use the questions above to guide the discussion.
 4. Have students form groups with those who chose **different** quote cards, then share their ideas. Students may use the questions above to guide the discussion.
 5. Gather everyone and invite students to share their ideas with the whole class. Facilitate a discussion, using the guiding questions above.

Connected World Quote Cards

1. Choose one quote that resonates with you.
2. Free-write for 8 minutes, expressing your response to the quote.
3. Or choose a few prompts from the *Quote Card Prompts* handout.



“Because, in the end, we’re all part of one tribe — the human tribe. And no matter who we are, or where we come from, or what we look like, or who we love, or what God we worship, we are connected. Our fates are bound up with one another.”

Barack Obama

44th President of the United States of America



Malala Yousafzai

Nobel Peace Prize laureate and education activist

“I don’t know why people have divided the whole world into two groups, west and east. Education is neither eastern nor western. Education is education and it’s the right of every human being.”



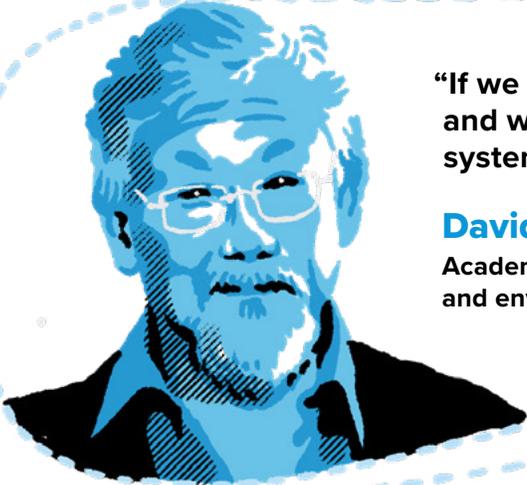
“The only way to save a rhinoceros is to save the environment in which it lives, because there’s a mutual dependency between it and millions of other species of both animals and plants.”

David Attenborough

Broadcaster, biologist, natural historian, and author

Connected World Quote Cards

1. Choose one quote that resonates with you.
2. Free-write for 8 minutes, expressing your response to the quote.
3. Or choose a few prompts from the *Quote Card Prompts* handout.



“If we pollute the air, water and soil that keep us alive and well, and destroy the biodiversity that allows natural systems to function, no amount of money will save us.”

David Suzuki

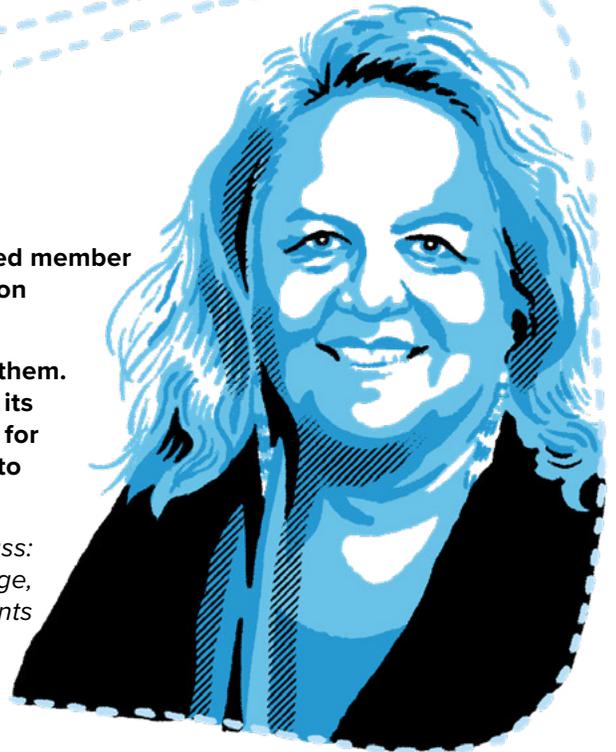
Academic, science broadcaster, and environmental activist

Robin Wall Kimmerer

Scientist, professor, and enrolled member of the Citizen Potawatomi Nation

“Each person, human or no, is bound to every other in a reciprocal relationship. Just as all beings have a duty to me, I have a duty to them. If an animal gives its life to feed me, I am in turn bound to support its life. If I receive a stream’s gift of pure water, then I am responsible for returning a gift in kind. An integral part of a human’s education is to know those duties and how to perform them.”

*This quote is from her book, **Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants***



“Exploring is about pushing the bounds of what we’re capable of as humans. It gets at who we are intrinsically as people, and so because of that, I think it really is something that unites all of us together here on Earth.”

Jessica Watkins

NASA astronaut, Crew 4 Mission Specialist, and the first Black woman on the space station crew

Quote Card Prompts

1. What made you choose this quote?

2. Can you share any personal connections to this quote? For example, does it make you think of a personal experience, a news story, a book you have read, a television show or film that you have watched?

3. What do you think is the main idea being expressed by the quote?

4. What information would you like to know?

Quote Card Prompts

5. Consider the speaker. How might the speaker's identity and experience be shaping a *worldview*?

6. Do you agree with the quote? In what way?

7. Do you disagree with the quote? In what way?

8. How does this quote express the idea of a connected world?

ACTIVITY 4

Mapping Our Connections to the World



Logical-Mathematical



Visual-Spatial

Length: 50 minutes +

Objective: Students will learn the purpose of a Mind Map and how to make one. They will collaborate to map the classroom's connections to the world. They will also map their personal connections to the world and research one connection more deeply.

Materials

- Any way of recording ideas
- *Examples of Mind Maps* on pages [29](#) and [30](#)
- A world map
- A blackboard, whiteboard or large piece of paper
- Access to an electronic device, as needed

Procedure

Think

1. Show students the *Examples of Mind Maps* that appear on the following pages. Invite students to reflect:

- These are all examples of Mind Maps. Based on these examples, what do you think a Mind Map is or does?
- What are the key characteristics of a Mind Map?

Have students think independently, then share.

ACTIVITY 4

2. Share the key characteristics of a Mind Map. We recommend displaying these on a blackboard, whiteboard, chart paper etc. while sharing them with students:
 - Mind Maps **show and organize thought and thinking** on paper.
 - They **break down complex concepts**.
 - They **help you learn and recall information**.
 - They are **radial**.
 - They begin with a **concept in the centre** of the page.
 - There are **branches that flow outwards** from the centre. Larger ideas have thicker branches, while smaller ideas have thinner branches.
 - The branches are **colour-coded**.
 - The branches are labelled with **key words** that express the ideas.
 - The concept in the centre of the page and the branches are illustrated with **symbols** that express the ideas.

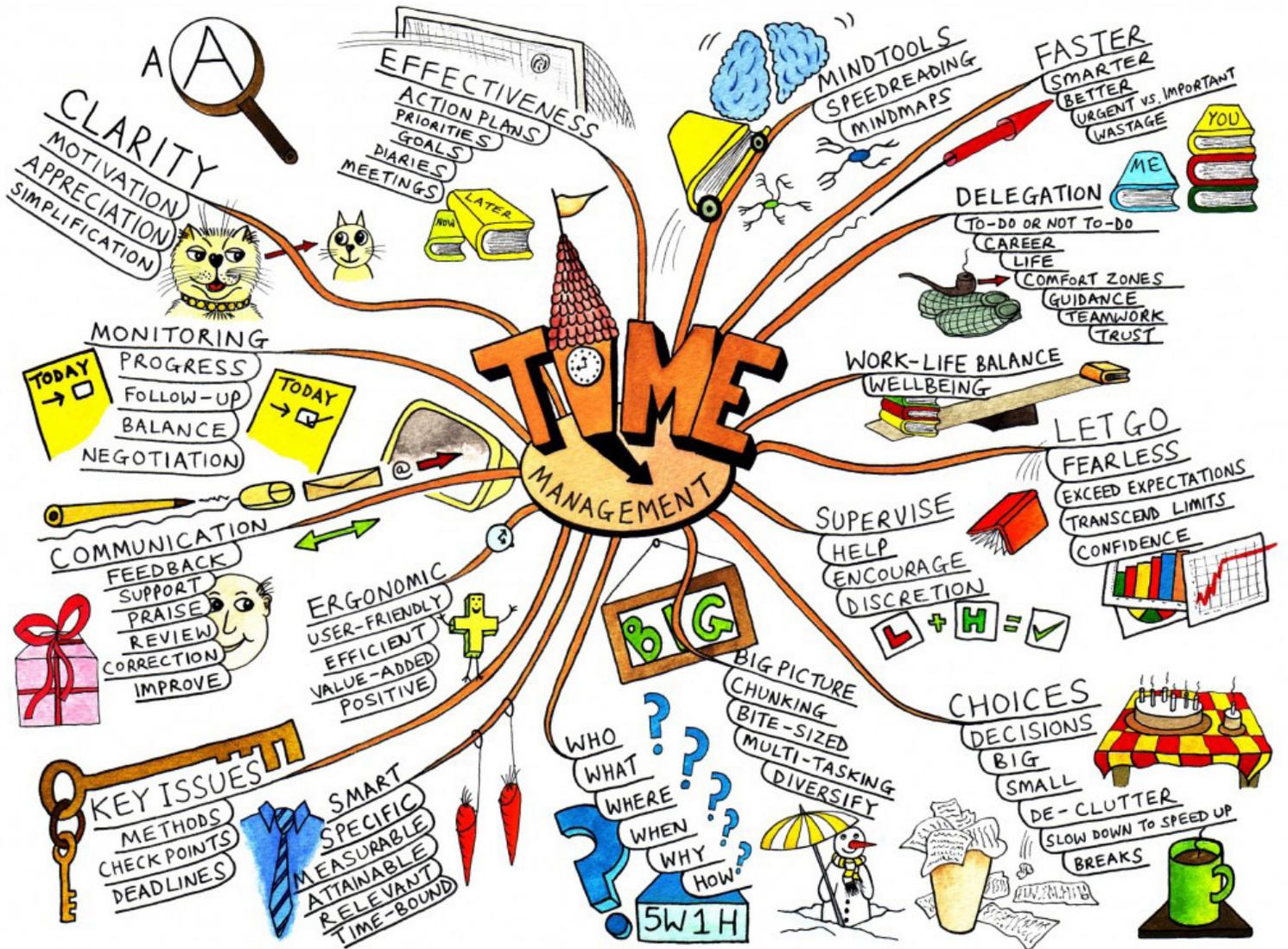
Connect

1. Model the making of a Mind Map by mapping your classroom's connections to the world. Have students go on a little scavenger hunt around the space, take inventory, and record their findings:
 - Where were their personal belongings made? (e.g., clothes, cell phones, writing utensils etc.)
 - What about other items in the room? (e.g., textbooks, desks, chairs, technology etc.)
2. Gather everyone and invite students to share their findings. If you like, you can locate the global connections on a world map.
3. Together, make a large and simple Mind Map that organizes everyone's findings. You may use a blackboard, whiteboard, large piece of paper, or whatever works for your teaching and learning environment. One possibility is to make the central concept: "Our Classroom's Connections to the World." You could create thick branches for main categories, like clothes, technology, books, furniture etc. You could create thinner branches for sub-categories, like desks, chairs, cell phones etc.

Do

1. To extend learning, have students take inventory of their own life and home. What connections can they find to the world? Your students' life experiences will shape the way they engage with this activity. If students feel comfortable doing so, they can include their ancestry: Where were they born? Where have they lived? What about their parent(s), adoptive parent(s), or guardian(s)? If they do not feel comfortable exploring and/or sharing this information, they can choose to focus on different connections to the world. Please see the “Protecting the Safety, Belonging, and Dignity of Students” tips on [page 9](#).
2. Have students create their own Mind Maps, by hand and/or computer. Canva offers a [free digital Mind Map making tool](#). This [Canva tutorial](#) offers general tips. To use the tool, students need to create an account.
3. Invite students to reflect: Pick **one** connection between you and another part of the world. What are all the possible things that could disrupt, strengthen, or change that relationship? For example, every morning I eat an orange grown in Cairo, Egypt. (Fun fact: In 2023, Egypt is/was the world's largest exporter of oranges, by volume²). If there were a drought, infestation, conflict, labour dispute, that may disrupt the orange supply to my local store in Canada. Also, if I and others in my community decide that we are going to support local growers, the change in our collective purchasing habits may decrease the demand for oranges from Cairo, Egypt. Have students record their personal reflections by writing or creating an audio recording.

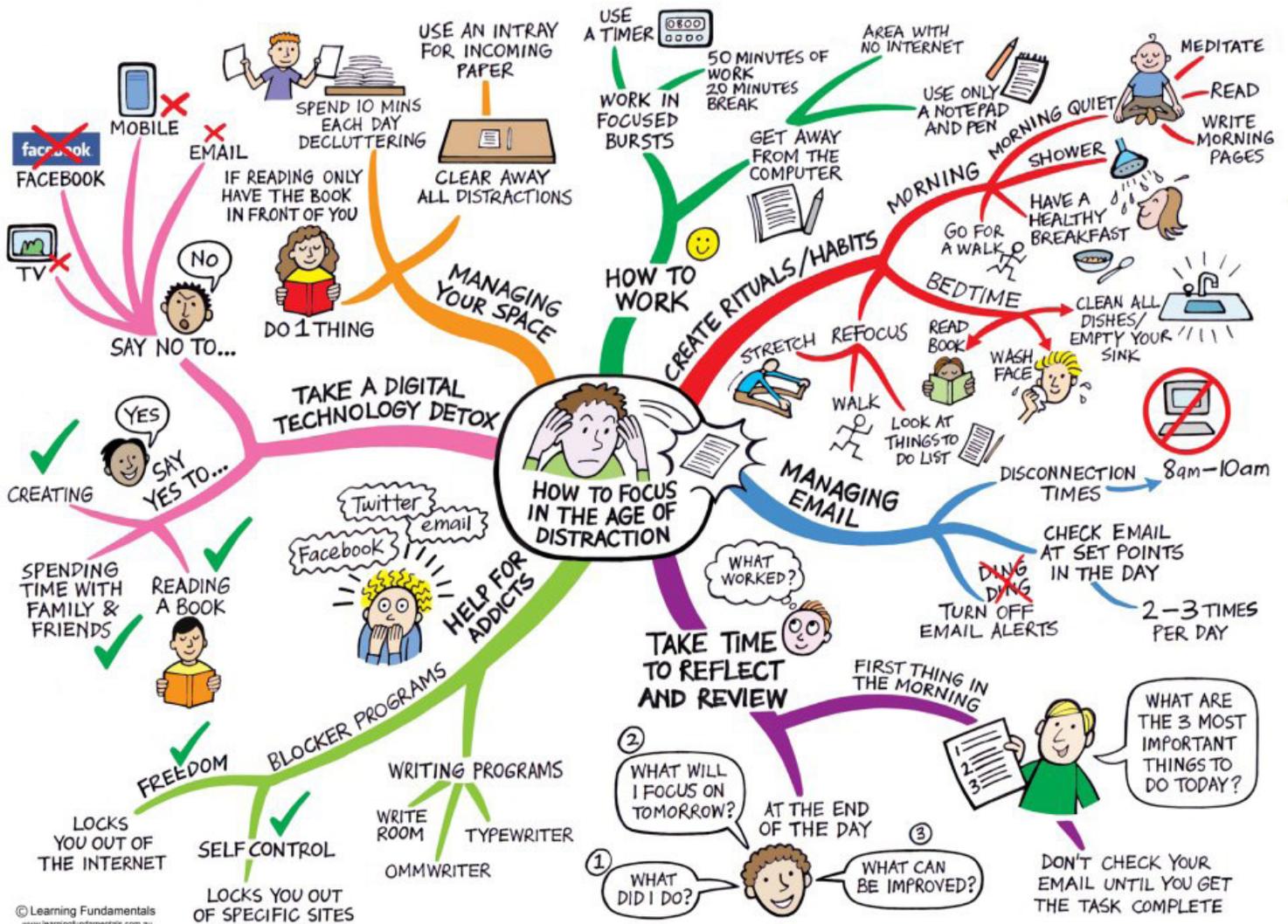
² “Citrus: World Markets and Trade.” [United States Department of Agriculture](#). Accessed 15 August 2023.



SOURCE: <https://irisreading.com/mindmap>

ACTIVITY 4

Mind Map: Example #2



© Learning Fundamentals
www.learningfundamentals.com.au

SOURCE: <https://learningfundamentals.com.au/resources>

What Makes a Global Citizen?



Intrapersonal



Interpersonal



Verbal-Linguistic

Length: 40 minutes +

Objective: Students will think about what makes a global citizen, then compare their ideas to existing definitions (none of which are universal) to deepen and broaden their understanding.

Procedure:

Think

1. Invite students to reflect:

- How are you personally connected to the rest of the world?
- What are your responsibilities to others?
- What are others' responsibilities to you?
- What makes a global citizen?
- What makes a global citizen?

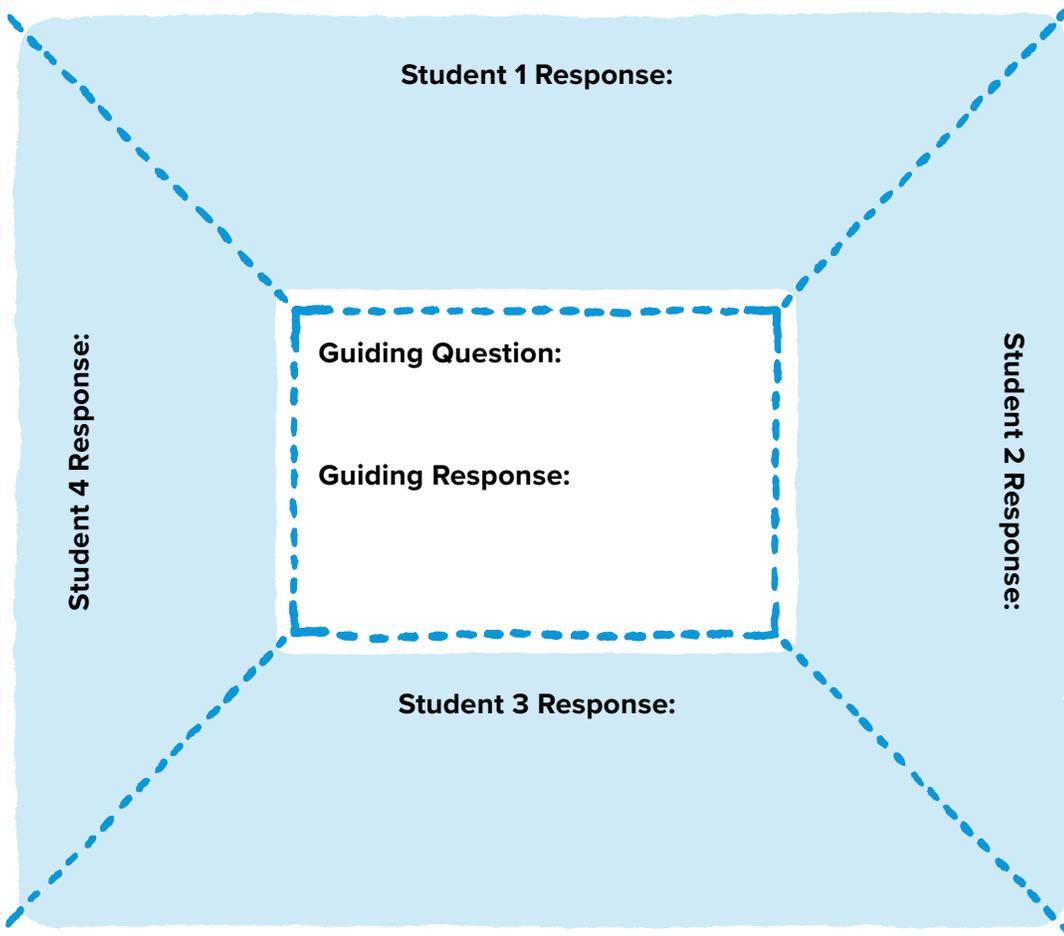
Have students think independently and record their ideas.

Do

1. Have students form groups of four. Give each group one large sheet of paper, large enough that the students can gather around it and write on four sides.
2. Have students create a placemat to explore the idea of global citizenship, like on [page 32](#).

Materials:

- Pencils, pens, markers
- Large sheets of paper, so four students can sit around the edges
- [Digital placemat](#) for hybrid or virtual classrooms
- (Optional) The Global Citizen video: [What Makes a Global Citizen?](#) (1:44)



Share the following instructions:

- In the centre of the paper, write the guiding question: What makes a global citizen?
- Divide the paper into four sections, one section for each student in the group.
- Write your ideas in your section.
- Collaborate to write a group response to the guiding question in the centre of the paper.

Alternatively, you can use [this digital placemat](#). To use the digital placemat, make a copy of the entire presentation and save it onto a Google Drive. Then, duplicate or delete slides depending on your class size, and give your students an editable link to use. Assign each group a slide number.

3. Have each group share its group response with the class.

ACTIVITY 5

Connect

1. There is no universal definition of a global citizen or of global citizenship. Share some existing ideas:

Being a global citizen means...

- *“...believing that extreme poverty can be eliminated, and that the resources to end it can be mobilized if enough people take action. It means learning about the systemic inequalities that fuel poverty — racial, ethnic, gender, sexual, and economic inequalities — and...taking action to overcome these in a way that’s sustainable.”*
- *“...realizing that when we use our voices together, we are powerful and we can ensure lasting change in the mission to defeat poverty, demand equity, and defend the planet.”*
- *“...shining a light on overlooked issues to rally people worldwide and mobilize ongoing support from those that can drive real change — governments, the private sector, philanthropists, and everyday citizens.”*
- *“...recogniz[ing] advocacy as a tool that complements the vital work of on-the-ground organizations to ensure access to food and water, education, health care, and more, for the communities most in need.”*
- *“...recogniz[ing] advocacy as a vital part of the mission not only to respond to humanitarian crises, but to help prevent them in a way that’s long-term and sustainable.”*
- *“...believ[ing] in racial justice, gender equity, and climate justice. We believe that an injustice anywhere — be that police violence in the US and Nigeria, the global gender pay gap, climate displacement in sub-Saharan Africa and the Pacific Islands, and more — is an injustice to all of us.”*
- *“...believ[ing] that we’re all connected — a fact starkly illustrated by the ongoing COVID-19 pandemic, which threatens all of us until it threatens none of us — and that it’s on us all to call for a just transition away from the status quo of rampant inequality and environmental degradation, toward a future of shared prosperity and environmental regeneration.”³*

2. Invite students to compare their group responses with the existing ideas:

- In what ways is your group response similar?
- In what ways is your group response different?
- After reading these existing ideas, is there anything that you would add, cut, or change in your group response? What?

Have each group choose one note-taker to record the group’s responses, then share their ideas. Facilitate a discussion. You may also turn this into an exit ticket.

If you would like to close the lesson with a video, here is a short one from Global Citizen: [What Makes a Global Citizen?](#) (1:44). The organization and platform invites people around the world to reflect on the question: What does it mean to be a global citizen? This video is a collage of their answers.

3 Source for all quotes: “What Exactly Does It Mean to Be a ‘Global Citizen’?” [Global Citizen](#). Accessed 9 July 2023.



Congratulations on completing

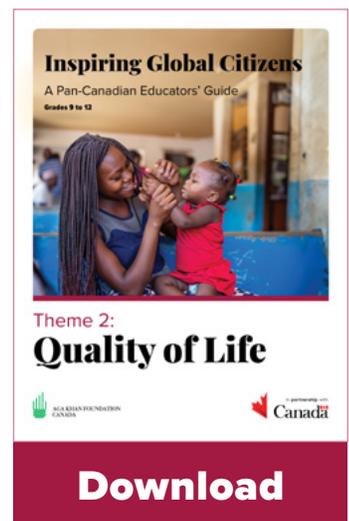
Theme 1: Connected World

Continue your teaching and learning journey with:

Theme 2: Quality of Life

You and your students are ready to continue your journey with **Theme 2: Quality of Life**. The module focuses on **quality of life**, as well as the way it varies from country to country and within a given country. It includes activities that cater to different teaching and learning styles. Students will participate in a game to explore **privilege, equality, and equity**. They will consider what matters to them for quality of life and learn about different frameworks for measuring quality of life, including the **Human Development Index**, Canada's Quality of Life Framework, and the OECD Better Life Index. Students will conduct a quality-of-life survey in their community and test their knowledge and beliefs around global development through a true-or-false questionnaire. These learnings will carry them forward to the third module.

Download all four [Inspiring Global Citizens Educator Guides](#).



Glossary | Theme 1: Connected World

Aga Khan Development Network (AKDN): A global family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. AKDN works in over 30 countries around the world, enhancing and promoting agriculture and food security, architecture, culture, education, environmental stewardship, financial inclusion, health, industry, infrastructure, media, music, tourism, and more.

Aga Khan Foundation Canada (AKFC): A non-denominational international development organization and registered Canadian charity. AKFC works in over a dozen countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. AKFC programs promote the empowerment of women and girls, and invest in health and nutrition, education, economic inclusion, agriculture and food security, early childhood development, and civil society. In Canada, AKFC empowers the public to learn about global development, channels skills and expertise to support its work overseas, and promotes learning and exchange within the development sector. Since 1980, AKFC has improved millions of lives in Africa and Asia, with the support of the Government of Canada and thousands of individual Canadians. It is an agency of the global **Aga Khan Development Network (AKDN)**.

Equality: When there is equality, people have the same quality of life, power, status, rights, and responsibilities. For an animated explanation, please see this Government of Canada video: [Equality or Equity?](#)

Equity: When there is equity, there is fairness and justice. If you treat people equally, you treat them all the same way. If you treat people equitably, you give each person what he/she/they need to succeed. For an animated explanation, please see this Government of Canada video: [Equality or Equity?](#)

Global Goals: Another name for the **Sustainable Development Goals (SDGs)**, adopted by the United Nations in 2015 — a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected.

Globalization: A word that describes our connected and interdependent world – through the movement of people (e.g., travellers, immigrants, **internally displaced people, refugees**), language, stories, beliefs, news, ideas, data, technology, information via the internet and social media, money, goods (e.g. food and clothes), drugs, weapons, computer and biological viruses, greenhouse gases, and more.

Global citizen: There is no universal definition of a global citizen, but in general a global citizen is a person who feels connected to a broader community and a common humanity. A global citizen recognizes connections between local, national, and global happenings and takes action to make a more just, peaceful, prosperous, and equitable world for all.

Greenhouse gas: A gas that warms Earth’s atmosphere, because it absorbs solar heat reflected by the surface of the Earth. Examples of greenhouse gases are carbon dioxide, methane, ozone, and water vapor.

Gross National Income (GNI) per capita: Total value of all goods and services produced by a country, plus foreign income, divided by the number of people living in the country.

Glossary | Theme 1: Connected World

Human Development Index: A framework for measuring *quality of life*. The Human Development Index (HDI) was created and launched in 1990, by a Pakistani economist named Mahbub ul-Haq. He believed that a country's level of development should be measured by more than money. The HDI measures 3 key dimensions of human development:

- Health, measured by *life expectancy*
- Education, measured by expected years of schooling and mean years of schooling for adults
- Standard of Living, measured by *Gross National Income (GNI) per capita*

Internally displaced people: People who have left their homes due to war, violence, conflict, persecution, human rights violations, natural or human-made disasters, but who have not crossed a border into another country. Internally displaced people stay inside their country, where they may be protected by their government but are not protected by international law. Often, governments are not willing or able to protect internally displaced people. They are the largest group of people affected by forced displacement and amongst the most vulnerable. For an animated explanation, please see this UNHCR video: [Who is an Internally Displaced Person?](#)

Life expectancy: The average number of years that a newborn could expect to live, based on the patterns in a specific year, in a given country, territory, or geographic area.

Pandemic: An outbreak of infectious disease over a wide geographical area, spreading across several countries or continents, usually affecting many people.

Quality of life: An individual, community, or society's well-being based on both material and non-material factors that are important to people's lives. People measure quality of life in different ways, but factors may include income, employment, health, food, shelter, education, environment, civic engagement, and more.

Refugees: People who have left their country to find safety in another country, due to war, violence, conflict, or persecution. Refugees are protected by international law. For an animated explanation, please see this UNHCR video: [Who is a Refugee?](#)

Sustainable Development Goals (SDGs): In 2015, the United Nations adopted the Sustainable Development Goals (SDGs) — a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected. The SDGs are also known as the *Global Goals*.

Worldview: The way a person understands the world. A person's worldview is influenced by age, culture, education, ethnicity, gender, history, relationships, religion, sexual orientation, wealth, experiences, and more. A person's worldview shapes the way that person thinks, feels, and behaves in the world.

Resources | Theme 1: Connected World

Videos



[*If the World Were a Village*](#) (5:04)

This video is a digitized version of an old VHS and is grainy, but it shows an animated version of David J. Smith’s classic advanced picture book of the same name. It imagines the world’s population as a village of 100 people. In an easy-to-grasp way, it explores the statistical breakdown of where people live, what languages they speak, religion, education, money, access to food and water, and more.



[*Observing the Earth from Space*](#) Narrated by CSA astronaut Joshua Kutryk (7:57)

This Canadian Space Agency video shows the way satellites and their data support our everyday lives and help solve planetary problems. Satellites do more than connect us to the Internet — they collect information about the land, water, and atmosphere and send it back to Earth. This includes information about: climate change, ice, air pollution, ozone depletion, greenhouse gases, coastal erosion, agriculture, risks and interventions for infectious diseases, floods, earthquakes, wildfires, hurricanes, oil spills, biodiversity, and more.



[*What Is Globalization? Understand Our Interconnected World*](#) (3:14)

This video considers the ways different parts of the world are connected, such as the movement of people, ideas, money, goods, information, drugs, weapons, technology, viruses (both computer and biological), greenhouse gases, and more. It explores some of the benefits and challenges of a connected world. This video appears in Activity 1: Earth, Our Connected World on [page 13](#).



[*What Makes a Global Citizen?*](#) (1:44)

The organization and platform Global Citizen invites people around the world to reflect on the question: What does it mean to be a global citizen? This video is a collage of their answers. This video appears in Activity 5: What Makes a Global Citizen? on [page 31](#).

Resources | Theme 1: Connected World

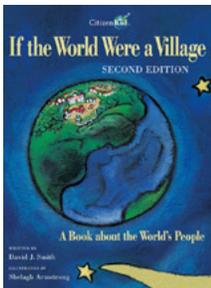
Videos



[Gender-Based Analysis Plus: Equality or Equity?](#) (3:13)

This animated Government of Canada video explores the difference between equality and equity through the lens of gender and intersectionality. Occasionally, the video uses language that relates to a workplace, but the content is transferable to other scenarios.

Publications

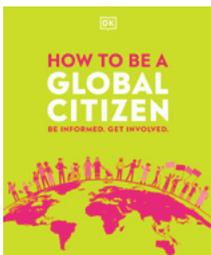


[If the World Were a Village](#)

By: David J. Smith

Kids Can Press (32 pages)

This best-selling advanced picture book is a classic, translated into 17 languages. It imagines the world's population as a village of 100 people. In an easy-to-grasp way, it explores the statistical breakdown of where people live, what languages they speak, religion, education, money, access to food and water, and more. There is [a teaching guide for ages 8 to 12](#) that you may be able to adapt for high school students.



[How to be a Global Citizen](#)

DK Children (160 pages)

This illustrated guide for ages 11+ is packed with information for young changemakers, as well as advice for adults on how to talk about complex social and environmental issues. It explores topics such as privilege, discrimination, intersectionality, stereotypes, racism, LGBTQ+ rights, allyship, green consumerism, climate change, and more. It includes case studies and stories about inspiring young changemakers.

Resources | Theme 1: Connected World

Websites



[Trauma-informed practice](#)

This Government of Alberta webpage gives an overview of trauma-informed practices in a school environment. It shares foundational ideas, elementary and secondary school examples, a video with an accompanying conversation guide, and links to external research and resources.



[Edutopia: Trauma-Informed Practices](#)

This growing Edutopia library includes articles and videos that support trauma-informed practices in a school environment.



[Global Citizen](#)

Global Citizen is headquartered in New York, with offices in Canada, South Africa, Nigeria, Australia, Germany, and the United Kingdom. Global Citizen is “an action platform dedicated to achieving the end of extreme poverty, powered by a community of millions of Global Citizens who believe in one world, one people — where everyone has an equal chance to thrive.”



[7 Billion Others](#)

This immense documentary project captures and shares the fears, dreams, ordeals, and hopes of people around the world, including fishermen from Brazil, shopkeepers from China, performers from Germany, farmers from Afghanistan, and thousands of others.



[World Map: Simple](#)

This digital, custom map-making tool allows you to show country and territory names, click an area to colour it, then download and print the map. One drawback is that this world map does not show the true size of continents. So we recommend pairing it with [The True Size Of...](#), note below. This tool appears in Activity 2: Globingo Game on [page 17](#).

Resources | Theme 1: Connected World

Websites



THE TRUE SIZE OF ...

[The True Size Of...](#)

This digital map allows you to search, drag and drop countries and territories on the map, to compare their true and relative size. It includes a short video tutorial. This tool appears in Activity 2: Globingo Game on [page 17](#).

Canva

[Canva – free online mind maps](#)

Canva offers a free, digital Mind Map making tool. To use the tool, students need to create an account. They can work independently or collaboratively. There are templates from which to choose, as well as sticky notes, shapes, and arrows to record and connect ideas. They can use graphics, photos, videos, and even a text-to-image function that transforms words into pictures. This [Canva tutorial](#) offers general tips. This tool appears in Activity 5: Mapping Our Connections to the World.

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Alberta

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
	Social Studies 10-1 <ul style="list-style-type: none"> • Perspectives on Globalization 		
	Social Studies 10-2 <ul style="list-style-type: none"> • Living in a Globalizing World 		

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



British Columbia

Grade 9	Grade 10	Grade 11	Grade 12	
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: New Media 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	
	English: Spoken Language 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	
				English: English Studies 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
				20th Century World History 12 <ul style="list-style-type: none"> • Interdependence and international co-operation

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Manitoba

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts S1 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S2 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S3 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4 	English Language Arts S4 <ul style="list-style-type: none"> • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4
Social Studies: Canada in the Contemporary World <ul style="list-style-type: none"> • Canada in the Global Context • Canada: Opportunities and Challenges 	Social Studies: Geographic Issues of the 21st Century <ul style="list-style-type: none"> • Industry and Trade 		Social Studies: Global Issues – Citizenship and Sustainability <ul style="list-style-type: none"> • Poverty, Wealth, and Power

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



New Brunswick

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Social Studies: Canadian Identities <ul style="list-style-type: none"> • Students will explore social responsibility 	Civics 10 <ul style="list-style-type: none"> • Students will investigate civic engagement 		World Issues 120 <ul style="list-style-type: none"> • Humanity • Interdependence

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Newfoundland and Labrador

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 1201/1202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 2201/2202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English Language Arts 3201/3202 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
	Social Studies 1201/1202 <ul style="list-style-type: none"> • Power, Active Citizenship, and Change 		Social Studies 3201/3202 <ul style="list-style-type: none"> • Quality of Life

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Writing and Other Ways of Representing 	English 10 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English 11 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing 	English 12 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Citizenship <ul style="list-style-type: none"> • Engaged Citizenship 	Geography 10 <ul style="list-style-type: none"> • Spaceship Earth 	Geography of Canada 11 <ul style="list-style-type: none"> • Global Links 	History/Advanced Global History 12 <ul style="list-style-type: none"> • The Challenge of Economic Disparity • Societal Change

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Northwest Territories

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 10-1/10-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 20-1/20-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	English Language Arts 30-1/30-2 <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
	Social Studies 10-1 <ul style="list-style-type: none"> • Perspectives on Globalization 		
	Social Studies 10-2 <ul style="list-style-type: none"> • Living in a Globalizing World 		

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Nunavut

Grade 9	Grade 10	Grade 11	Grade 12
<p>English Language Arts</p> <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	<p>English Language Arts 10-1/10-2</p> <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	<p>English Language Arts 20-1/20-2</p> <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing 	<p>English Language Arts 30-1/30-2</p> <ul style="list-style-type: none"> • Listening and Speaking • Reading and Writing • Viewing and Representing
<p>Social Studies: The Growth of Canada</p> <ul style="list-style-type: none"> • International Connections 			

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Grade 9	Grade 10	Grade 11
English ENL1W <ul style="list-style-type: none"> Literacy Connections and Applications Foundations of Language Comprehension: Understanding and Responding to Texts Composition: Expressing Ideas and Creating Texts 	English ENG2D/ ENG2P <ul style="list-style-type: none"> Oral Communication Reading and Literature Studies Writing Media Studies 	English ENG3U/ ENG3C/ENG3E <ul style="list-style-type: none"> Oral Communication Reading and Literature Studies Writing Media Studies
	Civics and Citizenship CHV20 (revised 2022) <ul style="list-style-type: none"> Political Inquiry and Skill Development 	Media Studies EMS30 <ul style="list-style-type: none"> Understanding and Interpreting Media Texts Media and Society Producing and Reflecting on Media Texts
		Politics in Action: Making Change CPC30 <ul style="list-style-type: none"> Political Inquiry and Skill Development
		Equity and Social Justice HSE3E <ul style="list-style-type: none"> Research and Inquiry Skills

Ontario grade 12 curriculum located on next page.

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Ontario

Grade 12

<p>English ENG4U/ ENG4C/ENG4E</p> <ul style="list-style-type: none"> • Oral Communication • Reading and Literature Studies • Writing • Media Studies 	<p>World Issues: A Geographic Analysis CGW4C/U</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development • Interaction and Interdependence: Globalization
<p>World Geography: Urban Patterns and Population Issues CGU4M</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development 	<p>The Environment and Resource Management CGR4M</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development
<p>Living in a Sustainable World CGR4E</p> <ul style="list-style-type: none"> • Geographic Inquiry and Skill Development 	<p>Equity and Social Justice: From Theory to Practice HSE4M</p> <ul style="list-style-type: none"> • Research and Inquiry Skills
<p>Challenge and Change in Society HSB4U</p> <ul style="list-style-type: none"> • Research and Inquiry Skills • Global Social Challenges 	

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Prince Edward Island

Grade 9	Grade 10	Grade 11	Grade 12
<p>English Language Arts</p> <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	<p>English Language Arts 421A/B</p> <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	<p>English Language Arts 521A</p> <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing 	<p>English Language Arts 621A</p> <ul style="list-style-type: none"> • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing
<p>Social Studies: Interdependence – Atlantic Canada in the Global Community</p> <ul style="list-style-type: none"> • Introduction – Atlantic Canada in the Global Community • Culture in the Global Community • Trade in the Global Community 	<p>Canadian Studies 401A</p> <ul style="list-style-type: none"> • Canada’s Global Connections 	<p>Global Studies 521/531A</p> <ul style="list-style-type: none"> • Physical Patterns of the World 	<p>Global Issues 621/631A</p> <ul style="list-style-type: none"> • Introduction – What is a Global Issue?

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Quebec

Grade 9	Grade 10	Grade 11	CÉGEP
<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	<p>English Language Arts</p> <ul style="list-style-type: none"> • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes 	
<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	<p>Geography</p> <ul style="list-style-type: none"> • Competency 3: Constructs consciousness of global citizenship 	
		<p>The Contemporary World</p> <ul style="list-style-type: none"> • Competency 1: Interprets a contemporary world problem • Theme: Population • Theme: Wealth 	

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Saskatchewan

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect 	English Language Arts 10 <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect 	English Language Arts 20 <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect 	English Language Arts 30 <ul style="list-style-type: none"> • Comprehend and Respond • Compose and Create • Assess and Reflect
Social Studies: The Roots of Society <ul style="list-style-type: none"> • Interactions and Interdependence 	Social Studies 10: Social Organizations <ul style="list-style-type: none"> • International Economic Organizations 	Social Studies 20: World Issues <ul style="list-style-type: none"> • World Governance 	Social Studies 30: Canadian Studies <ul style="list-style-type: none"> • Globalization

Appendix | Theme 1: Connected World

Curriculum Connections Across Canada + International Baccalaureate (IB)



Grade 9	Grade 10	Grade 11	Grade 12	
English Language Arts <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English Language Arts 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	
	English: Spoken Language 10 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 11 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	English: Spoken Language 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate 	
				English: English Studies 12 <ul style="list-style-type: none"> • Comprehend and Connect • Create and Communicate
				20th Century World History 12 <ul style="list-style-type: none"> • Interdependence and international co-operation

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Curriculum Connections Across Canada + International Baccalaureate (IB)



International Baccalaureate (IB)

Middle Years Programme (MYP)	Diploma Programme (DP)
• Individuals and Societies	• Geography, SL/HL
	• Global Politics, SL/HL
	• Social and Cultural Anthropology, SL/HL
	• Environmental Systems and Societies, SL

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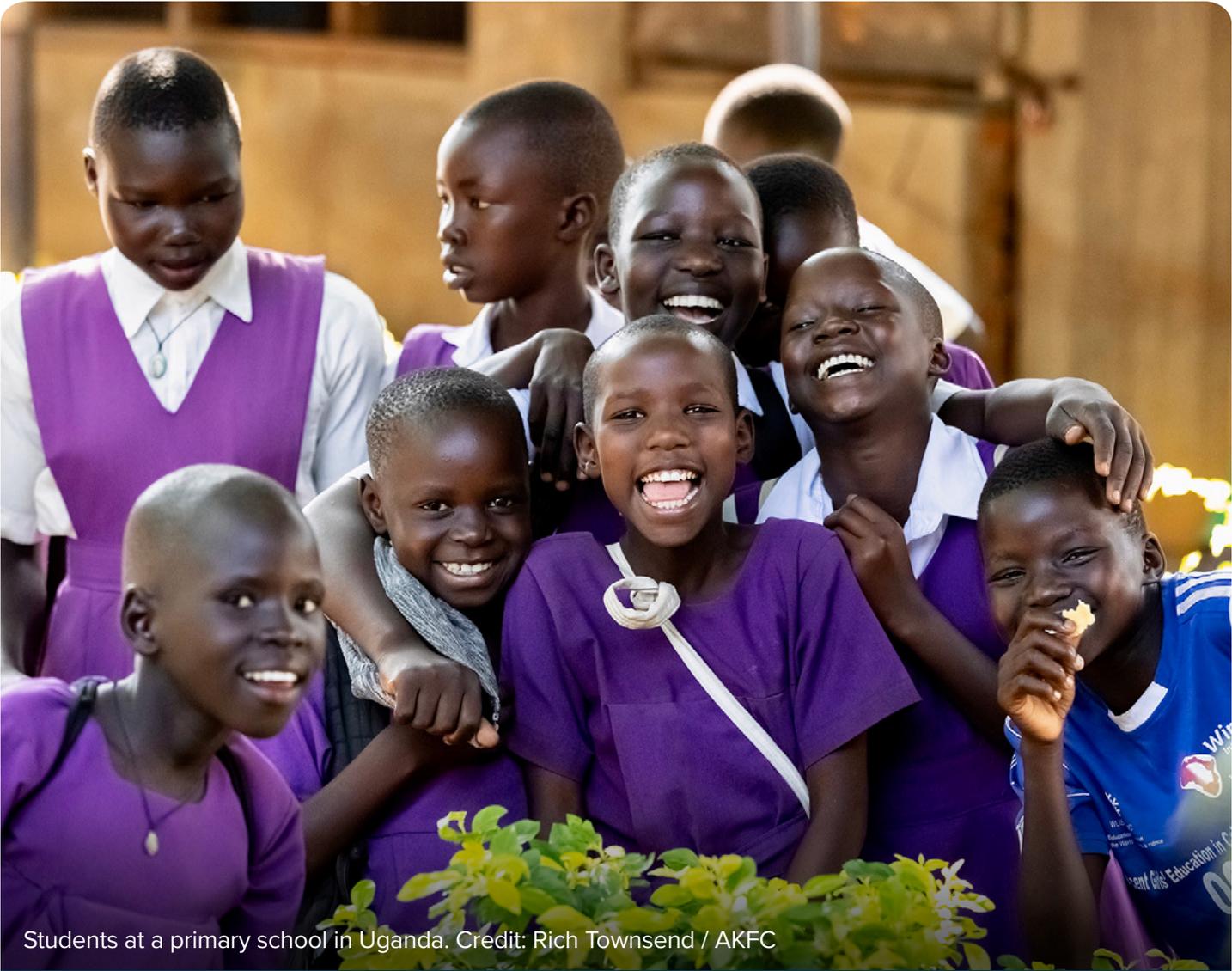
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Students at a primary school in Uganda. Credit: Rich Townsend / AKFC

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