

Creating a Global Consciousness Through  
the Driver Model of Curriculum Development

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## Abstract

The purpose of this study was to investigate the effect a human link through the One World Youth Project has on a global education program, if a human connection through the program enhances a student's ability to develop a critical consciousness of global issues, and the effectiveness of the constructivist-based Driver Model of Curriculum Development, which served as the curriculum model in this study. An action based research cycle was chosen as this study's research methodology and incorporated 5 qualitative data collection instruments: a) interviews and questionnaires, b) artifacts, c) teacher journal, d) critical friend's observation forms, and e) my critical friend's postobservation interviews. The data were collected from 4 student participants and my critical friend during all stages of the action research cycle.

The results of this study provide educators with data on the impact of human connections in a global education program, the effects these connections have on students, and the effectiveness of the Driver Model of Curriculum Development. This study also provides practical activities and strategies that could be used by educators to develop their own global education programs.

The United Nations drafted the Millennium Development Goals in an effort to improve the lives of billions of people across the globe. The eight goals were developed with the support of all member nations since all human beings are global citizens who have a responsibility to make the world a better place. Students need to develop a critical consciousness of global issues so that they can work with others to eliminate them. Students who are taught to restate the opinions of others will not be prepared to inherit a world full of challenges that will require new innovative ideas to foster positive change.

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## CHAPTER ONE: INTRODUCTION

Practicing educators are constantly confronted with the dilemma of which curriculum expectations to focus on so that their students will be successful as they move through the school system and in their careers. While teaching longitude and latitude, the concept of time zones and the trade relationships Canada has with other nations is important, it is also important to teach students to respect diversity in society, develop empathy for others and become advocates for change to improve the quality of life for every person on the planet. What does the future hold for our children? Kirkwood believes that

“their daily lives will include individuals from diverse ethnic, gender, linguistic, racial and socioeconomic backgrounds. They will experience some of history’s most serious health problems, inequities among less developed and more developed nations, environmental deterioration, overpopulation transnational migrations, ethnic nationalism and the decline of the nation state. (in Burnouf, 2004, p. 1)

If the outlook for our children’s future is so bleak, full of controversy and strife, then efforts must be made to prepare our children so that they will be able to confront and deal with these issues in a co-operative and effective manner. Theorists like Hanvey (1976) and Merryfield, Lo, Po and Kasai (2008) have developed global education curriculum models that can be utilized by educators to teach global issues in their classrooms. These models focus on enabling students to become conscious of their place in the world, allow them to inquire about current global issues, and promote the development of essential skills that will allow students to advocate for change on behalf of these global issues. Researchers like, R. Gardner (2003), McLean, Cook, and Crowe (2006), Wasyliw, Krout,

and McKernan (2003), and Morris (2003) have reflected on various case studies where educators have implemented global education programs that enable students to develop empathy for others, gain respect for diversity, examine global issues from multiple perspectives, and develop potential solutions.

In this study, I developed a curriculum unit on stopping poverty and hunger around the world based upon the Driver Model of Curriculum Development (Honsinger, 2006) that was administered to a split grade 5/6 classroom of 33 students. The aim of this study was to examine the impact of the human element on a global education program. I based my research design on Mills's Dialectic Action Research Spiral (Mills, 2007) so that the design of the curriculum unit could be dynamic and flow with the interests of the students as determined through critical reflections of the data, artifacts from the participants, and from my own journal. Since the design did not follow a linear pattern that simply advanced from problem to action, the teacher researcher constantly reflected, revised, and augmented the program wherever and whenever he determined was necessary (Creswell, 2008). Constant self-reflection is an imperative component of the Dialectic Action Research Spiral (Mills) and the Driver Model of Curriculum Development (Honsinger, 2006), and thus the two models functioned effectively together. The main aims of this study were to demonstrate that a global education program must be dynamic, that both students and teachers need to have ownership of the program, and that a human link to the content being covered can enhance the learning experiences and make the learning more relevant and meaningful to the students.

### **Statement of the Problem Context**

Recognition of the need for educational programming to be more inclusive and focused on enabling students to interpret the world around them and work effectively within it has been established by the Ontario Ministry of Education. Each of the recently revised curricula for mathematics, social studies, and language arts contains a policy statement on antidiscrimination education (Ontario Ministry of Education, 2004). The Antidiscrimination Education Policy Statement for the Ontario Social Studies, History, and Geography Curricula states that the curricula are designed to help students acquire the "habits of mind" essential in a complex democratic society characterized by rapid technological, economic, political, and social change (Ontario Ministry of Education). Students are expected to demonstrate an understanding of the rights, privileges, and responsibilities of citizenship, as well as willingness to show respect, tolerance, and understanding toward individuals, groups, and cultures in the global community and respect and responsibility toward the environment (Ministry of Education, 2004). Finally, through the curriculum, lessons, and inclusive activities administered by teachers, students should be able to recognize stereotypes, discrimination, develop empathy for others, and learn how to be effective global citizens that protect human rights (Ontario Ministry of Education). While the Ontario Ministry of Education has clearly stated its desire for the students of Ontario to have global educational programming that will promote respect, diversity, empathy for others, examination of issues from multiple perspectives, and respect for the environment, it has not defined or provided a framework for teachers to utilize in the development of their global education programs.

Second, the global education initiatives currently being used in the participating school board focus on content- laden research activities that enable students to inquire about global issues, but they do not have human contact with those individuals who are directly suffering from these issues. Examples of these activities include research activities on global poverty and accompanying hunger strikes, symposiums on global poverty, and research activities on current environmental issues like global warming and the impact it is having on the environment. While these activities do provide students with an opportunity to explore current global issues, they would be more meaningful to students if the activities had human connections the students could relate to.

Third, a gap exists between theory and practice as it relates to the humanization of content and a global education program. While communication technologies like cell phones and the Internet have made global communication efficient for millions of people across the globe, impoverished individuals in developing nations that are suffering from numerous global concerns like poverty, hunger, lack universal primary education, high infant mortality, and HIV/Aids have almost no access to these technologies, and thus their ability to communicate with students in first world nations and participate in a cultural exchange program is limited at best. The recently developed One World Youth Project (OWYP), outlined in this study, establishes cross-cultural connections, supports these connections through a service team, and provides a platform for students from various nations to have the opportunity to explore global concerns through global partnerships.

### **Purpose Statement**

The purpose of this qualitative study was to explore the impact a human connection in a global education program based upon the Driver Model (Honsinger, 2006) has on the ability of junior students (ages 11–12) to develop a critical consciousness of current global issues. The foundation of the global education program was based upon the pairing of a classroom of students in Canada with a classroom of students in Kosovo through The One World Youth Project, where children developed partnerships with their new friends to work on activities that aim to promote: multiculturalism, create a critical consciousness of global issues, and empower students to become advocates for change. Each sister school pairing in the OWYP is assigned a specific Millennium Development Goal to work on as team to raise awareness and develop potential solutions to the goal that they have been assigned. Millennium Development Goal #1, the eradication of extreme poverty and hunger around the world, was the focus goal for the sister school group in this study. This study was designed to provide insight to the following questions:

1. What effect does a human connection in a global education program have on student motivation to participate in the program?
2. Does a human connection in a global education program enhance a student's ability to develop a critical consciousness of current global issues?
3. In what ways does the Driver Model of Curriculum Development enable students to inquire about global issues and develop a critical consciousness of current global concerns?

### **Importance of the Study**

In April 2006, I was fortunate enough to participate in the ATHGO International Symposium on the Millennium Development Goals at United Nations Headquarters in New York, New York. During an address to the symposium, Undersecretary General Anwar Karim Chowdhury (Chowdhury, 2006) commented that if real change is going to happen in this world, it must start with the children. Children are the best assets the world has, and their ability to maintain a positive outlook on life must be utilized for the greater good before they become jaded by the media and other influences in their lives that will prevent them from developing empathy for others and advocating for change (Chowdhury). It was interesting that with all the resources available to the United Nations to combat global issues, Mr. Chowdhury was advocating that the most effective weapon in combating challenges like hunger, poverty, lack of education, and various health issues was the education of our young people to become global citizens who are conscious of global issues and advocates for change.

The Ontario Ministry of Education clearly states in the introduction to The Ontario Curriculum for Social Studies, History and Geography of 2004,

Students must develop a thorough knowledge of basic concepts that they can apply in a wide range of situations. They must also develop broad based skills that are vital to success in the world of work: they must learn to evaluate different points of view and examine information critically to solve problems and make decisions on a variety of issues. (p. 2)

Unfortunately, the delivery of most social studies programs in Canada has remained teacher centered and grounded in rote learning (Gibson & McKay, 2001). Although the



teaching of inquiry skills in Ontario is currently a main component of the Ontario Curriculum and has been part of the mandate of the Ontario Ministry of Education and Training for the past 30 years, a recent study has outlined the fact that the teaching of inquiry skills is not common practice within skills across the province (Puk & Haines, 1998). A social studies student working within a constructivist based program focused on inquiry and the development of their own knowledge and skills will be able to develop their own understandings of society, comprehend the opinions of others, and participate in the negotiations that take place between stakeholders in society (Gibson & McKay). The development of these skills is exactly what the Ontario Ministry of Education has outlined as the major focus and rationale for teaching social studies. A constructivist-based program would be the most effective type of program to facilitate the acquisition, development, and application of these skills within the education system and the real world.

On October 6, 2006, I attended an inspirational lecture by former United Nations Special Envoy for HIV / Aids in Africa, Stephen Lewis. During his lecture, Mr. Lewis echoed Anwar Karim Chowdhury's statement that real global change must be initiated within the minds of our children if the initiatives are to be successful. However, he went a step further by stating that he believed that cultural connections between children in developed nations with children in developing nations would be the most effective foundation for any global education program, since these connections would enable students to put a real, live face to the issues and controversies they would be exploring (Lewis, 2006). Mr. Lewis was not aware of any global education program that provided this human link, and he was quite interested to hear about the OWYP, the connections it

provided, and the fact that a Canadian school was already participating in the program. This study was designed to illustrate the impact of the human element in a global education program and the feasibility of incorporating this type of program into other Canadian schools.

Finally, The Driver Model of Curriculum Development was first conceived in November of 2006 and applied in theory to the development of a curriculum for Aboriginal students that would incorporate inclusive content through constructivist principles that would enable Aboriginal students to have the opportunity to become conscious of their place in society and strive to acquire and develop the skills necessary to improve their positions within society (Honsinger, 2006). The global education program utilized in this study was developed through the principles of the Driver Model, and this practical application was helpful in determining its effectiveness, areas for improvement, and necessary modifications.

### **Philosophy of Teaching: The Driver Model**

By definition, driver is a noun that describes someone who drives a vehicle, animal, logs, and so forth. Consider a student as the driver of his/her education. There are external controls a driver of an automobile must abide by, like road routes and traffic laws, just like there are external controls to a student's educational experience, like the rules and regulations outlined by their school, school board, and the design principles of the curriculum used to teach the student. Yet, the driver of an automobile has a choice as to how he/she drive his/her vehicle and the direction he/she take to get to his/her desired destination. Economic status and personal interests will dictate the type of vehicle the individual drives and how he/she drives. The same relationships are evident in relation to

a student and his/her educational experience. While the student will be expected to acquire knowledge through the educational experience, he/she should have the opportunity to choose the course of action he/she desires to acquire that knowledge. Furthermore, the socioeconomic environment and personal interests of the student will dictate how he/she views the world, what he/she believes is important, and what he/she wants to learn. Thus, a curriculum where the student is viewed as the driver of his/her educational experience is one which enables the student to progress towards his/her desired location (i.e., knowledge) via his/her own path based upon his/her own experiences, beliefs, values, interests, and desires.

The Driver Model encapsulates these tenets and provides the student with an opportunity to take ownership of his/her education and the freedom to question, explore, and inquire about issues of relevance to him/her while being evaluated based upon his/her individual growth. A curriculum developed through *The Driver Model* will be diverse, reflective, interconnected, and provide an opportunity for vitality, enlightenment, and recognition. A student working within the constraints of the educational establishment must be given the opportunity to navigate his/her own course through a diversified curriculum that enables him/her to reflect what he/she is and is not learning, discover relationships, and confront and defeat obstacles that will free his/her mind and promote individual growth.

### **Limitations**

According to Creswell (2008), "limitations are potential weaknesses or problems within the study identified by the researcher" (p. 642). One of the limitations of this qualitative research study is that data were collected from a middle income population

based school in a suburb of a major city. While each student is an individual and has his/her own beliefs and values, there are shared beliefs, values, and experiences amongst a group of students who all live within the same community, since they have been socialized consciously or unconsciously by the norms of the society they live within (Egan, 1996). Future studies should be conducted in other school settings to determine commonalities and differences related to the effectiveness of the program.

Since the OWYP is a new program in Canada, there are not many available curriculum resources that relate to the project, and thus I developed the curriculum I used for the program by myself. Having had experience writing Science, Special Education, and Mathematics curriculum resources for other teachers to utilize and implement, I had the curriculum development experience required to develop an effective global education program for my students. During the 2009/2010 school year, I developed a global education program for my grade 5/6 students to use in conjunction with what they were learning in the OWYP. The lessons and activities that I developed were designed to cover expectations from the Ontario Curriculum, but they were also directly related to our sister group in Kosovo. For example, the students wrote pen-pal letters to the new friends in Kosovo where they described the physical landscape of Canada, what their definition of a Canadian is, and what daily life is like for a Canadian citizen. This activity covered Social Studies curriculum expectations for both the grade 5 and 6 students. Other activities included longitude and latitude in Canada and Kosovo, time zones in Canada and Kosovo, and an examination of Canada's trading relationship with Kosovo. Our class community service project on Millennium Development Goal #1, Eradicate Extreme Poverty and Hunger, also covered numerous literacy expectations from the

grade 5 and 6 Language Arts curriculums as the students developed a logo for an advertisement, developed a brochure to inform the community about the need to stop poverty and hunger around the world, and wrote persuasive essays arguing how the eradication of poverty and hunger might be achieved. The activities that I developed for the program were effective, and the students enjoyed them, but developing them was time-consuming and labour intensive.

Another limitation of this type of global education program where one group is working directly with a group of other individuals from another nation is the establishment of reliable and consistent communication between the sister groups. Communication in developing nations is difficult to obtain because of political, financial, and environmental concerns. It is physically and financially impossible to take a group of students from Canada to visit their new friends halfway around the world, and thus the human connection is heavily dependent on the Internet and traditional postal services. Some sister groups do not have Internet access, some do not have the funds to send letters back and forth as pen-pals, and some groups fight constant government bureaucracy and corruption that hinders many of their efforts. For example, our friends in Kosovo always requested that we not send our packages through Serbia because the strained relationship between Serbia and Kosovo would cause the package to be confiscated by Serbian authorities. These limitations impact the regularity of the human contact through the program and did throughout the course of this study. Lack of contact raises controversial discussions in the classroom as to why contact was lost, but the maintenance of the constant human link was crucial to maintain the relevance in the minds of the students participating in the study.

### **Outline of the Chapters**

This study is divided into five specific areas of focus. The study begins with an introduction which contains a rationale for the study, a statement of the problem context, the importance of the study, my philosophy of education, and limitations of the study.

In Chapter Two, a review of literature relevant to the study is presented. This review starts with an examination of global education and proceeds to discuss the humanization of curriculum expectations, the One World Youth Project, and the implementation of a global education program through the Driver Model of Curriculum Development.

In Chapter Three, I present the action research methodology that was utilized in this study. The review of the action research methodology covers participant selection, data collection methods and analysis techniques, and the ethical concerns that were taken into consideration for this study.

Chapter Four outlines the results of the study through Mills's Dialectic Action Research Spiral (Mills, 2007). I discuss the initial program plan, modifications that were made to the plan through constant teacher and student collaborative reflection, the impact the human element had on student participation in the program, and the consciousness of contemporary global issues that was created in the minds of the participants.

Chapter Five is a summary of the study that discusses the findings of the study and themes that were generated from it. The chapter concludes with suggestions for future research studies on global education programs that incorporate a human element and the application of The Driver Model of Curriculum Development in the design of other programs.

## CHAPTER TWO: LITERATURE REVIEW

This chapter outlines current scholarship on global education, the humanization of curriculum expectations, and the inclusion of the human element in global education programming through the OWYP. This chapter also outlines The Driver Model of Curriculum Development and how it serves as the foundation model for the implementation of the curriculum in this study.

### **Defining Global Education**

Curriculum theorists like Kirkwood, Haavenson, Case, and Merryfield have worked to expand and augment Robert Hanvey's initial five dimensions to global awareness since they were first published in 1976 (Burnouf, 2004). Each of these theorists has used Hanvey's work as a platform to develop their own perspectives and views on global education, and the influence of Hanvey is evident in all of their work (Burnouf). Hanvey's work on global education provides educators with a framework that they can utilize to develop their programs. Hanvey argues that global awareness or global education can be defined and outlined through five dimensions: perspective consciousness, state of planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices (Hanvey, 1976).

#### *Perspective Consciousness*

Students need to develop an understanding and appreciation of the fact that a person's perspectives of the world are shaped by their ethnicity, religion, age, sex, and socioeconomic status, and thus not everyone will view the world, or the problems within it, in the same manner (Hanvey, 1976).

*State of the Planet Awareness*

Students need to be made aware of the fact that what affects the world also affects them as global citizens. Students can be taught how to work with the environment rather than against it (Hanvey, 1976).

*Cross-Cultural Awareness*

Students need to be made aware of the different ideas and practices that exist within different cultures all over the world. This component strives to have a child view his/her own culture from another person's perspective (Hanvey, 1976).

*Knowledge of Global Dynamics*

Students need to develop an understanding of the fact that the world is comprised of a series of interconnected relationships that enable it to function in the complex manner that it does. Nothing stands alone (Hanvey, 1976).

*Awareness of Human Choices*

This dimension encourages students to recognize the fact that the decisions they make in the present will have consequences in the future for themselves and future generations of people (Hanvey, 1976).

In January 2008, Merryfield and her colleagues, Joe Tin-Yau Lo and Sum Cho Po of the Hong Kong Institute of Education, and Masataka Kasai of the Kwansai Gakuin University in Hyogo prefecture, Japan released a new part global education model that is supported and based upon the seminal work of Hanvey and other scholars like Case (1993), Wilson (1993), and Marri (2005), (cited in Merryfield et al., 2008). Like Hanvey's initial global education model, this model also has five components: knowledge of global interconnectedness, inquiry into global issues, skills in perspective



consciousness, habits of mind and cross-cultural experiences, and intercultural competence.

#### *Knowledge of Global Interconnectedness*

The program is designed to illustrate to students that relationships are the fabric that hold the world together and that the choices and actions students make can have profound impact around the world. This aspect of the model also enables students to make inquiries into global issues and propose changes that can be made to rectify the issue at hand (Merryfield et al., 2008).

#### *Inquiry into Global Issues*

An inquiry into a global issue will inevitably uncover connections to other global issues that are intertwined to the issue being examined and, in some instances, the main cause for that issue. Often, the issues of interest to students are too controversial and challenge the accepted norms of society, and thus teachers tend to avoid them. Regardless of the issue being examined, the most important aspect of the activity is that students develop their inquiry, communication, and critical thinking skills so that they can become problem solvers who can examine a global issue from multiple perspectives (Merryfield et al., 2008).

#### *Skills in Perspective Consciousness*

Students must be able to understand the impact of globalization on their societies by examining the people of differing degrees of power in their communities like children, minorities, or those with the least amount of economic wealth. Students must understand that their perception of the world will not be shared by everyone and that someone's perception of the world is shaped by their place in society, their environment, and the

experiences they have lived through. A global education program must include activities that provide students with an opportunity to examine an issue from multiple perspectives so that they can develop a dynamic understanding of the issue and empathy for those who view the issue from a differing perspective (Merryfield et al., 2008).

*Habits of Mind: Open-Mindedness, Recognition of Bias, Stereotyping, and Exotica*

Students come into a classroom with perceptions of different cultures that they have absorbed from their families, society, and the media. Children need to be taught to make decisions and judgments with an open mind rather than through the jaded perceptions they have been socialized to believe. This is not an easy transformation, but it is a necessary and critical one if we are to have a society and world where decisions are made for betterment of everyone on the planet instead of a select few. Students need the opportunity to inquire about current cultural norms in a variety of nations to break down cultural stereotypes and perceptions. This can be facilitated through films or through the Internet where students can view websites to see contemporary life in another culture (Merryfield et al., 2008).

*Cross-Cultural Experiences and Intercultural Competence*

Students need to develop a competent understanding of the internal values of a culture before they attempt to explore it and compare it to their own. This will potentially eliminate xenophobic thinking and prejudgment of the culture and enable the student to make honest and accurate comparisons between multiple cultures. Guest speakers, the Internet, and cultural organizations are effective resources that can be utilized to facilitate a multicultural awareness amongst students. As the people, place, and aspects of a culture become more real, the relevance to the student increases and motivates them to

make further inquiries and explorations into what they are studying (Merryfield et al., 2008).

Robert Hanvey's (1976) initial global education model and the new Merryfield et al. (2008) model are similar in some facets and different in how Merryfield et al.'s model focuses more on how students need to change their mindsets to become effective global citizens. Hanvey's skills perspective consciousness, where students must work to understand that their interpretation of the world will differ from someone else's because of their own unique background, is similar to Merryfield et al.'s skills in perspective consciousness where students are encouraged to interpret the world from multiple perspectives so that they can develop a dynamic understanding of the issues they are exploring. Hanvey's knowledge of a global dynamics component where students must understand that global issues affect them as global citizens is similar to Merryfield et al.'s knowledge of global interconnectedness in the sense that both components recognize the need for students to understand that the world is built upon relationships and that everyone is affected by global issues. Merryfield et al.'s knowledge of global interconnectedness differs from Hanvey's state of the planet awareness since it calls upon students to understand that their actions directly affect the world and that they have a responsibility to be conscientious of their actions and how they affect the planet. In the Hanvey model, cross-cultural awareness calls for students to be made aware of the diversity that exists within the world and tries to have a student examine his/her own culture from someone else's perspective. The cross-cultural experiences and intercultural competence component of the Merryfield et al. model is similar to the cross-cultural awareness component of the Hanvey model, since both call for the examination of the

diversity that exists within the world, but it is different from the Hanvey model because it calls for students to have a competent understanding and respect for the culture they are exploring before they compare it to their own and make judgments about it.

The emphasis on student accountability Merryfield et al.'s model is also evident when Hanvey's (1976) awareness of human choices component is compared with Merryfield et al.'s habits of mind component. Both dimensions of each respective model call for students to make informed decisions, since these decisions will impact their futures and those of the people they interact with. However, Merryfield et al.'s habits of mind component differs from Hanvey's awareness of human choices since it calls upon students to make decisions with an open mind without the biases, prejudices, or stereotypes they may have encountered. Decisions need to be made for the good of the many rather than for the benefit of a select few. Finally, Hanvey's state of the planet awareness component calls for students to be made aware of the fact global issues affect them as global citizens and that they need to work with the environment rather than against it. This component is similar to Merryfield et al.'s inquiry into global issues dimension, since both call upon students to examine contemporary global issues and understand that these issues affect them as global citizens. Inquiry into global issues from the Merryfield et al. model differs from Hanvey's state of the planet awareness because it stresses that students must examine a contemporary global issue and the links it has to other global issues with an open mind and from multiple perspectives so that they can analyze and interpret the issue in a nonbiased manner. Both the Hanvey and Merryfield et al. models for global education programming are designed to enable students to become effective global citizens, but the Merryfield et al. model places more

of the responsibility for global consciousness and advocacy on the student rather than the teacher.

The global education models developed by Hanvey (1976) and Merryfield et al. (2008) provide educators with strong guidelines on how to develop a global education program that will enable their students to become critically aware of global issues, develop respect for other cultures, and become advocates for change if they will dissect global issues from multiple perspectives and create dynamic potential solutions to these issues that take various opinions into consideration. What is missing in both of these models is the human element. Merryfield et al. comment on a history exchange program between a school in the United States and one in Russia, where students explored artifacts related to World War II and developed bonds and relationships that enhanced their learning by making the content real and relevant. Unfortunately, this example of cultural exchange focuses on the sharing of historical knowledge rather than an effort to tackle contemporary global issues like poverty, hunger, or the HIV/Aids pandemic. If the aim of a global education program is to enable students to become conscious of contemporary global issues and become advocates for change, then the global education program needs a human element or connection with individuals in those nations that are currently suffering from the issues being covered through the curriculum by both the students and the teacher. If curriculum content in history can be enhanced and become relevant to students through a cultural exchange, then what will the impact of a human connection be to a global education program?

### Humanization of the Curriculum Expectations

A global education program can take many forms. In this section I discuss a number of curriculum materials that are used by educators to teach global issues. Each resource provides a unique way to explore contemporary global issues in the classroom while still covering the expectations of the Ontario Curriculum.

Various educators are using fiction materials in their language arts programs to introduce global issues to their students (Darling, 2004). *For Every Child: The Rights of the Child in Words and Pictures* by UNICEF is used by primary teachers to show the comparison between children who have rights and those who do not (Darling). *When I Grow Up: Millennium Development Goals for Kids* produced by the United Nations is another example of a primary book that illustrates what children can do when they become adults to help make the world a better place. *The Name Jar* by Yangsook Choi is a junior level text about a young Korean immigrant, Unhei, who comes to the United States and decides to change her name because she thinks no one can pronounce it and that people will make fun of her (Darling). An intermediate level text that discusses current global issues is *The Breadwinner* by Deborah Ellis, which chronicles the trials and tribulations of Parvana, a young girl from Afghanistan who is searching for her family in war-torn Afghanistan after the Taliban took control of the nation in 1996 (Darling). While each of these resources covers important global issues that students should be aware of, and a variety of critical literacy strategies and skills, it is up to the teacher how in-depth each issue is explored and how much flexibility each student will have in exploring issues of his/her own choosing. For example, if a teacher is using a scientific delivery model for his/her literacy program, the students will complete

prescribed questions and activities in a regimented manner that will not allow for a great deal of flexibility or discussion on topics that are relevant to the students. If the teacher presents his/her program in a constructivist manner where there are a variety of activities from multiple disciplines and where students are able to explore topics of their own choosing in their own way, they will be able to dialogue with the program and develop their own understandings of the issues they explore (Marsh & Willis, 2003).

*Common Threads: Globalization, Sweatshops and the Clothes We Wear* is a curriculum unit developed by the Ontario Secondary Schools Teacher's Federation (OSSTF), (McLean et al., 2006). In this unit students examine the links between the clothing they purchase and larger issues like human rights, gender equality, labour practices, fair trade, and globalization that are imbedded characteristics of sweatshops that their clothes come from (McLean et al.). This unit of study provides grade 6 teachers in Ontario with the opportunity to cover the grade 6 Social Studies strand on "Canada's Links to the World" in a creative manner that promotes critical thinking, inquiry, and discussion. Students can make posters to raise awareness of the terrible conditions and the violations of human rights that occur in sweatshops, or they could write a letter to their Member of Parliament to encourage the federal government to participate in fair trade practices (McLean et al.). This unit helps students develop an appreciation of their place in society, benefits they have in their lives in comparison to those who work in sweatshops and it enables them to develop empathy for the workers who are imprisoned in the sweatshops that produced their clothes. The opportunity for students to learn a great deal about sweatshops, and the need to close them down is evident in the design of this unit, but students need a human link to this global issue that they can dialogue with to

explore the impact this issue directly has on a person. Can students in a school setting relate to life in a sweatshop if they have never been in one or if they have never met someone who has worked in one?

The New York State Education Department recognized the difficulties students have relating to the past. A joint collaborative project was developed by the Gerontology Institute and the New York State Education Department which was implemented by the middle and secondary school social studies teachers of the Ithaca School District, where students would interview senior citizens about their lives and the events that they had experienced (Wasyliw et al., 2003). The unit would begin with lessons on the issues of stereotyping and ageism to breakdown the perceptions that students have of senior citizens and those senior citizens have of teenagers (Wasyliw et al.,). This would allow the students to participate in the program without prejudice towards the individuals that they would be working with. The central activity of the program was the interview of a senior citizen, preferably a relative, by a teenager. Unfortunately, the interview questions were developed for the students, limiting their own specific inquires, but they did learn about events from the past through the best resources possible, people who lived through them.

The majority of students who participated in this program stated that this assignment was their favourite one with the most enduring effect and educators commented that students gained an appreciation for the relatives they interviewed and acquired new knowledge that they communicated in a very thoughtful manner (Wasyliw et al., 2006). Through the interview process, students learned how to analyze and interpret information and communicate in a comprehensive manner. They also made a



direct human link to the data that could not have been facilitated through a textbook. By utilizing senior citizens in their community, students in the Ithaca middle and secondary schools made a direct link to the past which helped them relate to the content that they were learning. Their motivation and interest in this experience fostered an interest in history that will help to guide them to inquire about other historical events and personalities.

Another example of how the human element enhanced the learning experience and made the content being covered more relevant to students was demonstrated in rural Pennsylvania. Mrs. Grace, the teacher of a grade 4 class, planned a 2 day/1 night field trip for her students where they traveled to an Amish community, interacted with similar-aged students, toured the settlement, and learned about the religious practices of another culture that they originally knew little about (Morris, 2003). Initially, the fourth graders felt out of place and disorientated when they arrived at the Amish school. For many of Mrs. Grace's students, it was the first time that they were the minority in a collection of people (Morris). Fortunately, the awkwardness of the initial meeting of the two groups of students eroded at a rapid rate as the day went on. Students started to make friendships, were exposed to another culture's traditions, and saw that although there were differences between the cultures, they still played the same games and enjoyed similar things (Morris). Through their interaction with the Amish students and members of the Amish community, Mrs. Grace's students were able to break down some of their preconceived stereotypes of the Amish as backward people who were not with the times (Morris). Mrs. Grace's students were able to realize that diversity provides one with an opportunity to learn about another culture and that the differences between different

groups of people are what make them special and unique. They also learned the importance of judging a person by who they are on the inside rather than by their physical appearance or the colour of their skin.

By humanizing the curriculum expectations and content, educators allow students to take ownership of their learning and analyze information to develop their own interpretations of the events and issues they are exploring. Furthermore, students are able to build relationships with others that allow them to dialogue, discuss, and examine issues from multiple perspectives, enabling them to effectively function in the dynamic world we live in.

### **The Human Element: The One World Youth Project**

In September of 2000, the United Nations, in conjunction with 147 heads of state, established the Millennium Development Goals (MDGs) for Global Development designed to ensure that everyone on Earth has an opportunity to enjoy a healthy, safe, and fulfilling life (Anan, 2001). The eight goals are to eradicate extreme poverty and hunger, achieve universal primary education, promote gender equality and empower women, reduce child mortality, improve maternal health, combat HIV/Aids, malaria, and other diseases, ensure environmental sustainability, and develop a global partnership for development (Anan). The achievement timeline for these goals is set for the year 2015, and although this target does seem somewhat unrealistic, great strides can be made toward improving the quality of life for millions of people if financial commitments are met, effective action plans are developed, and if people from all over the world work co-operatively and collaboratively together to achieve the fulfillment of these goals.

In the summer of 2002, Jessica Rimmington was one of two students from the United States that were chosen to represent the Jane Goodall Institute and the United States at the Children's Earth Summit in Johannesburg, South Africa. This youth summit brought over 100 students from all over the world together to discuss the MDGs in an effort to develop an action plan that the youth of the world could utilize to establish a sustainable global future and achieve the MDGs (Rimmington, 2007). While she was attending the conference, a group of 40 delegates tried to vote Jessica and the United States out of the conference. Jessica was overwhelmed and confused by the desire of her peers to remove her from the conference (Rimmington). After an exhausting evening discussing the rationale behind the desire to remove her and the United States from the conference, it became apparent that her peers did not dislike her, but rather the policies of the United States related to the war on terror (Rimmington). Her peers had assumed that since she was American she held the same views, values, and beliefs as other Americans on this issue. She was stereotyped, and the experience left a lasting impression on Jessica that inspired her to create an educational program that would promote diversity and create relationships among youth across the world that would work toward eliminating stereotypes and enable people to work together to make the world a better place.

In 2004, Jessica created the OWYP (Rimmington, 2007). The OWYP is a unique global education program that provides American, and recently Canadian, children with the opportunity to develop relationships with children living in developing nations (Rimmington). The OWYP brings the children of the world together so that they can learn from one another, develop respect and empathy for one another, and combat the

great challenges that face our world together through the spirit of co-operation. This philosophy is clearly stated in the OWYP Mission Statement which is:

Now, more than ever, cultural exchange is extremely important. If we want to effect change, if we want to build a better future... we must first understand each other. It is imperative that we reach out, connect, talk, listen, celebrate our differences, and in the process realize how similar we all are. This is *One World Youth Project* (Rimmington, 2007, p. 1).

It is clear from this statement that the development of relationships between children from across the world should be part of education policies and strategies for all global citizens.

The OWYP develops relationships between children in Canada and the United States by pairing up classrooms of children from these first world nations with classrooms of children or youth groups from third world nations (Rimmington, 2007). The OWYP provides each participating group with a global education curriculum and activities that are focused on the achievement of the United Nations Millennium Development Goals (Appendix A). The activities are to be completed and submitted monthly to the OWYP and to each respective sister school so that students can see what their friends developed and so that they can become aware of the different problems and concerns their new friends experience. Examples of OWYP activities related to the OWYP curriculum include defining your own culture through a culture map, a day in your life free write activity, developing a Venn diagram comparing your nation with your partner nation, and a writing activity discussing what you would like to see in the world by 2015 (Rimmington). These activities provide students with an opportunity to develop

an awareness of current global issues and compare the state of affairs in their nation with that of their sister school while covering a variety of language arts, social studies, and mathematics curriculum expectations from the Ontario Curriculum.

Each sister school pairing is also assigned a specific Millennium Development Goal that they work on through a community service project that is developed and implemented by each sister school in their own community. The main goal of the community service project is for each participating group to raise awareness of their assigned Millennium Development Goal in their community through any means that they wish. Thus, the students and the teacher must decide how they want to create awareness of their assigned Millennium Development Goal in their own community. The community service project is flexible because each participating class of students or group of youth will have specific limitations like finances, available resources, and permission from school or community authorities that limit what they can do. Students could develop information pamphlets on their MDG, create posters to illustrate the need to create positive change, or sell items to raise money that could be donated to help finance the resources needed to achieve their MDG. There is no specific format for the community service project that has to be followed, and this enables each group to dialogue with their sister school and come up with an initiative that they want to develop. Ideally, both sister schools produce similar projects, but this can be difficult due to the economic and political constraints that limit some groups. The philosophy of the OWYP is that through participation in cultural exchange, youth are inspired to take positive action (Rimington, 2007). Students who participate in the OWYP not only create new

friends and learn about global issues, they also transform into advocates for global reform who aspire to achieve the MDGs.

### **OWYP: A Canadian Case Study**

In April 2006, I met Jessica Rimmington, founder of the One World Youth Project at the Athgo International Symposium titled Architects of the Future: Reforming the U.N. to Meet the Millennium Development Goals at United Nations Headquarters in New York, New York. Ms. Rimmington informed me that the OWYP did not have any schools from Canada in the program and that she was very interested in bringing my school into the program. When I returned to Canada after the symposium, I immediately began to complete the OWYP application forms. In the spring of 2006, I was teaching at School A where I taught a grade 8 homeroom class with Grade 6 and Grade 7 social studies on rotary. I knew that I was staying at School A for the 2006 / 2007 school year and that I would have the same teaching assignment, so I applied for grade 6, 7 and 8 classes to have their own group to work with. In June of 2006, School A was accepted into the OWYP. The grade 6 class was teamed up with a group of students in Rabat, Morocco, the grade 7 students were teamed up with a group of students from Gurgaon, India, and the grade 8 students were teamed up with a group of students from Kisumu, Kenya.

As a lifelong learner and advocate for greater global awareness amongst our youth, I welcomed the opportunity to bring this new program to Canada and develop a curriculum that would cover Ontario curriculum expectations while also exploring important global issues that were affecting our sister school groups. Over the past 4 years, I have developed a global education program that includes activities which cover

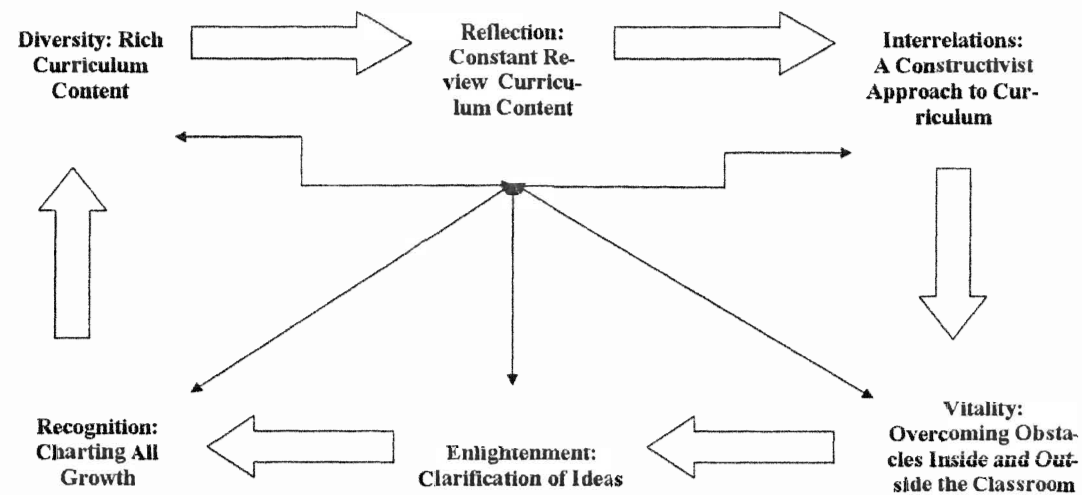
mathematics, language arts, media, social studies and science and technology curriculum expectations from the Ontario Curriculum while maintaining constant links with our sister schools. Participation in the OWYP has not only provided my students with an opportunity to develop their skills through a variety of curriculum disciplines, but they have also developed a critical consciousness of their place within their world and their responsibility to make positive changes within their own communities and the world at large (McLaren, 2003).

The students participating in this study participated in the One World Youth Project with groups of students from Gjakova, Kosovo, and they completed a global education program developed independently from the One World Youth Project. The global education program incorporated many of the aspects outlined in the global education models of Hanvey (1976) and Merryfield et al. (2008), but it also included the direct human link provided by the One World Youth Project and was implemented through the Driver Model of Curriculum Development (Honsinger, 2006).

### **Implementation: The Driver Model**

The foundation for the implementation of the global education program developed for this study was the Driver Model. While similarities can be drawn between the Driver Model and the works of Hanvey and Merryfield in terms of various aspects of a global education program, the Driver Model is more broad based and can be applied in other disciplines such as history, science, and language arts. The Driver Model (Figures 1 & 2) provides teachers with a framework that can be used to develop units of study based upon constructivist principles, and it also provides students with an opportunity to become effective critical thinkers that can generate inclusive solutions to global concerns.

## The Driver Model:



The path that a student and a teacher choose to take as they explore a curriculum will differ based upon individual interests, talents and abilities. The essential components of the model are that reflection is constant and ongoing in all stages of the model and that once growth has been achieved, the model should then be repeated to allow for the acquisition of new knowledge and development by both the teacher and the student.

Figure 1. The Driver model of curriculum development.



**Diversity:**

McLaren – social reconstruction  
Doll – richness

**Reflection:**

Eisner – the null curriculum  
Doll – recursion  
Egan – socialization

**Interrelations:**

Case & Wright – critical analysis  
Doll – relations  
Hawes – personal interpretations

**Curriculum is a plan developed to enable students to acquire knowledge and develop skills through each phase of their educational development. In the Driver Model, students develop a knowledge base, develop their analytical, inquiry and communication skills, and take ownership of their work.**

**Recognition:**

Eisner – formative and summative assessments  
Gardner – performance tasks  
Case & Wright – authentic assessment

**Enlightenment:**

Terwel – classrooms of inquiry  
Doll – student / teacher relationship  
Vygotsky – zone of proximal development

**Vitality:**

Doll – rigour

*Figure 2. The Theoretical Underpinnings of the Driver Model*

Although the roles of students and teachers in the Driver Model differ from one another (see Figure 3), the model enables both groups of stakeholders to learn from one another in a community of inquiry that promotes the development of a critical consciousness of their roles as global citizens and advocates for change while still covering the mandated expectations of the Ontario Curriculum.

### **Diversity**

Recognition of the diversity that exists within a classroom when an educator develops his/her program is imperative since students are unique, diverse, and have had various individual experiences that have shaped who they are (McLaren, 2003). Students need to see themselves in the curriculum that is presented to them, and if the curriculum is focused on the exploits and contributions of the majority culture, predominately White Anglo Saxon protestant males, where do students from minority groups fit in? (McLaren). While discussing his elementary school experiences as a low to middle class student in England, Ivor Goodson commented:

Within the school many features jarred with my cultural experiences. I was a ten year old adrift in a very alien world. In retrospect, the major vehicle of alienation was the school curriculum – Latin, Greek, ancient history, grammar, English literature, physics, chemistry and so on. A classical curriculum utterly divorced from my experiences in the world. (Goodson, 1997, p. 44)

It is difficult enough to attempt to learn new information and related skills in school, but it is even more challenging to try to attempt these goals when you are unable to relate, in any way, to the material.

### Roles in the Driver Model:

Component	Teacher	Student
<b>Diversity</b>	Provide a diverse and dynamic curriculum that is based upon numerous resources from various sources	To accept and appreciate the diversity in the program they are provided with and find a connection to the curriculum they are being presented with.
<b>Reflection</b>	To reflect on the program they deliver, the materials used to develop the program, the full curriculum and the student reactions to the program.	To reflect on what they have been taught, how they have been taught, what they were not taught and the interactions they had with their teacher and peers in relation to the curriculum.
<b>Intrarelations</b>	Provide a program that incorporates constructivist principles so that students can become the constructors of knowledge rather than the absorbers of it	Make connections between what they are learning with what they already know or have experienced and develop their own understandings of what they have been taught through these connections.
<b>Vitality</b>	Accept that nothing is perfect and continue to develop program for their students even if they have experienced set backs along the way (ie. Lack of resources, ineffective lesson). Reflect on what has occurred and adjust accordingly.	Push through the difficulties and obstacles they encounter as they work through a program since the answers and understandings they seek will not always be evident and may take some time to develop.
<b>Enlightenment</b>	Develop a critical consciousness of what is occurring in their classroom and why it is occurring. The teacher should also develop a consciousness of the changes they have experienced through this process.	Develop a critical consciousness of who they are and how they fit into the curriculum they are being presented with. The student will need to reflect on how their own personal experiences and background enables them to dialogue with the curriculum.
<b>Recognition</b>	Celebrate all student achievements, regardless of how large they are. Sometimes, the largest growth in an individual is not measured quantitatively but qualitatively in relation to how the individual views the world and how they see themselves within that world.	Constantly celebrate all of their achievements and growth. Students will need to realize that the ability to become aware of the world around them and learning that they can understand the content they are presented with by their teachers are greater achievements than any test or exam could measure.

Figure 3: Roles in the Driver Model of Curriculum Development

Nancy Hoo Kong experienced the effects of an exclusionary curriculum firsthand in the 1970s and 1980s. As a Black female, she found it very difficult to relate to the social studies curriculum that she was being taught since there was essentially no material presented to her that covered the contributions of women or Blacks to the development of Canada (Kong, 1996). Furthermore, the odd references to either of these minority groups were miniscule at best and never fully developed to reflect the great contributions that these minority groups did make in the development of our nation (Kong). By not discussing the role that Black Canadians played in Canada's past, Kong became more and more disinterested and disconnected from Canadian history since she could not relate to the material and because she was given the perception that she, and her people, were insignificant (Kong). Kong was not motivated to learn about Canadian history because she could not see herself or her people in it. She could not find Black or female role models in Canadian history from her course materials, which made her feel as though she were a noncontributing newcomer to Canada (Kong).

Throughout her Ontario elementary and secondary school education, Kong continued to be taught history curricula that rendered Black Canadians insignificant, unimportant, and powerless within Canadian society and forced her to separate herself emotionally from the material she was expected to learn so that she could get through her courses and earn the grades she needed to get into a postsecondary institution (Kong, 1996). Essentially, Kong was forced to memorize the facts and expectations of a history curriculum that was focused on White Anglo Saxon protestant males, which turned her into an absorber of knowledge rather than a constructor of it. The lack of inclusive curriculum content not only alienated Kong from Canadian History, but it also

discouraged her from making inquiries into Canada's past that would have helped her develop the essential inquiry, research, and communication skills that are the foundations of any history program.

Kong experienced an awakening during her postsecondary educational career when she discovered that the key to Canadian history education is for the student to take ownership of their education rather than have it thrust upon them by some arbitrary source. Kong (1996) stated that:

By teaching students, particularly racial minority students, critical reading and writing skills, enables them to become the "subjects not the objects of [their] own existence" (Osbourne, 1995, p. 27). Rather than having students read history texts, which are often written by those who belong to the dominant cultural group, they should be told how to perceive or understand Canadian History. Then they will be able to think for themselves about historical issues and events. (p. 67)

Educators must be willing to supplement their own programs and augment the existing curricula with programming that contains a more critical approach, since the current curricula exclude the majority of the students in our classrooms (McLaren, 2003). While working with economically challenged youth in the Jane and Finch Corridor, Peter McLaren noted:

As time went on, I kept giving the kids more and more opportunities to generate their own ideas, to choose topics they were especially interested in. It was a slow process, but the kids certainly seemed to respond better when given a chance to make some decisions for themselves. (p. 115)

By allowing his students to explore topics that were of interest to them, McLaren was able to motivate his students and help them develop their skills.

An inclusive curriculum enables students to relate to the material that they are studying, make their own independent inquiries and develop the essential transferable skills that they will need to become productive citizens within our societies. William Doll (1993) argued that

meaning making occurs through dialogue and interaction. Thus, curriculum needs to be rich enough in depth and breadth to encourage meaning making. Both the curriculum and the teacher must be challenged and open enough to invite and encourage participation. (pp. 287-288)

The use of a diverse global education curriculum with inclusive resources will enable students to relate to the curriculum and motivate them to start interacting and dialoguing with it as they make their own inquiries and investigations.

### **Reflection**

It is imperative that educators review what is in the curriculum and what they have included in their own programs. Educators must always reflect on whether or not the material they are presenting is biased and whether or not it reflects the diversity they find in their classrooms. Reliance on textbooks and standardized materials limits the range of information that can be presented to the students, and thus the teacher must reflect on the effectiveness of the content that he/she is presenting and the resources being utilized to present it. Teachers must also constantly reconsider their own understandings of various concepts and issues so that they do not become too rigid in their own understandings. (Doll, 1993) By reviewing and reflecting on what curriculum

is taught and how it is taught, educators can examine their own knowledge base, beliefs, and biases, create a consciousness of them, and then work to augment their knowledge base, expand their beliefs, and eliminate their biases.

Consider the revised grade 8 Ontario history curriculum that was released in 2004. Only 30% of the specific expectations in this recently revised document are related to the contributions minorities have made to the nation's development (Ontario Ministry of Education, 2004). Although this document was revised to increase the presence of minority-related expectations, it has not been revised enough to reflect the 50% of our population that are women, the one million Canadians who are status or nonstatus First Nations Peoples, or the millions of Canadians who belong to specific minority groups (Statistics Canada, 2006). Without constant reflection and review, concerns with content such as the one related to the grade 8 history curriculum in Ontario could be overlooked and not appropriately supplemented by the teacher in their program.

It is also important that students and educators reflect on what Eisner termed the null curriculum. Eisner (2002) commented:

It is my thesis that what schools do not teach may be as important as what they do teach. I argue this position because ignorance is not simply a neutral void; it has important effects on the kinds of options one is able to consider, the alternatives that one can examine, and the perspectives from which one can view a situation or problems. (p. 97)

The null curriculum is the material that was not covered in the curriculum, and it is imperative for students and educators to contemplate what has been omitted from a curriculum document and how these omissions reflect the values and attitudes of society.

Kathy Sanford of the University of Victoria noted that the history curricula in western Canada are quite exclusionary when it comes to the exploits of minorities in Canada's past, especially the contributions of women (Sanford, 2002). Sanford stated

As a female, a feminist educator, a member of a historically overlooked group, I am eager to hear about what the other half of the population was doing as worlds were being discovered, revolutions waged, miraculous weapons and tools developed, and world shifting decisions made. Why is it that women have figured so insignificantly in the history and development of the world? What were they doing with themselves? (p. 2)

In Sanford's eyes, the contributions of women in Canada's past have been forgotten, overlooked, and omitted. Sanford's thoughts on the null curriculum related to women in Canadian history demonstrates the value of critical reflection on the part of the teacher is a crucial active component of the development of a curriculum so that key aspects, like the contributions of women in Canadian history, are not forgotten, left out, or ignored, and identifies the need for supplemental materials to be developed and implemented by the teacher. Does the lack of references to the contributions of women in western Canadian history curricula demonstrate a societal belief that the contributions of women in the development of the nation were insignificant? These are questions that both students and their teachers must answer and react to on their own through their own reflections, inquiries, and constructive dialogues.

Curricula reflect the societies that they are designed for, and they can become socializing agents that mould students into individuals that accept and uphold the norms of society (Egan, 1996). The eventual result is a collective of students who share



common skills, attitudes, and beliefs that allow them to effectively transition into society and assume roles predetermined by the dominant stakeholders in society (Egan). Those students who reject this process of socialization and homogenization find it difficult to fit into society, since they are unwilling to simply adhere to the accepted norm. Students must have some investment in the curriculum they are working on or they will become disassociated from it (Eisner, 2002). Thus, sympathetic reflection and interaction between students and their teachers will create curriculum developed through teacher–pupil planning that enables both stakeholders the opportunity to see themselves in the curriculum and dialogue effectively with it. A global education program that promotes critical reflection of the content, approach, and omissions of the program will enable students and educators to dialogue with the program and make adjustments to the program as they see fit. The use of critical reflection will allow a global education program to be flexible, and thus it can be adjusted according to the dynamic world that we live in.

### **Interrelations**

Nothing stands alone. Just as there is a relationship between the acquisition of an education and success in the real world, there is also an important relationship between the type of program delivered and the students it is delivered to. Both Hanvey (1976) and Merryfield et al. (2008) identify a series of skills in their models that students need to develop to become effective global citizens. Analysis, discussion, critical reflection/evaluation, developing empathy for others, and examination of issues from multiple perspectives are skills and concepts found in both models (Burnouf, 2004).

If educators are going to encourage students to analyze, critically compare and contrast issues, engage in debates, and respect the opinions of others, a constructivist approach to the development of the global education program must be adopted rather than a traditional rote learning environment. If a student is in a program focused on a scientific delivery model, they will be unable to look at issues and events critically, since they are the absorbers of knowledge rather than the constructors of it (Seixas, 2002). Students will lack the ability to work with the knowledge that they have learned, since they have simply memorized the knowledge rather than analyzing and understanding it (Seixas). Thus, their working knowledge of the material is not strong enough for them to apply it in a critical manner that will enable them to comprehend new ideas and perspectives.

A global education program must be eclectic so that the different strengths, beliefs, and values of each student will have an opportunity to be identified, appreciated, and developed. Students must be taught how to interpret and analyze various points of view so that they will be able to develop their own opinions and interpretations, since this is exactly what is expected of them when they enter the outside world where they will have to think on their own (Seixas, 2002). If the purpose of a global education program is to prepare and teach our students how to handle real world problems and issues, then Richard Paul's thoughts on dialectical thought are very relevant for dealing with complex real world problems that do not have simple answers. People must draw on their own knowledge and experience to attempt to develop an understanding of what is occurring and how they propose to solve the problem (Hawes, 1990). Essentially, a student must have time to consider opposing points of view and how various situations/issues might be

handled from multiple perspectives to ensure that a relevant and practical solution is developed (Hawes). A constructivist approach would provide students with an opportunity to develop their own problem-solving strategies.

To unlock the creative abilities of students, they cannot be placed in rigid classrooms where the teacher's biases, learning style, teaching style, and beliefs dominate. Students must be in inclusive classrooms that are supportive and rewarding to creative ideas and where the individual talents of each student can be expressed or utilized (Sternberg, 2006). The classroom needs to be a place where students feel that they belong, that they are trusted, that their opinions are relevant, and that alternative opinions and thoughts are welcomed since new ideas are typically conceived out of the discussions generated by differing opinions (Burnouf, 2004). In a constructivist classroom, students are provided an opportunity to continually try out ideas and practices and then rework and redefine them as they encounter contradictions and new information which causes them to think about their perceptions in another manner (H. Gardner, 2000). The thoughts of Roland Case and Ian Wright (1999) illustrate the need for students to think critically about a situation rather than just retrieving information and absorbing it.

The key to infusing critical thinking into the curriculum is to recast the core elements of the subject matter in the form of critical challenges. In this way students confront that material in the context of thinking critically about it, and not merely as a matter of retrieving information. (p.188)

Students need to develop their own understandings of what they are working with instead of just retrieving other people's information and regurgitating it in their report. Ideally, a student thinks critically about a problem, retrieve some primary source data, and use

those data to develop his/her own explanation/solution to the problem (Case & Wright). Inevitably, the student becomes the constructor of his/her own knowledge because he/she has been provided with the opportunity to explore the problem through his/her own schema and background knowledge. The student is not taught what to think but asked what his/her opinion is of the problem.

The development of critical thinking skills and the ability to interpret the world through your own biases, experiences, and beliefs is imperative for students because they live in a complex and diverse world that is always in a state of change. If students are going to take control of their futures and makes decisions that will impact future generations, they need the opportunity to develop essential transferable skills like inquiry, research, and critical thinking because, as Albert Einstein once commented, "We cannot solve the problems of today at the level of thinking at which they were created" (O'Hara, 2006, p. 106). There needs to be a break from previous practices, and this can be fulfilled through the establishment of global education programs based upon constructivist principles that enable students to acquire the knowledge and develop the skills that they will need to work effectively with others to confront global issues like poverty, environmental degradation, and the spread of HIV/Aids.

### **Vitality**

Educators must be willing to develop programs that deal with controversial issues even if the mandated curriculum, textbooks, and other resources they have access to do not. When an educator becomes conscious of a deficiency or a bias in the curriculum, he/she must accommodate for the deficiency and discuss the bias that is uncovered, since individuality dictates the inherent right to explore the issues from multiple perspectives.

It is imperative that teachers provide their students the opportunity to challenge accepted norms and confront complex issues (Doll, 1993). Furthermore, they must support the students in their attempts to create coherence between the struggles they encounter and the knowledge base they had (Doll). Exploration of multiple possibilities, unstated assumptions, and conflicting perspectives can be very difficult and frustrating, but it is through this process that students will generate their own interpretations and create a balance between their newly acquired knowledge and the realities around them (Doll). Students must be engaged in this process, and educators must support them through their explorations.

For example, Aboriginal students face exclusionary curricula and racism throughout their educations that are greater obstacles to their educational development than any academic issues they encounter. When speaking about the difficulties his 5 year-old son was facing at school with his teacher, Lake (1990) commented, "He is caught between, torn by two distinct cultural systems. He is not culturally disadvantaged, but he is culturally different" (p. 52). Teachers who are slaves to the curriculum and demand that students conform to their own concept of the social norm cause a great deal of pain and suffering to the children from minority groups they work with (Lake). By not acknowledging a student's unique heritage and past, teachers show a lack of respect for the child that directly impacts the child's willingness to work within the school environment and trust the teacher to take educational risks in their own development (Lake). Ethnocentrism from the teacher perpetuates racism in the classroom and the community. The Royal Commission on Aboriginal People concluded that racism remains a major obstacle for First Nations children to overcome, especially for those students off

of reserves, and that low expectations of First Nations students by their own teachers is probably the most dominant form of racism in education (Office of the Auditor General of Canada, 2004).

The question of language of instruction in reserve schools creates a great deal of controversy. Only 11% of Aboriginal students reported that they were being taught in an aboriginal language during their elementary schooling (National Indian Brotherhood [NIB], 1999). The lack of instruction in native languages and dialects in schools is causing Aboriginal languages to be lost in time, since the main language of the community is becoming predominately English and there are not enough elders left in the community to teach the new generation the old language (Goddard & Foster, 2002). The language of instruction on First Nations reserves in Alberta is English, not the various native dialects of the people that the education system services. By not providing instruction in their own languages, Native students are denied a part of their culture and are forced to learn and be assessed in a second language (Goddard). First Nations students are being forced to try to obtain an education in a language that is foreign to them, by inexperienced, and at times unqualified, teachers who administer exclusive curricula that are out of touch with the cultural realities of the demographic they service.

It would be easy for an Aboriginal student to become discouraged working in a school environment where they encounter racism, exclusionary curricula, a rote transmission style, and where they are not instructed in their first language. These obstacles can be difficult to overcome, but they must be conquered if the aboriginal student is going to succeed and obtain an education. Thus, the teacher and the student must work together to tackle these challenges. The teacher must diversify his/her

program so that it reflects the population it services, must confront the null curriculum, provide a constructivist program based upon a variety of theories, and serve as a motivator who encourages their students to push through the obstacles and challenges they will face on a daily basis. The students must develop a commitment to learn, help their teacher expose the null curriculum, construct their own understandings of what they are learning, and find the inner strength to tackle any difficulty they face throughout their educational experience.

### **Enlightenment**

Individual thought is a liberating process that reflects the freedom of choice that individuality dictates, and it enables the individual to generate a critical consciousness of who they are and the constraints of the society they live in. Freedom of individual thought can be effectively established through the creation of a community of inquiry where students can introduce their ideas, explore them, have them challenged by their peers, and, through this process, eventually have a more thorough understanding of what they believe.

It is imperative that educators have multiple perspectives, a variety of research findings, practical experiences, and extensive deliberations before they can attempt to transform their classrooms into communities of inquiry (Terwel, 1999). When a community of learning based upon inquiry has been developed, results have shown that students who typically struggle within school are succeeding at a greater rate (Terwel). For a constructivist program to be truly effective, a relationship must be created between the student and the teacher where;

The teacher does not ask the student to accept the teacher's authority; rather the teacher asks the student to suspend disbelief in that authority, to join with the teacher in inquiry, into that which the student is experiencing. The teacher agrees to help the student understand the meaning of the advice given, to be readily confrontable by the student, and to work with the student in reflecting on the tacit understanding each has. (Doll, 1993, p. 288)

The interactions between the teacher and the student must be safe, risk free, and co-operative as the student tries to construct his/her own understandings of what they are learning.

While a great deal of learning can occur through interactions, there must be an emphasis on the quality of the interactions rather than the quantity. Students learn more by giving elaborated help to others rather than receiving low level elaboration by others (Terwel, 1999). Students in a class of inquiry become interdependent as they learn from each other through effective dialogue. This can be achieved through the establishment of communities of inquiry where collaboration, dialogue, and quality interactions expand perceptions, knowledge bases, and provoke critical reflection of previous understandings. The following statement by Karl Popper, in relation to pre-Socratic philosophy, encapsulates the critical spirit that is embedded in a classroom of inquiry:

I'd like to think that Thales was the first teacher who said to his pupil: "This is how I see things – how I believe that things are. Try to improve upon my teaching." It was a momentous innovation. It meant a break with the dogmatic tradition which permits only one school doctrine, and the introduction in its place



a tradition that admits plurality of doctrines which all try to approach the truth by means of critical discussion. (in Hawes, 1990, p. 60)

Educators have opinions, but they need to allow their students time to expand on what they have been taught and develop their own understandings. Thus, they will possibly develop their own critical perspective (Hawes). Furthermore, teachers must be careful not to state their opinions and thoughts on an issue before their students because this might eliminate the students' desire to make their own inquiries and form their own opinions (Brooks & Brooks, 1993).

The creation of a classroom of inquiry supports Vygotsky's notion that children learn through interaction with others in the zone of proximal development (ZPD). Vygotsky defined the ZPD as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (in Goldstein, 1999, p. 64). The student and the teacher create the ZPD through intersubjectivity where each individual starts a given task by analyzing it through their own understandings and then working their collective way through contradictions, conversations, and negotiations to create a new mutually held understanding (Goldstein). Teachers must have a well-rounded understanding of the skill sets and talents that each student possesses so that he or she can effectively work with the student in the ZPD and decrease the amount of guidance and support, allowing for more independence when necessary (Goldstein).

Utilization of controversial questions, assignments, and units of study that have multiple perspectives and interpretations stimulate discussion and promote the expression

of multiple thoughts. In essence, a classroom/community of inquiry is created as students from various backgrounds, beliefs, and interests try to interpret the problem at hand (H. Gardner, 2000). Developing as classroom/community of inquiry is imperative because it enables students the opportunity to voice their thoughts, discuss them with others, acquire new perspectives, and develop more thorough opinions/ideas and understandings of what they are inquiring about (Brooks & Brooks, 1993). Constructivists ask questions that present contradictions to the thought of students and force them to review and rethink their position (Brooks & Brooks). Complex and thoughtful questions must be posed by teachers to challenge students to look beyond simple answers and delve deeper into the issues to form their own perceptions and understandings (Brooks & Brooks). Students need time to think about a question they have been asked and time to develop their own response to it. A complex response or interpretation might need more time to develop (Brooks & Brooks). Perhaps Howard Gardner said it best when he commented, "Alas, there's no single proven way to dissolve misconceptions. In general, they have to be slowly chipped away, to be ultimately replaced by more complex and more accurate representations" (p. 15). Educators must be willing to invest time, effort, and patience into creating a classroom of inquiry if they hope to motivate their students to invest their time and efforts to construct and develop their own thoughts through the dialogue and contradictions they encounter.

In a classroom of inquiry, students must be willing to share their own thoughts and ideas and be ready to hear the contradictions and alternatives that are expressed by their peers. It is essential that the teacher establish the truth that different is not a synonym for *wrong* when they create their classroom of inquiry. An alternative viewpoint

or perspective is not something to be ashamed of or embarrassed by, and discovering that someone else's thoughts differ from yours should not be threatening, but celebrated. Sternburg's (2006) buy low and sell high analogy demonstrates the initial perception of new ideas and beliefs. New ideas or thoughts do not initially garner a great deal of positive reaction, but eventually, through exposure and influence, they become relevant and accepted. Thus, the creative thinker buys low by presenting a unique idea or thought and trying to convince others of its validity. Once the idea has been accepted by others, the creative thinker sells high because his/her idea has been widely accepted (Sternburg). The perceptions of a student might differ greatly from those of their teacher, but if the climate of the classroom is accepting and nonjudgmental, both the student and the teacher can learn from one another in a risk-free environment where multiple perspectives are accepted.

### **Recognition**

Growth is an individual experience that must be gauged on an individual basis. Growth, however minute, must be recognized and celebrated. Elliot Eisner argues that the assessment of a student who has been able to explore his/her own inquiries and focus on what has been relevant to him/her, cannot be evaluated based upon a specific method like a summative test or exam, since there is no recognition in the assessment of the process each student went through to arrive at his/her own individual conclusions (cited in Marsh & Willis, 2003). There must be a balance between formative and summative assessments where there is a variety of assessment techniques and strategies that reflect the eclectic nature of the program that has been delivered. Furthermore, assessment should not be the final activity conducted at the end of a unit, but rather ongoing and

through a unit of study to gauge a student's growth and progress (Marsh & Willis). Eisner commented that "evaluation is fundamentally the same natural process in which people constantly engage in attempting to make sense of the world around them and of their own lives (cited in Marsh & Willis, p. 85)." Unfortunately, this perspective on development, progression and growth is not always implemented.

Standard evaluation practices have been focused on student change rather than on what has changed in the classroom and in the ways in which the members of the classroom interact with one another (Schwab, 1969). A program that has an assessment model mainly focused on a student's grasp of the content and skills taught within the program creates a learning environment that limits a student's ability to explore new learning experiences and develop his/her own interpretations of these experiences (Schwab). Howard Gardner (2000) commented that he disliked short-answer tests since they cannot really assess understanding because the explanations are not fully developed and because "the world cannot come from four choices, the last one being none of the above" (p. 13). Assessment models such as these produce learners that do not inquire about new knowledge and that are mere sponges of information that must be delivered to them. This type of learning limits the growth of individuality and prevents students from developing necessary transferable skills like inquiry, debating, and critical thinking skills since they are not provided with the opportunity to develop them. Ironically, it is these skills that a student must have to become competitive and successful in the job market when they tackle complex problems that require effective problem-solving skills to develop solutions. How can the data generated from these assessments be a true

reflection of the growth and development of these students, especially if the students are unable to relate to the material that they are being presented with?

Growth does not solely refer to the acquisition of knowledge or skill development but also to the development of the spirit and the soul. According to the theorist Ron Miller, "Holistic education nurtures the development of the whole person, recognizes the interconnectedness of body, mind, emotions, and spirit" (cited in Manitoba Education, Citizenship and Youth, 2006). Fulfillment can be achieved in many forms, and only narrow-minded assessment practices neglect to see this reality. To educate is to develop and grow, and thus recognition must be given to all forms of growth. According to Nezavdal (2003):

A holistic approach to assessment chooses a method of assessing that is best fit for the specified purpose in the specified context. The chosen method of assessing must be intrinsic to classroom experience rather than external to it. Carefully developed diagnostic tools and classroom integrated methods are essential. (p. 6)

Students must be able to relate to the material presented in the curriculum, and they should be evaluated in a way that enables each student to demonstrate his/her own strengths and needs for improvement. Serafini (cited in Nezavdal) commented

Teachers, and in many instances, students, collect evidence of student's learning and use this information to guide curricular decisions. In this way, the curriculum is responsive to the assessment process, and the assessments we choose are responsive to the experiences we provide children. (p. 6)

Teachers must carefully plan the activities and assessments they provide for their students, and they must also monitor how their students work with the materials they are presented with. Constant assessment and reflection on what has been achieved will enable the teacher to assess the growth of each student and determine any adjustments that might need to be made to support their growth and development. Each student is an individual, and they require dynamic assessments that are as unique as they are.

The establishment of a constructivist-based global education program where students can make their own inquiries, construct their own understandings, and create a critical consciousness of their own realities calls for the use of authentic assessments that reflect the creativity and individuality in the program. Authentic assessments seek to establish a closer link between the attributes and abilities that were measured by an assessment device and the educational goals that were established for the assessment (Case & Wright, 1999). Authentic assessments provide educators an opportunity to determine a student's ability to think critically and use knowledge to solve realistic and relevant problems (Case & Wright). By making assessments more meaningful through involving students in the assessment process and providing them with motivating performance tasks like cumulative assignments, students who cannot fully express themselves under the timed pressure of a written examination will have the opportunity to communicate what they have learned (Case & Wright). It is imperative that we do not teach, promote, or assess isolated and simplistic chores, since the world students will be going out into will be full of complexity, interactions, and interdependence (Case and Wright).

If establishing a critical consciousness in the minds of students on current global concerns is a goal of the educational program, then the students must be assessed on their critical thinking skills and their ability to work through the obstacles they encounter. This can be achieved through the use of authentic assessments. The creation of a global education program with an inclusive curriculum that reflects the uniqueness of the students it was designed for must have an assessment model that gauges each student's physical, emotional, spiritual, and academic growth.

### **Conclusion**

This chapter presented a review of scholarship on global education programming, strategies currently utilized in classrooms to teach global issues to students, the benefit of humanizing curriculum expectations to enhance the ability of students to relate to what they are working with, and a case study on the implementation of the One World Youth Project in a classroom to provide a human element to a global education program. Furthermore, this chapter also outlined the Driver Model of Curriculum Development, and the six foundation components of the model, that will be used as the curriculum implementation model for this study.

Chapter Three will explore the methodology and procedures that were utilized to conduct this constructivist study, collect data, analyze data, and present data. In Chapter Four, the themes generated from the study in relation to the three main aims of this study are presented. In Chapter Five, conclusions are drawn in relation to the three main aims of this study, implications for future research opportunities and implications for practice, and my final thoughts on the study and the findings that it generated.

### CHAPTER THREE: METHODOLOGY AND PROCEDURES

The aim of this study was to determine the impact of human connections in a global education program on student motivation to participate in the program, the effect these connections have on the ability of students to develop a critical consciousness of current global issues, and whether or not the Driver Model of Curriculum Development can be effectively used to develop the program. I examined these questions through an action research methodology grounded in self reflection. Action research is defined by Mills (2007) as being

any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well the students learn. (p. 5)

The two main forms of action research are participatory action research and practical action research. Participatory action research is focused on large-scale social change within a society for the advancement of a large group of people (Creswell, 2008). In practical action research, the teacher researcher works to develop solutions to a problem or problems within his/her classroom or school in an effort to improve practice (Creswell). Since the aims of this study are to determine the impact of human connections in a global education program and to determine the effectiveness of the Driver Model of Curriculum Development, a practical action based research approach was adopted to determine the effectiveness of the program through a classroom case study before it is revised and implemented on a wider scale.



According to Mills (2007), there are five components/beliefs of practical action research, which are outlined below:

1. Teacher researchers have decision making authority which they use to determine what they will research and how they will conduct their study.
2. Teacher researchers are committed to constant professional development, and they work towards school improvement.
3. Teacher researchers want to reflect on their practice to improve the quality of their instruction and the growth of their students.
4. Teacher researchers will develop a thorough action plan that identifies how they will reflect on their own practice.
5. Teacher researchers will select an issue to examine, determine how they will collect the data, analyze and interpret their data, and use their findings to identify reforms that are needed to improve their practice.

Teacher researchers are interested in examining their own practices instead of examining someone else's, and because of this philosophical decision they engage in self-reflective research (Creswell, 2008). According to Creswell, self reflective research occurs when a teacher researcher turns

the lens on their own educational classroom, school or practices. As they study their own situation, they reflect on what they have learned – a form of self development – as well as what they can do to improve their educational practices.  
(p. 608)

Constant reflection provides the teacher researcher with an opportunity to see their own practices, habits, and actions in a new light.

Revision of one's own practices is biased because the revision of the practices is conducted through the same values, beliefs, and opinions that served as the foundation of the establishment of the practices. To ensure that nothing has been missed, it is important to solicit the help of a critical friend who will observe you, review your work, and reflect with you on what has occurred (Mills, 2007). Collaboration with a colleague and other stakeholders within the educational setting enables the teacher researcher to view his/her work from multiple perspectives and determine the attitudes of each stakeholder group in relation to the study (Creswell, 2008).

Three main benefits to collaboration in self-study research outlined by Louie, Drevdahl, Purdy and Stackman (2003) are as follows:

1. Collaboration provides social support to teacher researchers to push through any difficulties they experience and allows their work to become more visible to their peers and be recognized for its strengths.
2. Collaboration creates a culture of reflection that generates high level critiques and examinations of research that allows a research study to be reviewed from multiple perspectives which decreases bias and enhances the study.
3. Collaboration allows for the validation of self-study research to be accepted at a more rapid rate because the research in the study has already been examined by individuals from the field. (pp. 155-156)

It is imperative that the collaborative support that is received is honest and genuine so that the real strengths and weaknesses of a research study are exposed and discussed (Holly, Arthar, & Kasten, 2005). The feedback received from a critical colleague (Holly et al.) or critical friend (Mills, 2007) might be difficult to hear since it might contradict your own perceptions of what has occurred, but it is a necessary component to truly understanding your research from multiple perspectives.

The practical action research spiral I developed for this study based upon Mills's (2007) Dialectic Action Research Spiral (see Figure 4) and the use of collaboration through the support of my critical friend served as the research foundations for this study.

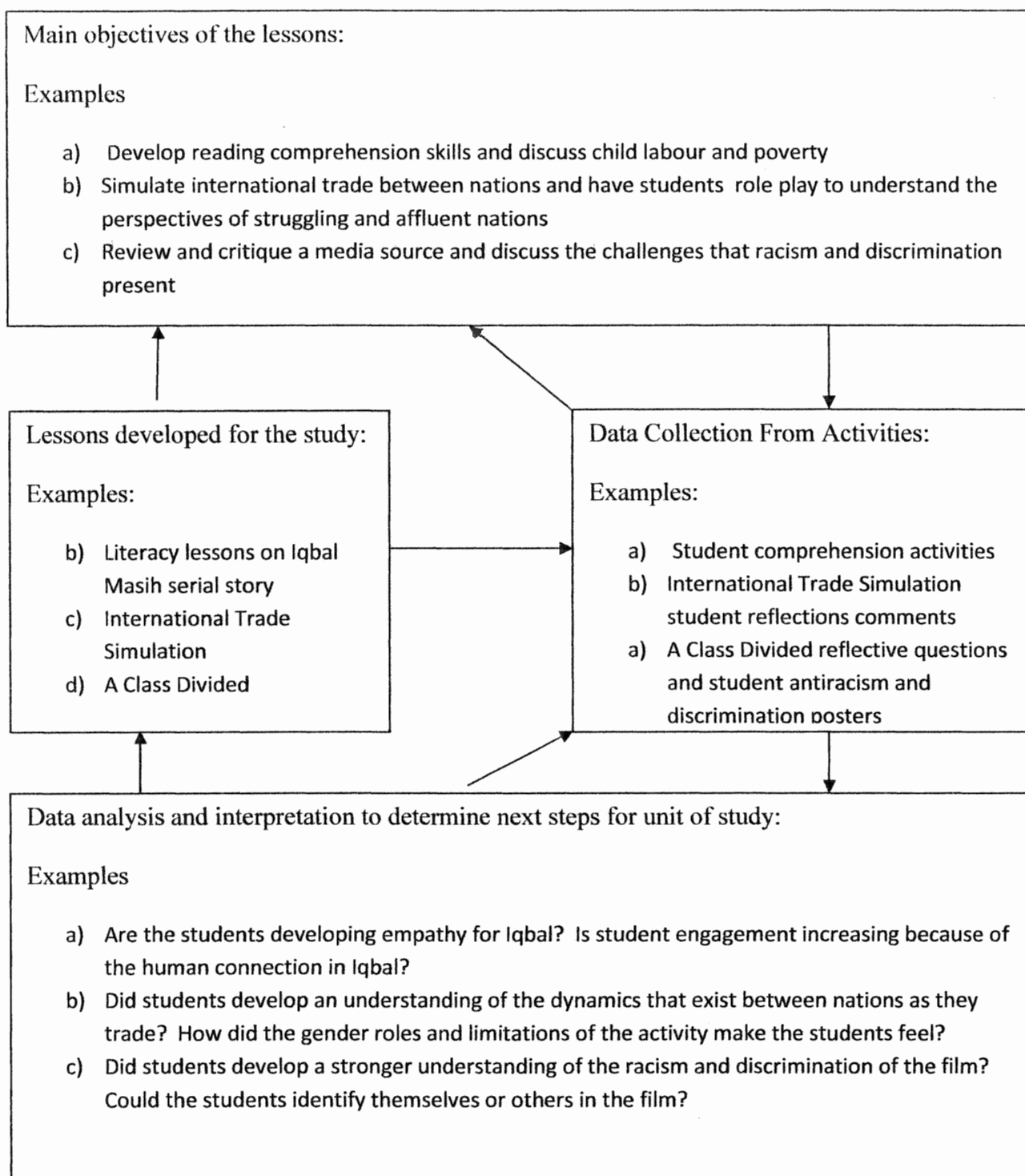
### **The Site**

This study took place at an elementary school in a grade 5/6 classroom of 33 students. Ten students were grade 5 students, and 23 students were grade 6 students. The students come from various socioeconomic backgrounds.

This site was selected because it provided a critical sample of data that was unique to the central phenomenon (Creswell, 2008). This site provided insight into the impact a human connection has on a global education program in a junior grade level classroom and how young adolescents worked with mature global issues, since the students were the youngest students participating in the One World Youth Project worldwide at the time of this study.

### **Case Study Participants**

Purposive sampling occurs when the researcher intentionally selects participants for a study so that data can be collected and analyzed to develop a stronger understanding of the central phenomenon (Creswell, 2008). The participants in this study were



*Figure 4.* Dialectic action research spiral used in this study based upon Mills's (2007) dialectic action research spiral.

intentionally selected by the researcher and were selected according to criteria outlined below.

Two participants were selected from the portion of the class that previously participated in the One World Youth Project. Inclusion of these participants provided the researcher with an opportunity to examine their current attitudes towards global issues and their reflective thoughts on the human connections that were established through their initial participation in the program. The data collected from these participants provided information on their attitudes, beliefs, and understandings after participating in the program, and these attitudes, beliefs, and understandings were used in comparison to those of students who participated in the program for the first time. These participants also provided information on how students who previously participated in the program interpret, inquire about and understand the data presented in their second experience with the program and the human connections that are established. To ensure a balance between the genders, one participant was male and the other participant was female.

Two participants were selected from the portion of the class that had not previously participated in the One World Youth Project. These participants provided data on the opinions, attitudes, beliefs, and understandings that students had before they participated in the One World Youth Project and how these opinions, attitudes, beliefs, and understandings changed through their participation in the program and through the relationships they created with

students at the sister school. To ensure a balance between the genders, one participant was male and the other participant was female.

Formal permission from parents and guardians for participation in the study was solicited through consent forms based upon ethical guidelines, and then a review of the research study was presented to the potential participants before the commencement of the study.

### **My Critical Friend**

My critical friend for this study was Cathy and she had knowledge of global issues and global education strategies. Cathy's role in this study was to provide critical reflection and constructive criticism of the lesson plans and activities that were developed and to provide interpretations of the findings that are generated from these activities to determine whether or not I observed all perspectives of the data that were generated.

My initial lesson plans and scope and sequence for the global education unit were provided to my critical friend and reviewed. Through constructive dialogue and reflection with my critical friend, revisions and adjustments were made to lessons and scope and sequence. Final copies of the lessons and the accompanying activities were then provided to my critical friend. This process was repeated throughout the planning cycle of this unit. The scope and sequence remained a fluid document that was discussed and revised during each of our discussions so that the dynamic nature of the classroom can be reflected in the unit of study.

Once the lesson plans were finalized, my critical friend observed three of my lessons. My critical friend completed a series of five reflective questions (Appendix B) after each observation, and the contents of the form were reviewed through

postobservation interviews, where observations and suggestions for change were discussed. This process was repeated three times during the unit of study. I also maintained a reflective journal throughout the study where I recorded my observations and rationale for the lessons and activities I created and the revisions that were made through the collaboration process.

### **Data Collection**

Data for this study were collected using three different qualitative data collection approaches. Data were collected through observations, interviews, questionnaires, and through artifacts generated throughout the study. Multiple sources of data were utilized in this study to allow for triangulation. Creswell (2008) defines triangulation as “the process of corroboration evidence from different individuals (a principal and a student), types of data (interviews), or methods of data collection (documents and interviews) in descriptions and themes in qualitative research (p. 648). Reliance on one source of data from a study is limited in scope and does not provide the multiple perspectives that exist within the study (Mills, 2007). The strength and validity of a qualitative research study lies in its triangulation and the ability of the researcher to collect information in many ways rather than relying on a single source (Mills). To ensure that triangulation was implemented in the data collection process of this study, the three research questions of this study were organized into a triangulation matrix developed by (Mills; See Figure 5).

To ensure that data were collected from different phases of the action research cycle, data for this study were collected according to the Taxonomy of Action Research

Research Questions	Data Source #1	Data Source #2	Data Source #3
1. What effect does a human connection in a global education program have on student motivation to participate in the program?			
2. Does a human connection in a global education program enhance a student's ability to develop a critical consciousness of current global issues?			
3. In what ways does the Driver Model of Curriculum Development enable students to inquire about global issues and develop a critical consciousness of current global issues?			

*Figure 5.* Triangulation matrix for this study based upon Mills's triangulation matrix.



Qualitative Data Collection Techniques (Mills, 2007). This taxonomy is divided into three sections, also known as The Three Es. The first section, experiencing, deals with data that are collected through observations and field notes (Mills). The second phase, enquiring, is where data are collected through activities that the researcher has asked to be performed (Mills). The final phase, examining, is where the researcher makes records of what has been said, written, and developed (Mills). By using triangulation and by ensuring that data were collected from each phase of the action research cycle, I was able to collect balanced data that reflect the entire scope of the study.

### **Qualitative Instruments**

Four different qualitative instruments were used to collect data for this study. The utilization of each source of data is outlined below.

#### *Interviews and Questionnaires*

A total of six interviews were conducted for this study. The 4 student participants were interviewed at the midpoint of the study and once again at the end of the study in groups, the students experienced with the OWYP and the students new to the OWYP. Open-ended questions (Appendix C) were utilized in each interview to ensure that each participant could provide his/her own open-ended responses that he/she could articulate and discuss in any manner he/she chose (Creswell, 2008). The interview questions were reviewed and revised by my critical friend Cathy before they were used to ensure that they started in generally and became more focused, that they solicited open-ended responses, and that they were not biased or leading the participant towards a desired response (Creswell). Each interview was recorded, transcribed, and then each participant was provided a copy of the transcription to authenticate its contents (Creswell). During

each interview I became conscious of the fact that my own biases could come out through conversation or my body language and facial features, so I diligently tried to maintain a positive rapport with each participant. In addition, I was also careful not to show my biases through my actions or my words (Creswell).

A questionnaire on global education and current global issues (Appendix D) was administered to each participant at the beginning of the study to determine his/her background knowledge of global issues, his/her attitudes towards global issues, and his/her initial feelings about participating in a global education program. When developing the questionnaire, I took Mills's (2007) guidelines for developing questionnaires into consideration so that my questionnaire was carefully proofread, the presentation was professional, the length was manageable, there were no unnecessary questions, the questioning terminology was clear, and there was an "Other Comments" section included for additional comments. Furthermore, before the questionnaire was administered to the participants it was reviewed, analyzed, and revised by my critical friend Cathy to ensure that Mills's questionnaire guidelines (p. 69) were followed in the development of the questionnaire and that the questionnaire was not biased in any manner.

### *Artifacts*

While interviews and observations provided the researcher insight into a participant's perspectives and opinions on a specific topic and how he/she interacted with an activity, artifacts provided physical examples of what participants believed and produced as they participated in the study (Holly et al., 2005). Examining artifacts generated by participants is an unobtrusive way in which to collect data and develop an

understanding of how they are dialoguing with the program (Holly et al.). Throughout this research study artifacts were collected during all phases of Mills's (2007) Dialectic Action Research Spiral.

Curriculum materials such as lesson plans, lists of resources, teacher-generated activities, and assessment materials were initially collected during the area of focus and data collection phases of the Dialectic Action Research Spiral, but additions to this set of data were continually made as both the teacher and the students reflected on the program and made revisions to it (Mills, 2007 cited in Holly et al., 2005). Each participant maintained a portfolio of his/her work through the study and samples of their work were collected and analyzed from all phases of the study to chart each participant's growth and development (Holly et al.). Careful attention was given to ensure that each piece of participant work was dated to ensure that the exact time frame for its completion could be identified and then chronologically applied to his/her development through the program (Holly et al.).

#### *Teacher Journal*

Use of a reflective journal throughout this study enabled me to document issues that arose during the study, evolving research questions that needed attention, ideas that were generated, reminders of matters that needed attention, and the initial response to the effectiveness of resources used within the study (Holly et al., 2005). By maintaining a reflective journal, I was able to view the research study from my eyes, the teacher researcher, and then compare my views with those of the participants, which enabled me to gain a stronger understanding of what was actually occurring in the study as a reflective practitioner (Mills, 2007). Furthermore, I believe the participants were more

willing to reflect on each activity or experience when they saw that I was also reflecting on what I had experienced.

#### *Critical Friend's Observation Forms*

Each time my critical friend observed an aspect of the study, she was asked to complete an observation form which focused on how the participants were making connections to the human element in the program, the overall impact of the human element in the activity or lesson, and if the lessons and how the activities developed through the Driver Model were motivating students to make their own inquiries about global issues and develop their own interpretations and opinions of these issues.

#### *Critical Friend's Postobservation Interviews*

After each observation, an interview was conducted with my critical friend to determine her thoughts on what she observed, whether or not the lesson or activity achieved the desired outcomes, and her suggestions for future activities. These interviews were recorded, transcribed, and authenticated.

### **Data Analysis**

The qualitative process of data analysis where the teacher researcher is constantly reviewing his collected data, identifying themes, and making interpretations on what has been discovered was the foundation of the data analysis for this study (Creswell, 2008). I immersed myself in the data that I collected so that I could know every nuance of it so that I could effectively analyze and interpret it (Mills, 2007). I incorporated the following ongoing data analysis guidelines developed by Holly et al. (2005) for qualitative data analysis:

1. Narrow the focus of your study as needed.

2. Use what you learn from your data to plan further data collections and action.
3. Record your thoughts and feelings.
4. Write analytic memos.
5. Make creative comparisons with data.
6. Visualize.
7. Check out your insights with participants and critical colleagues. (p. 196)

Each of these guidelines was constant and ongoing as part of Mills's (2007) Dialectic Action Research Spiral, which provided me with the opportunity to constantly reflect on the data I collected, identify the themes within the data, and revise my program according to what was discovered in the data.

Coding is the process of trying to find themes, commonalities, and patterns that exist within interviews, questionnaires, journals, observations, and artifacts (Mills, 2007). Coding of the data collected for this research study was conducted through colour coding (see Appendix E) that enabled me to easily identify and organize data into initial general themes. These themes were then reviewed, revised, and reorganized into major and minor themes that exist within the study (Mills). Colour coding occurred on copies of interview transcripts and copies of participant artifacts where the date of the data was evident, so that a chronology of development was created with the data (Mills). It was imperative that when I started to analyze the interviews, questionnaires, student artifacts, my reflective journal, and my critical friend's observation forms, I started the coding process openly with many different codes and then reread and reviewed each source to start to combine the various codes to develop important themes from the data (Holly et al., 2005).

Once themes were generated from the data, I organized the themes in relation to how they presented data related to the three main aims of the study. I also identified the antecedents (causes) and consequences (effects) that were generated from my data analysis to identify relationships that exist within the data and to suggest possible future studies based upon my research (Creswell, 2008). Analysis of the antecedents and consequences was based upon the following three guidelines developed by Mills (2007).

1. List the influences that emerged from the analysis for which there appears to be a casual relationship.
2. Revisit the review of literature to determine whether the analysis of the study supports, or is challenged by, the findings of previous studies.
3. Revisit your data to determine if anything is missing and suggest how your findings may influence the next action research cycle.

Examining cause and effect relationships that emerge within this research study enhanced my understanding of what was occurring and illuminated relationships that needed further attention.

Once I analyzed the data and organized it into major and minor themes, I interpreted them. While data analysis was an attempt by the researcher to organize and summarize data in an accurate and dependable manner, interpretation was the extension of the data analysis process where I raised questions related to the findings and looked to create meaning between what was identified in the study with personal experiences and previous studies (Mills, 2007). To interpret the data that I collected, I used the following five steps developed by Mills:

1. Review the major findings of the study and how the research questions were answered. What other questions were raised?
2. Discuss personal reflections of what was discovered in the data and the meaning of the data.
3. Solicit the opinions and thoughts of your critical friend to validate your interpretations and to determine if there is something that might have been overlooked.
4. Make connections between the findings in your study and those of other researchers. Does yours support or contradict previous studies?
5. Make suggestions for future research. (p. 138)

A thorough interpretation of the collected data in this study discusses how effectively the research questions of the study were explored, issues that arose from the study, where this study fits in with the current literature, and finally, it provides suggestions on future research topics.

### **Ethical Considerations**

The most important aspect to any research study is that the well-being of the participants in the study outweighs that of the study (Mills, 2007). Trust between the researcher and the participants is a critical imperative so that the study and the data it generates are honest and genuine (Mills). Participants participate in a research study of their own free will and must be made aware of all aspects of the study and any risks involved before they provide their consent to participate or consent to participate has been granted by a parent or guardian (Mills). By openly discussing the research study and how it will operate, potential participants will not be deceived about the nature of the

study, and thus the study will operate with honesty and integrity right from the beginning (Mills). According to Creswell (2008), ethical considerations should be the primary concern of every researcher, and ethical issues should be reflected upon throughout the study to ensure that it follows the predetermined guidelines, that it is conducted with honesty and integrity, and that the well-being of every participant is maintained. I conducted this study with constant attention to these ethical considerations.

To ensure that the ethical integrity of this study was maintained throughout the course of this study, I followed the ethical guidelines for teacher action researchers developed by Holly et al. (2005).

#### *Involvement of Regular Students and Four Case Study Participants*

I encouraged full participation of all of my students in the classroom in relation to the global education program that was administered through this study. The entire class, including the 4 case study participants, participated in the same lessons and activities provided in the global education program and the implementation of the program was part of the regular course of study for the class (Holly et al., 2005). The case study students did not receive extra attention or instruction during the study so that the generated data were not manipulated in any way and the case study participants were not singled out by their peers (Holly et al.). The only instances when I spent extra time with the case study participants was when I conducted interviews with them, and these interviews took place outside of the classroom context without peer knowledge of their occurrence.



### *Confidentiality*

Participant confidentiality is critical in any research study, since participants are asked to provide honest answers and the data they provide the researcher may be sensitive and something that they do not want made public about themselves (Creswell, 2008). Confidentiality was used in this study, since I knew the identities of the participants in this research study, but I did not release this information to anyone else (Mills, 2007). Pseudonyms were used for all the participants and locations in this study so that the identities of the participants and the location of the study could remain confidential. Confidentiality was crucial because it protected research participants from stress, harassment, or unwanted publicity and it protected participants in situations where they might have conveyed information to the researcher that could be used against them by other individuals (Mills).

### *Right to Withdraw*

Each participant in this study was made fully aware of his/her right to withdraw from the study at any point in time without fear of negative consequences (Holley et al., 2005).

The program was administered to the entire class; however the participant's right to withdraw from the study was clearly communicated, clearly stated, recognized, and upheld.

### *Build Relationships of Trust*

I worked diligently to develop and maintain relationships of trust with all people affected by this study, especially the 4 case study participants and my critical friend.

### *Be Self-Reflective*

Smith (1990, cited in Mills, 2007) commented that “at a commonsense level, caring, fairness, openness and truth seem to be the important values undergirding the relationships and the activity of inquiring” (p. 107). To ensure that each of these principles remained constant throughout this study, I constantly reflected on the ethical aspects of the study in my teacher journal to maintain the well-being of the participants and the honesty and integrity of the study.

### **Dissemination**

The main aims of this study were to identify the impact a human connection has on the motivation of a student to participate in a global education program, to determine if a human connection in global education program helps students create a critical consciousness of current global issues, and to determine how the Driver Model of Curriculum Development enables students to inquire about global issues in an attempt to have them develop a critical consciousness of global concerns. These questions relate to the practical application of a global education program based upon qualitative methods to bridge the gap that exists between theory and practice in curriculum development and global education programming (Mills, 2007). By sharing the findings from this study with my peers, it is my intention to help promote the importance of global education programming and the impact a human connection and the Driver Model can have on the effectiveness of the program.

While sharing the findings of a research study exposes a researcher to criticism from his/her peers, it is the only way to advance our knowledge of educational practice (Mills, 2007). I plan to share this research study, its findings, and my interpretations of

the data with school boards to promote the development of a cross-curricular global education program with a human connection that will promote inquiry skills and enable each participant to have the opportunity to learn respect for diversity, their role in current global issues, and how they can advocate for change. I also plan to share these materials at the university level through guest lectures and presentations to promote global education programming in the undergraduate and graduate programs so that new teachers can enter the workforce ready to work with their students on current global concerns in a constructivist manner.

I also plan to share this research study with the academic community through presentations at conferences and through submissions to online journals. While I am not a member of the academic community in the sense that I do not have a PhD, I believe that my work will add greatly to scholarship on global education programming, since the use of human connections through the One World Youth Project is brand new and since the Driver Model of Curriculum Development presents a new manner in which to develop a curriculum which aligns with the principles currently promoted by the Ontario Ministry of Education for curriculum programming. I welcome feedback, discussion, and criticism of my work from my colleagues, peers, and the academic community, because it is through these reflections and dialogues that my work, and practice, will evolve and grow. The discussion generated by others in relation to my work also serves as an important component of the action research model, since it is through critical reflection, discussion, and analysis of others that I will be challenged to reexamine my work and improve upon it.

## Summary

This practical action research study was conducted based upon the principles of Mills's (2007) Dialectic Action Research Spiral. Collaboration occurred through interactions with my critical friend, and triangulation was implemented through my own version of Mills's Triangulation Matrix to ensure the credibility of the data that were collected. Data was collected from all phases of the Dialectic Action Research Spiral through Mills's Taxonomy of Action Research Qualitative Data Collection Techniques. Ethical considerations were constantly reviewed and adhered to so that the well-being of the participants in the study was maintained and so that all aspects of the development of this study remained honest and fair through a strong foundation based upon integrity. Finally, the results of this study will be openly shared with my colleagues, my peers, and the academic community to provide insight into global education programming and strategies that enable students to develop critical consciousnesses of current global concerns.

In Chapter Four, I present the data collected throughout the course of this study and the main themes that were generated through data analysis. The main themes are presented in relation to how they provide evidence in relation to each of the three main aims of this study.

## CHAPTER FOUR: PRESENTATION OF RESULTS

The data collected, analyzed, and presented in this chapter outline the effect a human connection in a global education program has on student motivation to participate in the program, how a human connection in a global education program affects a student's ability to develop a critical consciousness of current global issues, and the effectiveness of the Driver Model of Curriculum Development as a curriculum model for the delivery of a global education program.

The principles of Mills's (2007) Dialectic Action Research Spiral were used to conduct this study. The participants in this study from which data were collected were 2 students, 1 male and 1 female, who had previously participated in the One World Youth Project, 2 students, 1 male and 1 female, who were new to the One World Youth Project, and my critical friend. Questionnaires, interviews, and artifacts were the qualitative instruments used for data collection with the student participants, two postobservation interviews were the qualitative instruments used for data collection with my critical friend and I maintained a teacher journal where I tracked my observations and thoughts throughout the study. Constant reflection and discussion occurred with my critical friend throughout the entire study. Data were collected from all phases of the Dialectic Action Research Spiral through Mills's (2007) Taxonomy of Action Research Qualitative Data Collection Techniques. The data presented in this chapter were analyzed, triangulated, and presented through Mills's (2007) Triangulation Matrix to ensure the credibility of the data.

This chapter presents the main themes that emerged from the analysis of the data as they pertain to the three main focus questions of this study. Section One discusses the

data collected in relation to the impact a human link has on a student's motivation to participate in the One World Youth Project. Section Two focuses on how a human connection affects a student's ability to develop a critical consciousness of current global issues. In Section Three, data are presented in relation to the effectiveness of the Driver Model of Curriculum Development as the foundation curriculum model of a global education program. In some instances, events or comments are repeated because they relate to multiple themes that developed from data analysis.

### **Section One: Impact of a Human Connection in a Global Education Program**

The first main aim of this study was to gather data on the impact a human connection in a global education program has on student motivation to participate in the program. Participant questionnaires, student participant interviews, and my own teacher journal were the three main qualitative instruments used to present data on the impact of the human connection in the global education program. These data sources provided triangulation. Through an analysis of the data, two main themes emerged. The first was the motivating influence of the human element and the second was the engagement of students in their studies due to the interest generated by the human element in the program.

#### **The Human Link**

To determine initial participant interest in the One World Youth Project, each student completed a questionnaire on the One World Youth Project, which can be found in Appendix D. Upon a review of the questionnaires completed by the 4 student participants of this study, it was evident that the opportunity to work with another student from another nation on the Millennium Development Goals as part of their regular school

programming was very interesting and enticing to the participants. The questionnaires from participants new to the program identified the desire of the new participants to make friends with students around the world. These participants were interested in what life was like for students their own age in another nation that they knew nothing about. These participants also stated that they were aware of the fact that in previous years students had conducted webcam conversations through Skype over the Internet with their partner schools, and they wanted the opportunity to have this experience and meet new people. Furthermore, they communicated that they were conscious of the fact that the students they would be teamed up with would be less fortunate than they were and they wanted to raise money to send to their new friends to help make their lives better.

The experienced students who had previously been a part of the One World Youth Project also expressed a strong desire to participate in the program once again and make new friends. One participant, Evan, lived abroad for 3 years and had experiences that differed greatly from those of his peers. Although Evan had previously participated in the program and had life experiences abroad that no one else in the class had had, he still expressed a strong desire to make new friends and make the lives of people around the world better. Both experienced participants communicated a desire to help others around the world through the responses in their questionnaires, and they recalled detailed information that they had learned from their previous experiences in the program.

Data gathered from the first participant interviews also illuminated the motivational influence the human connection had on the participants. In the first interview with new participants, Nolan and Nancy commented that they were very motivated to write pen pal letters to their new friends in Kosovo. An outline of the pen

pal letter assignment can be found in Appendix F. Nolan and Nancy stated that they found the assignment very “cool” and interesting.

Nolan: I think one of the most memorable ones that I have had was writing to the pen pals because it is the first time I have wrote to somebody in like Kosovo and one of those [developing] countries. So, I think that was pretty cool.

Nancy: I like the pen pal letters and the button designs because with the button designs we get actual buttons made for us, and the pen pal letter, it is interesting communicating with different people from different places.

Nolan: I can't wait to get the pen pal letter from them! It is exciting.

They also expressed a desire in developing the care package that the class was sending to our new friends in Kosovo with our pen pal letters. Nolan and Nancy also stated that they were anxious to receive replies from their new friends and to learn what their lives were like in Kosovo. They also wanted to know if the lives of their new friends were as challenged as those that they had seen in the film *Breaking the Cycle of Poverty in Kosovo* produced by UNICEF (2009) that we watched in class.

Evan and Emily, the experienced students to the program, also commented that the human connections in the program were motivating to them, but their interpretation of human connection differed from those of their peers who were experiencing the program for the first time in their first interview. Like the new participants to the program, Evan and Emily commented that they were looking forward to making new friends in Kosovo, that they were looking forward to having another video conference through Skype, and they also stated that their peers would be overwhelmed when we finally received letters from our new friends or had our first video conference.



Bryce: So you think when the link hits there will be more motivation?

Emily: Yah, then they will be like, um, now I get this.

Evan: Is that what they look like? Is that like what they are?

Emily: They are not the same as us, especially that guy, last year he was like rapping, but he was like saying it in a different language.

Evan: That is a culture that we can relate to. They learn all our songs, we can learn their songs, we can learn about other people's cultures, and they are really making connections with that.

Emily: And, um, that [they] were really trying to learn how to speak our language. Some of them had accents, so sometimes I could not really understand them. But once you think about it, they are different from us but we treat them the same.

All 4 participants were interested in making new friends with students from Kosovo, and they were looking forward to communicating with them and learning more about their lives.

Where the second year OWYP students, Evan and Emily, differed from Nolan and Nancy was in how the experienced students placed as much value on the examination of a real-life case study of poverty, hunger, human slavery, and abuse to actual contact and communication with a living person. As part of the global education program, my class read a serial story on a weekly basis on the life of Iqbal Masih, a young man from Pakistan who was sold into child slavery in a carpet factory at the age of 4 to pay off his family's debt. An example of the chapter 8 comprehension questions can be examined in Appendix G. Evan and Emily expressed as much desire to learn about this young man's

life as they did their new friends from Kosovo. During his first interview, Evan commented that one of his classmates who never really enjoyed written comprehension work was enthralled with the story, shocked at what he was learning, developing his comprehension work with more detail and depth than he had all year, and was always excited to read the next chapter.

I know a lot of people are, like, I did not know that, or wow, that is amazing.

Like Steve, he has always been really interested in Iqbal, he never really did his questions in-depth I noticed, but when he got into the One World Youth he was like really wow, that's amazing. And Nolan and those type of people are like wow!

During the same interview, Emily commented that she had reviewed a peer's work and that in their work they expressed that they were shocked with what they were learning through the story of Iqbal and that the most fascinating aspect of the story was that it was true and that these issues were still going on around the world.

I was reading Tom's paper the other day; he was in like really detail, um, he said it was a tragic, in the beginning he said it was so tragic that [the character's] parents died [in his narrative], because it shows a picture of the two children, so he thought oh wait it is so tragic that they died of malaria and other diseases and it is hard for us.

The insights of the experienced students caused me to reflect on my own definition of a human connection, and it became apparent to me that a human connection can be through direct human contact and communication, but it also can be created through the

examination of contemporary case studies that deal with current issues and real, live individuals.

Student enthusiasm for the Iqbal serial story and the human connections it provided for the students was evident from the initial lesson. Iqbal Masih was a young boy from Pakistan who was sold into bonded labour by his parents in 1986 at the age of 4. Iqbal spent the next 6 years working in carpet factories making intricate carpets for foreign buyers to pay off his family's debt. In 1992, Iqbal escaped from the carpet factory and started a crusade to free all child labourers in Pakistan. In the end, Iqbal was able to free over 300 child labourers in Pakistan before he was assassinated in 1994 by members of the "carpet mafia," who were upset that Iqbal had brought negative attention to their trade.

Data from my observations of my classroom reflected that my students were appalled at the conditions children in bonded labour were living under and that they openly engaged in long discussions that compared their lives to the lives of the child slaves. Students were so interested and motivated to examine the challenges facing children in bonded labour that they voluntarily researched the exchange rates of Canadian currency to Pakistani rupees to determine the value of Iqbal's family debt. Iqbal's family debt was \$26, and this money had been used to purchase medicine for his sick brother. The students found that one \$1 Canadian was worth 43 Pakistani rupees and that the total debt was 1,118 Pakistani rupees. This debt is enormous when you consider that a child would be paid 1 rupee per day if their work was acceptable, that a child might not earn a rupee a day if they did not complete enough work, and that the master of the carpet factory charged interest on the debt so a child could work 1,118 days to pay off the initial

debt and then still have to work to pay off the interest that had accumulated. Once the class had read the chapter and discussed its content, the entire class, including the 4 participants, immediately started to work on their comprehension questions related to the story. As soon as they were done, they were asking for the next chapter of the story so that they could learn more about Iqbal and his struggles in the carpet factory. Nolan commented that \$26 Canadian was equivalent to a meal at McDonalds for his family, that he was shocked at what the child slaves were going through and that he wanted to learn more about them.

Nolan was also very interested in the film *Breaking the Cycle of Poverty in Kosovo* produced by UNICEF (2009). In my reflective journal I commented in my teacher journal that Nolan was very active in the discussions about the film and that he was shocked at the living conditions, lack of clean water, and lack of food that the people are currently facing in Kosovo. Once again, this was a contemporary issue, but, more important, these problems were being faced by Nolan's new friends in Kosovo. After the class watched the film, each student was asked to develop a news report on poverty in Kosovo based upon what they had seen in the film and what they had learned so far in the program. An outline of the lesson can be found in Appendix H. Nolan's report was fully developed, detailed, and demonstrated an interest in and shock at what was learned. In the news report, Nolan played the role of an on-site reporter and stated, "I am currently seeing a lot of people without shoes and people using shoes as fuel to cook their bread. Also adults and kids are in the dumps looking for food and pop cans to sell for money to buy food. It is unbelievable what I am seeing right now." The atrocities that Nolan saw

in the film, and the human suffering, served as a strong motivating force in the development of his assignment.

### **Engagement and Motivation**

Once the human link and connections were established in the program, student motivation to participate in the program remained strong throughout the course of the study. In their second interview, Nolan and Nancy commented that they found the program interesting, that they enjoyed the activities they were completing in relation to the program, and that they were looking forward to completing activities like the button and accompanying brochure the class was developing to raise funds for local and global charities. As part of the One World Youth Project program, each sister school pair is asked to develop a community service project on their assigned Millennium Development Goal. Our goal for the 2009/2010 school year was Millennium Development Goal #1, The Eradication of Extreme Poverty and Hunger. The students in the class, through a series of votes, decided to design a logo that expressed their feelings on poverty and hunger, turn that logo into a button, develop a brochure for the button to be attached, to and then sell the buttons and brochures for \$2. The students also decided that a third of the funds generated from the button campaign would be given to the local Community Care Food Bank, one third would be given to their friends in Kosovo to build a resource library, and one third would be used to purchase items from the World Vision catalogue for distribution in Haiti to help people who were struggling in the aftermath of the January 2010 earthquake that ravaged the nation. Each student in the classroom had the opportunity to design their own logo, and then the top three logos, voted on by the students, would be combined to create the classroom logo for poverty and hunger. Nolan

was so motivated to develop the button logo that parent support was enlisted to develop an electronic design that took 2 hours to develop. Nancy handed in the button design before leaving on a trip to the Caribbean, 2 weeks before the rest of the class was to hand in their work.

My critical friend Cathy also commented on the motivating impact of the program during her third postobservation interview, where she commented on the class button campaign and how the students were planning their brochure after their buttons had arrived from the supplier earlier that day. Cathy:

So you have absolutely, this is the best lesson you can have, it's applicable, it's student centered, its art a design. I cannot believe that you have tackled these things before Christmas break! And they are still, this is the last day before 2 weeks gone [for winter vacation], and they are so focused, so together, and you don't have to worry about discipline issues. So to me that is your [goal], they're engaged. If you want to measure their engagement, it is huge. Would I revise anything? No, I would keep going, just keep going.

The button campaign to help other people in our own community and around the world was a constant motivating force in the classroom throughout this study.

During the course of the study, Nancy went on a family vacation for 2 weeks to a Caribbean island. I sent her with work to complete during the trip, but I did not expect the work to be completed, since the lure of the beach and other activities would be too strong to ignore. To my surprise, the work came back completed at a high level of performance. During the first interview I asked Nancy why the work was completed, and

she stated, "Oh, well, I found Iqbal really interesting, and I like it. It's like a good story and it's, I would not say fun,...interesting."

During the first interview, both Nolan and Nancy commented that they saw their participation in the One World Youth Project as a new school subject and that, because it was new, it was very interesting and unlike anything they had done before.

Nolan: It is a new subject to us, to me it is a new subject.

Nancy: Yah, something we never really learned.

Nolan: Something we never really did.

Nancy: Unlike math and science, we have been doing that for years.

Nolan: It is new.

In their first interview, Evan and Emily also commented on the uniqueness of the program and how this was a motivating force in the classroom. Evan commented that he noticed that students were much more motivated to work with the program and complete activities like the weekly Iqbal comprehension activities than they were last year when I assigned similar work on a piece of fiction. During the interview, Evan and Emily had the following conversation.

Evan: They probably didn't just like writing it, but they are really interested in the One World Youth, and that makes them push harder and it shows their abilities.

Emily: Yah, like in the beginning I remember people came back to school and were, like, I really don't want to do this One World Youth Project thing, I don't want to write all these essays on it, and I am, like, you haven't experienced it.

Evan: It is fun!

Emily: It is really fun once you have learned about it, but they are, like, oh yah, I think it is going to be like the Winner's Circle last year and not fun and everything, and I am, like, well don't judge a book by its cover.

Evan: And now they are all, like, in depth and, oh wow, this is awesome!

Both participants also commented that they felt that the creation of a button and brochure to sell to raise funds for local and global charities was a motivating factor for the students in the program. Evan and Emily felt that students were motivated to complete the button design and brochure so that they could sell them and raise funds to help other children in their own community and around the world. My critical friend Cathy also commented on the motivating impact of human connections in the button campaign during her third postobservation interview.

They understand the symbols, they understand what the OWYP is, and I continue to underscore the fact that these kids are taking on a huge, maybe overwhelming topic, but you have brought it right down to their level. They are able to understand it. They know exactly what to do when you develop a design, they are totally keen because they know they are going to raise money through these designs and get where they need to go for their goal.

The knowledge that they would be helping another human being motivated the students to complete the assigned tasks.

The class also decided to develop a book of student writing focused on the eradication of extreme poverty and hunger around the world. The students planned to have each student in the class make a submission to the book, have it bound, and then distribute the books locally to health care offices and other waiting rooms around the city



so that they could raise awareness in our own community about poverty and hunger in our own community and abroad. The students hoped that by raising awareness, they would motivate people to take action, donate to local charities or donate their time or money to a worthy cause. Both Evan and Emily stated that they felt the development of the book was a motivating force in the classroom and that they themselves wanted to complete work towards its development.

In my reflective journal I reflected on how the idea of the book was created and how it developed.

One student asked if we could publish a book of our class' research and publish it. I stated that this might be too costly but that we could probably have 50 or so made, one for each student and some to be sent to local doctor, dentist, and other waiting rooms where people could read the message we are trying to promote about eradicating poverty and hunger. The students thought this was a good idea, and we voted on doing buttons and brochures to raise money and awareness and the book by April 2010 as a reflective look at our year working on MDG #1. The students and I voted on the proposal, and the vote was 34 for and 0 against. I voted as a student because in our class I am equal to the students, and thus my vote counts the same as each of theirs. The students are already talking about what we can put into the book. The book project was a great idea that developed on its own through the kids and also ties into our class and school goal to improve written communication scores.

The desire to write the book to raise awareness of poverty and hunger in our community and around the world constantly motivated my students, and the 4 participants, to develop

their weekly writing assignments related to the One World Youth Project with precision and care. In my journal, I also noted that all students who were present for the lesson on poverty in Kosovo handed in their news reports on poverty in Kosovo the day that it was due and that this was the first time this had happened all year. The students were asked to develop a persuasive argument focused on what they thought should be done to achieve Millennium Development Goal #1. The students were very motivated to complete the assigned task; all those who were present during the lesson handed in the assignment the next day, and the quality of the work was the strongest it had been all year. The human link sparked an interest in the program that maintained a high level of interest throughout the course of this study.

An example of how motivation to participate in the program was maintained through the course of this study occurred one day before Christmas break. During the afternoon, the students and I read our weekly chapter in the story of Iqbal Masih. I noted in my journal that the entire class wanted to read the chapter and complete the accompanying questions even though it was one day before the Christmas Break. This lesson was observed by my critical friend Cathy, who commented in her second interview:

Um, if I could coin it as "I'm in awe." And the reason I am in awe is because the students are engaged, you have got them, you have got them engaged on so many levels, emotionally, physically, academically, cognitively, emotional humanitarianism, if that is even a word. I think you are really opening their minds to think critically, and I had that in my note as well. It is one day before

the holidays. The rest of the school has lost it. And I mean that. They are kids. You are working 10, 11, 12 years olds here.

The desire to help others and make a positive difference in their lives was a constant motivating force throughout this study that not only encouraged the students to explore new concepts and complete assigned tasks, but also developed new habits of the mind that made them more critically conscious of the world around them.

### **Section Two: Developing a Critical Consciousness of Current Global Issues**

The second main aim of this study was to gather data on how a human connection affects a student's ability to develop a critical consciousness of current global issues. Data from student participant questionnaires, interviews, student artifacts, and the postobservation interviews of my critical friend were the qualitative instruments used to present these data. Through an analysis of the data two main themes emerged. The first was the influence of participant background knowledge and how they utilized it. The second was how participants developed empathy for others and created new critical consciousnesses of what was happening in the world and how they viewed the world.

#### **Background Knowledge**

Each participant brings his/her own knowledge base into a unit of study that provides him/her a foundation from which to work with the curriculum. Each of the 4 student participants in this study had his/her own specific background knowledge base that made his/her own experience with the One World Youth Project unique. Nolan and Nancy were both able to identify some current global issues like poverty, hunger, the HIV/Aids pandemic, and racism and discrimination as current issues that people around the world are struggling to deal with. Neither participant went into any detail or depth as

to the breadth or severity of these issues in relation to their effect on people. At the conclusion of the interview I was interested to see if I had failed to draw out their background knowledge base through the interview or if their background knowledge was simply limited, so I reviewed the initial questionnaires that these participants completed at the beginning of the study. Question 2 of the questionnaire asked the participant to identify problems people around the world are facing. Upon review of the questionnaires, Nancy had clearly communicated a consciousness of a variety of global issues ranging from infectious diseases, starvation, lack of education, and poverty in her responses. The response was completed in point form, with no explanation for any of the identified issues. Nolan also identified some global issues that people are suffering from in question 2, and his responses were in point form without explanations. The questionnaires and the first interview identified the fact that Nolan and Nancy were aware of global issues but they had not provided any depth or explanation of these issues that would identify the amount of knowledge they had of the issue beyond recognition that it existed.

In contrast, Evan and Emily identified current global issues and provided explanations as to how they affect others. Evan's response to question 2 of the questionnaire contained some point form listing of contemporary global issues, but Evan also provided some explanation to a few of his points. For example, he discussed the concept of lack of freedom by stating that a person could be jailed for disagreeing with the government. In the first interview with the experienced participants, Evan discussed his experiences as a missionary abroad for three years.

Um, I knew about poverty and hunger living in [that country], but now, learning about racism more, I did not really get that as a young child and so being White and living in a country full of people who are mainly White it does not occur as much, but when there is this one Black person it starts the big gang up so it is good to learn about that.

Evan's experiences were unique to those of the other participants, and thus his interpretations and the connections he made between his base knowledge and the material he was examining were more developed than those of his peers.

Emily's response to question 2 of the questionnaire was the most developed and detailed of the 4 student participants. Like her peers, Emily identified issues like lack of food, water, shelter, poverty, and lack of education as issues that people in developing nations are facing. Emily's response differed from her peer's because her response stated cause and effect relationships. Emily stated, "Most people don't have food, water, or shelter. People don't know how to read and write because they were too poor to go to school. People get sick from eating animals or drinking bad water." Emily identified contemporary global issues and demonstrated an understanding of the fact that these issues do not live in isolation of one another and that they in fact impact each other and make the issues more severe. Emily and Evan retained information from their previous experiences in the One World Youth Project and abroad which enabled them to have a developed background knowledge base that they could utilize to comprehend and interpret the material that they were going to work with during the course of this study.

### Empathy and Critical Consciousnesses

As the unit of study began, students started to develop empathy for others. The development of empathy for others was evident when the class watched the film *Breaking the Cycle of Poverty in Kosovo* produced by UNICEF (2009), worked with the weekly Iqbal readings, when they watched the PBS film *A Class Divided* (PBS Frontline, 2003) and when they participated in the Global Trade Simulation.

#### *Breaking the Cycle of Poverty in Kosovo*

The student participants were moved by the short film *Breaking the Cycle of Poverty in Kosovo*. During the first interview with new participants, Nolan commented that he was shocked to learn that people living in the slums of Pristina, the capital of Kosovo, must burn their shoes to heat their homes and cook their food. Nolan understood that there would be bacteria and filth in the shoes since they were used, and that using the shoes for fuel presented a health risk since pollutants from the shoes could be transferred to the food the people were preparing. Nolan also stated,

We are more healthy. We have better immune systems than they do. They do not have a lot of food, and if they do it has bacteria. They go digging through trash like I saw in the Pristina video, digging through trash, they could get bit by a rat like you were saying and the rats carry rabies and stuff, and they could get infected.

Both Nolan and Nancy commented that the film clearly demonstrated that their lives were much more privileged than those of the children they saw in Kosovo and that they felt that they were very lucky to live the lives they are currently living in Canada. By comparing their lives to those of the children of Kosovo, Nolan and Nancy were able to

understand just how difficult life in Kosovo can be. By developing empathy for the challenges that people in Kosovo are facing, both participants became conscious of the dichotomy that exists between wealthy and poor nations. Nolan talked about how spoiled Canadian children can be and how they should be more appreciative of what they have.

Nolan:

Some kids, like their parents buy them something and they go I don't like this because it is this and this and I want this because this person has it. And if they get the pen pal letters they will notice that the kids in Kosovo don't have anything, and maybe they will thank their parents for what they even get.

Nancy expressed similar views when she made the following statements.

Bryce: Ok, very interesting. How is your life different than that of a child in Kosovo? What do you think?

Nancy: Um, well we have more stuff than they do.

Nolan: A lot more stuff.

Nancy: We have computers, shoes.

Nolan: We have parents, money, some of them don't even have parents, they live on streets.

Nancy: And some of them don't have parents, siblings, or anything.

Nolan and Nancy developed an understanding that an economic gap exists between nations and that millions of people live below the poverty line while they live what would be considered a privileged life in many other countries.

In the first interview with experienced students, Evan discussed the fact that the people of Kosovo have just survived a civil war and the impact it must have on their lives. Evan:

Um, they have been through a civil war and we have not been. I don't know when our last war was in Canada. I mean there has never been a war when I was a child. I don't think there was a war when you were a child, so it has been a long time since we have had a war. So for them to go through that must have been hard. And they are thinking how they never have wars? How come they get along with everyone? This is the 21<sup>st</sup> century, we don't have wars nowadays, but they are going through civil wars and trying to adjust back to their home.

By trying to look at the experience of living through a civil war through the eyes of a child in Kosovo, Evan was developing empathy for the challenges that the children of Kosovo face since he was conscious of the fact that Canada has not experienced an armed civil conflict within its own borders since the Northwest Rebellion of 1885. In the same interview, Emily discussed a National Geographic program she watched about young girls in Pakistan and how they are suffering through the War on Terror and how their rights are denied because they are female. Emily:

Yah, I was watching this like, I think it was a National Geographic um story with my mom, and it was part of the Pakistan, they are having the war right now. And when I watched it about, like, when the girls are not allowed to show their hair and some of them are not allowed to show their faces and they have to wear all black. They are not allowed to go outside.



Both experienced participants compared their lives to those of children in other nations, and this comparison enabled them to develop empathy for the realities that these children are struggling through and an understanding of the fact that they lived in a peaceful nation where they did not have to constantly fear for their lives. Both experienced students also expressed an understanding of how different education is in Kosovo compared to Canada. While reflecting on the web conference they participated in with the students in Kosovo in April of 2009, both Evan and Emily discussed the challenges that students face trying to get an education in Kosovo. To conduct the web conference, the students in Kosovo had to travel to the Prime Minister's office to find a computer, webcam, and microphone that they could use to conduct the interview. The participants were shocked by what they saw.

Evan: And once you see it, the Prime Minister's office is almost nothing. It is about our dining room table with a couple of little chairs and . . .

Emily: Maybe some curtains.

Evan: A white board or a map, but that is about it.

Emily: That is kind of like our classroom compared to other Prime Ministers offices.

Evan: The board room they were in was smaller than this classroom and the table was probably as big, maybe a little bigger than this table.

By comparing their school environment with the Prime Minister's office in Kosovo, the experienced participants were able to develop an understanding of the fact that our nation has more economic resources to draw upon.

*Iqbal*

The weekly Iqbal readings and comprehension activities provided a platform for the student participants to start to develop empathy for the people discussed in the text and other disadvantaged people around the world. During the second interview conducted with new students, Nancy discussed her anger at the fact that children in other parts of the world were being sold into slavery and that it was an unfair practice that prevented children from being children. Nancy stated, "they are just kids and they should have fun and they shouldn't have to work all day. Every hour of the day." During the same interview, Nolan expressed his frustration with the fact that although children were supposed to be paid a dollar a day to work in the carpet factories, they were not always paid, and thus the debt would never be eliminated, preventing the children from ever seeing their families again. Both students expressed gratitude for the lives they have, and they stated that they should be more thankful for what they have.

The frustration and anger continued when the students and I read and discussed chapter 8 of the Iqbal story. In this chapter, Iqbal escaped from the carpet factory and returned with two police officers in an attempt to have the master of the carpet factory, Hussein Kahn, arrested for having child slaves. Unfortunately for Iqbal and the other child slaves, Hussein Kahn bribed the two police officers, they left, and Iqbal was severely punished for running away and bringing the police to the factory. My teacher journal entry on the day of this lesson reflected on the anger that the class had towards the fact that the police officers were bribed and that they were not going to help the children. I also noted that Evan commented during the class discussion of chapter 8 that students needed to remember that the police officers might need the money since they

probably did not make that much and that everyone had to be careful not to judge the officers unless they have walked a day in their shoes. By making this statement, Evan demonstrated that he had an understanding of the realities that people in Pakistan are facing and he was not willing to pass judgment on them since he was not in their position.

My critical friend's second observation was of my lesson on chapter 10 of Iqbal. During the postobservation interview, Cathy was impressed with the detailed comparisons the students were making between their lives and those of the child slaves in Pakistan because, by making these comparisons, the students developed a stronger understanding of what it was like to walk a day in their shoes.

And each family debt was around 1,135 rupees, and students could actually remember that, and students will make a connection with money, I realize that, but that was motivating to them. For them to be able to not only quote the equivalence and make that as an understanding and then turn that around to how many people would be in debt and how they are using that finances was just amazing. Again, that clicked them into the one student and his experiences abroad, so he is making self to world connections.

Cathy also discussed the connection the students made to Iqbal's desire to fly a kite in chapter 10. Iqbal wanted to fly a kite and be a normal child playing in an open field. Cathy was surprised by the students' ability to see the kite as a symbol of freedom.

The kids really made a connection of the making of this kite, the pattern on the kite, and the fact of why is a kite being made, and the [pattern] is important, but the kite represents freedom. They are making connections to um, to the exploitation of children and their freedom because they are not exploited. And

that is huge, that is huge for kids. They are making a lot of connections. Their interpretations are coming on so many levels. Absolutely, it is great.

The weekly Iqbal readings provided students with an opportunity to put themselves in someone else's shoes and see the world from their perspective. This opportunity then enabled the students to become conscious of the plight of child slaves and the difficulties they experience on a daily basis.

### *International Trade Simulation*

The International Trade Simulation was another activity during this study where the participants demonstrated that they were developing empathy for others and developing detailed understandings of current economic realities around the world. In the Trade Simulation, the students are divided up into six different cultures, and each culture will have a specific cultural profile that will affect the way in which they will be able to trade with other cultures. Each culture starts with a collection of materials and will then have to try and make trades to obtain the list of required materials for their culture. The members of each culture team will review the special characteristics of their culture and interact with the other groups according to their assigned characteristics. After the simulation, there was a class discussion and then each student completed a series of reflective questions based upon their experience in the activity. A copy of the International Trade Simulation materials can be found in Appendix I.

Question 6 of the trade activity questions asked the students to describe their experience as member of their culture and how they felt as they participated in the activity. Emily stated that "the men in my culture were the dominant ones, so it was hard for me. We also couldn't trade with women, so it was also really frustrating." Evan's

experience was different. Evan commented that he felt “in power, being a man in my culture. I ruled over the girls. I was kind of bossy, and I regret being that bad.” Neither participant was overly pleased with their experience. Emily did not like the fact that she was not treated as an equal with the male members of her culture and, even though Evan was in a dominant position where he controlled the actions of his team, his conscience was telling him that what he was doing was wrong. Both students developed an understanding of what it was like to be marginalized or what it would feel like to be marginalized through their experiences.

The participants also developed an understanding of how global economics operates and the difference that exists between resource-rich nations and nations that have limited resources to trade. In the trade simulation, there were only 5 paintbrushes, and every culture needed to obtain at least one to meet their trade requirements. To make things even more challenging, one nation controlled all of the paintbrushes at the beginning of the game. Through the reflection questions at the end of the activity, Evan commented, “the most valuable objects were the paintbrushes. Only the yellow team started with them, and each team needed one. The least valuable objects were the cub-a-links; every one had some, even the poor. Paintbrushes were like oil, cub-a-links were like mud.” In their reflective comments, Evan and Emily both stated that they understood that paint brushes were valuable and that the cub-a-links were not very desirable. Evan and Emily also commented that the difference between wealthy nations and poor or struggling nations was that the wealthy nations had a lot of resources to trade while the poor nation had few desirable resources to trade. Through the simulation, the participants experienced what it is like to trade as a nation, they experienced inequitable power

relationships, and they developed an understanding of how global trade operates and why a gap exists between wealthy or developed nations and poor or developing nations.

My critical friend Cathy's first observation was of the International Trade Simulation Activity. Cathy commented on how successful the lesson was and how it provided all participants with a unique experience.

They were working in teams, so they were not isolated, but also got the intended outcome of how they would feel when they were put into a situation where it was gender equity, and they were very upset about that. Very upset about that, and that was what you wanted. You wanted that emotional level to come through and it absolutely did. It was an experience that some people, some of the students, would never have had the opportunity for, and it was very well received by them.

Cathy went on to comment that the participant experiences in the simulation provided opportunities for students to feel the frustration that marginalized people face on a daily basis and through this experience understand the daily challenges these people face.

And that is not a criticism but they are getting very frustrated. Chuck was so frustrated that he felt that he had lost it. Sally, who was the boss of Chuck, became very incensed that she had turned to get what she wanted. She did not like that personal feeling. That's huge, that's huge for a 10-11-year-olds to equate that and they were no longer their people and they assumed their culture. And I think that was your outcome, you, that was your outcome, your expectation. You wanted them to get that cultural feeling, and they were starting to get it.

Cathy also commented that the participants had demonstrated that they had developed an understanding of how global economics operates and relationships that exists between economically powerful nations and economically weak nations.

They understood that if you had a strong economy you could actually bully a weak economy. You could also flush out the weak economy if you were a strong economy. In juxtaposition to that, they realized that the big countries needed to support the little countries because the little countries were being used by the big countries, and they saw that it did not matter how little you were, you were part of the whole piece, and that is the connection to the world. That we need everybody. That is what is coming through your One World Youth Project, that is what comes through our Me to We, that is how you are making the other people feel, and they got very, very frustrated. That if they were the loser, the winners were never, the winners. [The winners] were winners at a cost and did they want to make that cost? That to me, Bryce, is amazing! And is that not what our One World Youth Project is all about? Amazing, absolutely amazing.

Through their experiences in the activity, the participants developed a critical understanding of how global economics operates, but by participating as a member of a culture they also developed empathy for those nations that struggle, which created a critical consciousness of the realities of global trade and why poverty and hunger are daily realities for billions of people across the planet.

#### *A Class Divided*

*A Class Divided* is a PBS film (PBS Frontline, 2003) that chronicles a race relations experiment conducted by Jane Elliot in her grade 3 classroom in Riceville, Iowa

in 1970, where Mrs. Elliot segregated her class into two groups, the blue-eyed students versus the brown eyed students. One day that the blue eyed students were the marginalized group, they wore collars so that everyone could see that they were a “blue eye” and on the day that the brown-eyed students were the marginalized group they wore the collars so that everyone could tell who they were. The film shows how a group of children, who were best of friends, immediately turned on each other because they had been singled out because of their physical appearance. I decided to show this film because I wanted my students, who were 90% Caucasian, to develop an understanding of how quickly people can judge others and how hurtful discrimination can be. My hope was that my students would see the dangers involved in judging a person by his/her physical appearance and how people must be judged by the content of their character. Once the students watched the film, we had a class discussion, they completed a series of reflective questions, and then they developed antiracism and discrimination posters. The initial parent letter suggested by my critical friend Cathy to inform parents that I would be discussing a mature topic in the classroom, and the reflective questions each student completed can be found in Appendix J.

During the first interview with new students, Nolan reflected on how shocked he was at how quickly the students turned on their friends as soon as they were segregated. Nolan was also shocked at how the students who were not wearing collars immediately felt empowered, superior to those students who were wearing the collars, and that the two groups of students started to pick on one another right away.

I think in *Class Divided* I was surprised right when she put the collars on for them or those blue ribbons, everything just changed. Just like that, split second or two



seconds, just went boom and they started acting differently. Yah, so let's say they were not wearing a collar, they thought they were better, because one person said that if you are not wearing it you are better so their attitude just changed and they started picking on each other.

In my entry in my teacher journal where I reflected on the viewing of *A Class Divided*, I also commented on how shocked the students were at the bullying and discrimination they saw in the film, but I also noted that the students started to identify themselves in the film as either the victims of bullying and discrimination or the bullies themselves. This led to a class discussion where students discussed the fact that they had been bullied and discriminated against in their lives and that they did not like the experience. The students were comparing their life experiences to those of the children in the film, and this enabled them to comprehend what they were experiencing since they had been in similar situations.

The ability of the participants to make connections to the experiences of the children in the film and develop empathy for what they were feeling led to the development of new understandings of the impact of racism and discrimination in the world and how they should accept all people. Question 3 of the Class Divided Response questions asked students to explain what they felt "If you are not part of the solution, you are part of the problem" meant and how it related to the film. Nolan's interpretation was that if you are not part of the solution you are part of the problem because you didn't help out the other person when you could have. Nolan also stated, "I don't understand it. Do we have racism in our school?" This activity caused Nolan to start thinking about the school environment and awakened his mind to the fact that there might be racism in our

own school. Nolan was so influenced by the film that the following was created in response to question 2 of the *Class Divided* reflection questions, which asked why a teacher might show this film to their class.

I think the teacher will show this film to all the students because I think every child no matter what age should know that racism and discrimination are bad and they should know not to do it. I know that because being racist is making fun and if you make fun of them you are making fun of yourself because we are all equal.

Nolan's experience with the film helped him realize that racism and discrimination exist, that he did not realize that they were occurring in the school, and that all people should be treated equally.

Watching *A Class Divided* also had an impact on Emily. In response to what the main message of the film was, Emily stated that the main idea was to not judge a book by its cover and that judging a person by their eye colour is the same as judging them by their skin colour. This was the second time that Emily had seen the film, and her learning from the first viewing of the film became apparent during my critical friend's second postobservation interview after I had worked with the students on chapter 10 of *Iqbal*. During the class discussion Emily commented on the importance of not judging a book by its cover, and Cathy commented on Emily's statement.

Another student, a female student, had made a comment that she had a great deal of growth in the last 2 years because she has learned not to judge a book by its cover, and she then paralleled that to the reading about Maria being judged as either dumb or smart because Maria in *Iqbal* read and also being able to talk and that was not a level of intelligence.

Emily also expressed her understanding of racism and discrimination as she talked with Evan about racism and discrimination in our own community during my second interview with experienced students.

Emily: Yah, when I am like walking in the grocery store I see them, and I am like they are the same as us and people like look at them differently and like. And then I look at those people and I am like why are you so racist? You shouldn't be because these people are just the same as us.

Evan: I have seen people give bad looks to African Americans, and I just walk by and focusing straight ahead, not focused on them. It is almost as if they give me a look as if to say why are you not looking at me? They are expecting me to be racist.

Emily: That is because everyone else is.

Evan: Everyone else is.

Emily: Everyone else is, and they really don't know what it is like. They really don't know what it is like to be pushed around by people, and they really don't know what it is like to just um, like, um, what it's like staring at you and thinking what they are like.

Later on in the same interview, while they were discussing *A Class Divided*, Emily and Evan made the following statement.

Emily: Yah, before, like before I was in this class, before I saw them differently, not the same as us. But when I was in this class I knew they are the same as us, they are not bad people.

Evan: Yah, what happened, was I felt like I wasn't racist, I wasn't against them, but I saw them as a different person.

Emily: I wasn't saying like rude comments about them but they were different than us.

Evan: I wasn't being mean, I wasn't being racist or anything. I did not think of them as a wrong person, they were just different from us.

Evan and Emily's perceptions of the extent of racism within their own community is limited since they believe that everyone else is racist, even though they have no evidence to support his claim other than their own opinions and beliefs. By watching *A Class Divided*, the participants were able to see the destructive power of racism and discrimination, develop empathy for those affected by it, make links to their own personal experiences and develop a new more powerful understanding of these issues and how they affect the world around them.

### **Section Three: Findings on The Driver Model**

The third main aim of this study was to gather data on the effectiveness of the Driver Model of Curriculum Development as a curriculum model for the delivery of a global education program. Driver is an acronym which stands for diversity, reflection, interrelations, vitality, enlightenment, and recognition, and all of these components are the foundation principles of the curriculum model. Data from student participant questionnaires, interviews, student artifacts, and the postobservation interviews of my critical friend were the qualitative instruments used to present data on the existence and effect of each component of the Driver Model.

## Diversity

The diversity component of the Driver Model calls for the teacher to provide a diverse and dynamic curriculum that is based upon numerous resources from various sources. It also calls for the students to accept and appreciate the diversity in the program they are provided with and make connections to the materials that they are working with. In my first interview with new students, Nolan and Nancy both commented on the variety of activities that they were working with throughout the course of this study and how they enjoyed them. Nancy enjoyed writing the poverty narrative (Appendix K) and found the pictures I used to stimulate the students as story starters motivating and interesting. Nancy also expressed an interest in developing the button designs and writing pen pal letters. A copy of the pen pal letter organization chart can found in Appendix E.

During the same interview, Nolan expressed an interest in writing a pen pal letter and developing a news report on what he thought should be done to achieve Millennium Development Goal #1. During the first interview with experienced students, Evan and Emily both discussed their interest in completing the poverty narrative, writing pen-pal letters, but they also discussed their interest in watching *A Class Divided* and developing the antiracism posters, participating in the International Trade Activity Simulation, and both participants expressed a desire to watch the *Age of Aids* again, even though they were conscious of the fact that we were not going to watch the film until later date outside the scope of this study. All 4 participants discussed various issues related to the story of Iqbal Masih that we were reading each week during their second interviews.

The resources collected for this study and the activities developed to complement the resources were drawn and developed from a wide range of interests and skill sets.

The weekly Iqbal readings and accompanying comprehension activities, and the weekly writing activities focused on a variety of topics related to our work with Millennium Development Goal #1 allowed all students to develop their literacy skills. The International Trade Simulation covered grade 6 Social Studies curriculum expectations related to international trade, and it provided students with an opportunity to develop their interpersonal and logical skills as they participated as members of a culture. By watching *A Class Divided*, students discussed the issues of racism and discrimination, but they also were provided with an opportunity to develop intrapersonal skills as they reflected on their own experiences with bullies and feeling marginalized. The development of button designs covered media and visual arts expectations, which provided students with spatial skills an opportunity to demonstrate their talents. A variety of resources were used to develop this unit of study, and the delivery of the content varied from the written word, to what was experienced through simulation, to media presentations and group discussions. Students from a variety of intelligences could make their link to the curriculum and find a way to express themselves and dialogue with the curriculum.

### **Reflection**

In the Driver Model, educators are encouraged to reflect on the program, the materials used to develop the program, the null curriculum, and the student reactions to the program. Students are encouraged to reflect on what they have been taught, how they have been taught, what they were not taught, and the interactions they had with their teacher and peers in relation to the curriculum. During the course of this study, I reflected a great deal on what was happening with my students and the effectiveness of

my program. I maintained a reflective journal throughout the course of the study from Tuesday, November 3 to Friday, December 18. In my reflective notes I commented on student reactions to what they were experiencing, and I discussed changes to the initial plans that I had developed for the program because of issues that arose or student interests. I have already discussed the class' desire to develop a book as another component of our community service project, something that we had never done before. The development of the book was not something I originally planned to do, but it was something that the students wanted to do. My reflections on this event made me aware of the fact that the students were starting to take ownership of the program and make it their own.

The reflective thoughts in my journal also helped me see that there were underlying issues in the class and learning gaps that the students had. I reflected on watching *A Class Divided* in the classroom and how many students were talking about their past and discussing how they had been bullied or discriminated against in their own lives. This reflection made me aware of the fact that I needed to continue to provide activities related to racism and discrimination, because my students were dealing with issues in their past and it seemed as though they wanted to do more work on it, and that is why I changed the date that I had set for the International Trade Activity Simulation. I thought the experience of the trade simulation would provide the students with another opportunity to discuss marginalization, but this time it would be economic marginalization coupled with racism and discrimination. The following journal entry provides an example of reflection on action, as a reflective practitioner.

I showed the film because I do not want the students to judge their new friends from Kosovo but rather to appreciate their differences and look at them as opportunities for learning. The people in Kosovo primarily speak a different language than English, many are Muslim, and they have different living conditions. My hope was that the students would develop empathy for their friends, want to work with them, and learn not to judge others. Our conversations through the film confirmed this. "They are kids just like us, but they have harder lives. How can we help them?" I think I will move up my trade activity to this upcoming week because I think the students need to see why there is 60% unemployment in Kosovo and why their economy is struggling.

By reflecting on what my students were experiencing and concepts that I had not covered, I was able to adjust my program to the needs of my students and provide them new opportunities for growth. As a reflective practitioner, I was able to adjust my program to meet the needs of my students rather than have my students conform to the rigidity of a program.

The student participants in this study were constantly reflecting on what they were learning throughout the course of this study, and this was evident as they developed empathy for others. For example, students reflected on how challenging life was for Iqbal during our weekly readings through comparisons to their own lives. During the first postobservation interview with my critical friend, Cathy made the following comment:

They made connections to Iqbal. And I think that because we have a focus in our school on reading for meaning and making connections to our self, text, and



world, I think that you have an all-encompassing activity here. They have just finished reading this story and they can make those connections through the trading partners. They were also looking at fairness, gender equity, they made connections of being a master of a mistress and that means who is the control person, and that was interesting. And they could do a world to text connection through the story and also through the activity.

The students were reflecting on their own experiences and their own background knowledge when they were making connections to the material that they were working with.

The student participants also commented on how their experiences in the program were causing them to reflect on their own experiences in the past and creating new understandings for them. During my first interview with experienced students, Evan commented on his experiences living abroad and his participation in the One World Youth Project.

Evan: I like being in the One World Youth because at a young age I moved [abroad] and so I saw the poverty, but I did not understand it as well. I wouldn't have understood [it] at that age, so now coming in here at an older age, I understood what I saw in the past and I can make a lot of connections. Now the racism part was a little harder to understand now because being White in that country, they respect you more if you are White. Like they charge you more.

Bryce: Really!?

Evan: Yah, it's like people in the street. They will be like 10 tanka for them but 50 tanka for us because they feel like we are rich.

Bryce: Really!

Evan: Yes.

Bryce: So, because you're rich they charge you more?

Evan: Yes, we are White, and they think we are rich, and they charge us more.

They also think that we are automatically Christians.

Bryce: Why do you think that is?

Evan: Um, well because originally most of the Europeans would have been Christians, and that is more where Christianity came from, and so most Europeans are White, and then Europeans helped rule over [that country].

By reflecting on what he had seen in the past and combining this previous knowledge with the new knowledge that he gained from his participation in the program, Evan was able to develop a more detailed understanding of the poverty he saw and why it was occurring. Evan was also experiencing difficulty seeing racism from multiple perspectives because he had been a minority culture in another nation during his family's travels abroad and he had been treated differently because he was White. By watching *A Class Divided*, Evan was trying to understand racism and discrimination from the position of the majority culture. The film caused Evan to reflect on his experiences abroad, challenge what he had seen, and develop a new understanding of what he saw and experienced.

Students were provided opportunities to reflect and discuss what they were learning throughout the course of the study through class discussions and reflective activities designed to make the students think about what they learned. The reflective questions for *A Class Divided* caused Nolan to reflect on our school and question whether

or not racism and discrimination existed within it. Emily and Evan were also reflecting on the assignments their peers were developing in response to *A Class Divided*. During their first interview they commented on how their peers were developing effective antiracism and discrimination posters, how their peers were mature enough to identify images that would be inappropriate to use for the posters, and they commented on how their peers were dialoguing about racism and discrimination. While discussing what they learned during the course of this study, both Nolan and Nancy commented during their second interview that they felt that they were very lucky to have the lives that they have and that they are fortunate.

Bryce: Ok, very good. Ah, next question. What did you learn as a member of this program? Anything stand out to you as something that you have learned so far?

Nolan: I have learned that their life is a lot more different, like really different.

Bryce: Ok, can you give some examples?

Nolan: Like they don't have shoes, they don't have basically two pairs of clothes.

Nancy: They get forced into slavery.

Bryce: And how does that make you feel?

Nancy: Upset! (strong look to her face) I don't find it fair.

Bryce: Why?

Nancy: Cause they are just kids and they should have fun and they shouldn't be able to do work all day. Every hour of the day!

Nolan: I think it is not fair because like in *Iqbal* they said there was going to be like these tallies or whatever they could get taken off, but as I learned they are

never going to get taken off. That's a bummer. They will never get to see their families again.

Bryce: So, how do you feel about your life now then?

Nolan: I think I should be a lot more thankful for what I have.

Nancy: I have a good life!

These statements show that the students have reflected on what they had learned, compared the information to their own lives, and developed an appreciation for what they have.

Constant reflection during the course of this study enabled me to adjust my program to meet the needs of my students and identify issues that needed to be addressed further. Reflection by the participants on what they were learning and how it related to their own lives provided them with an opportunity to develop more thorough understandings of what they were learning and how this new knowledge was impacting them and the people they were working with.

### **Interrelations**

By using the Driver Model to develop a curriculum, the intent is to provide a program that incorporates constructivist principles so that students can become the constructors of knowledge rather than receivers of it. This in turn calls upon the students to make connections between what they are learning and what they already know or have experienced and develop their own understandings of what they have been taught through these connections. During the first postobservation interview, Cathy commented that it was evident that a multiple intelligences approach was established in the classroom because my program tapped into many student's strengths.

You have a multi-intelligences approach. What I mean by that is that you have tapped into so many strengths of students. You were able to have them discuss their expectations, you had a written piece, you had a reflective piece, and they were learning through simulation through the trading activity.

During the second postobservation interview, Cathy stated that the classroom was an established classroom of inquiry where everyone had a right to express themselves and where everyone needed to be respectful of the opinions of others.

You have got another student who has come in here, and he came in as a very troubled student, and the student had actually repelled himself against the other students. Now I actually think he is making some good networking. When he speaks, the other kids listen because the culture is in the classroom. It is established that just because he started out as a goofball does not mean that he is going to end up as a goofball, and now when he speaks the kids listen because he is making some very intelligent connections and inferences.

Cathy also commented on how the students were working with concepts and materials that were advanced and challenging but that the material was delivered at their level so that they could work with and develop their own understandings of it during her third post observation interview.

I am totally admiring how you sit down and have the students gather around you and everybody's opinion, everybody's view, everybody's take and imagination is accepted as a right answer. And even having your class set up in UN style, they have been told right from the get-go, your opinion matters, what you think

matters, what you feel matters, and that is what I think I observed the most continually in your classroom.

The establishment of a classroom of inquiry where students can discuss issues that arise without fear of being ridiculed, students can use their strengths, interests, and background knowledge to interpret what they are learning and make connections to it and ask questions when they need clarification.

During her second postobservation interview, Cathy made the following statement.

They are not afraid. They are not afraid because they can talk about what they don't know and you are approachable, and you explain it to them, and they need to have that. The other thing is, is you are making them, and they also want to, go to technology to find out and gain answers, and then they come back into the classroom and they go "Sir, I have the answer". And then you go, "Are you sure that is the answer?" And then they start working again. It is like a rodent on a wheel, it is never ending. They are energized, you are energized, and they get that and I think that is the essence of a good lesson.

By developing a classroom of inquiry where everyone could voice their ideas, explore concepts through their own interests and talents, and develop new understandings of what was being discussed, my students had the opportunity to make connections between what they were learning and what they already knew to develop enhanced interpretations.

Nancy's button design illustrated a connection between the class' desire to raise money for local and global charities and a book she read as a child. Nancy's button design contained an apple tree and the words *The Giving Tree*. In conversation with

Nancy, she commented that when she was younger she read *The Giving Tree* by Shel Silverstein and she felt that the message of helping others in the story was very similar to our desire to help children around the world through our class button campaign.

Emily's persuasive argument on what should be done to achieve Millennium Development Goal #1 illustrated how she was able to make connections between various global issues and how they are interrelated and interdependent on one another. Emily discussed cause and effect relationships in relation to the MDGs, which shows a thorough and complex understanding of their interconnectedness. For example, she argued that people need to be healthy to go to school so they can attend school, get jobs, and work their way out of poverty and have better lives. References to stopping the spread of HIV/Aids and the use of malaria nets were also mentioned as Emily discussed the need to help keep people healthy so that they can get educations, then jobs, and then provide for themselves. Emily also mentioned that there are doctors willing to treat the sick people in developing nations but that they do not have the resources like vaccines and clean water to treat people because the communities they are working in are so impoverished. Using a multiple intelligences approach through a classroom of inquiry where students can inquire and make their own interpretations of what they are learning and connections to what they already knew, helped the students see the interconnected and dynamic nature of the world we live in.

### **Vitality**

The vitality component calls upon the teacher to accept the fact that that nothing is perfect and the need to continue to develop a program for their students even if they have experienced setbacks along the way. The main obstacle that I faced through the

course of this study was that the potential for direct contact through a web conference, pen-pal letters, or telecommunications with our partners in Kosovo looked bleak at best. I was very concerned that the lack of direct communication with students in Kosovo would taint the study since I would not be able to gather data on the first main aim of the study, the impact of the human connection and student motivation to participate in the study. Unfortunately, direct communication between my students and the students in Kosovo was never established during the course of the study, but what I realized was that my definition of the human link was narrow and that a lack of communication was as effective as a teaching tool as direct communication might have been. Through my interviews with the 4 student participants in the study, and by reviewing their work, I realized that the students were making numerous links to the experiences and challenges faced by other human beings around the world, and this caused me to redefine what I considered to be a human link. Not having direct communication with our friends in Kosovo was a teaching moment because I explained that these students did not have the money to buy computers at home to send them emails and that even their school was not equipped with sufficient technology to have a web conference. This reinforced the student's understanding of the dichotomy that exists between their lives and those of their peers in Kosovo.

The teacher should also reflect on the struggles of the students, what has occurred, and adjust the program accordingly. The challenge for me as an educator was to determine what learning gaps existed and how I was going to fill these gaps. An example of this occurred when I adjusted the timing of the International Trade Simulation to an



earlier date so that students could develop a more thorough understanding of the economic hardships the people in developing nations face.

Students are encouraged to push through the difficulties and obstacles they encounter as they work through a program, since the answers and understandings they seek will not always be evident and may take some time to develop. In Section Two of this chapter, data were presented that illustrated how students were shocked at what they were learning because the trials and tribulations that they were learning about were new to them since they lived in a nation where they had rights, they were learning in a classroom where they were respected, and they lived a society where extreme poverty and hunger were tempered through charitable organizations.

An example of students working through obstacles they encountered during the course of this study was captured by Cathy during her first postobservation interview, when she commented on how the students worked through the challenges they experienced during the International Trade Simulation.

They know now that they had to do really hard work, and they became frustrated because they had to change paper clip, trade a paper clip, and a cub-a-link and an eraser and figured out that the paintbrush was the commodity they needed to have. And you did not tell them that explicitly; that was their learning. It was awesome! They quickly found out that the nods and the handshakes were language. And the barrier of language and the ability to read a face and getting to know the whole people, the whole culture, the whole facial, the whole body language, and the role in the community was essential to become an adequate trading partner.

The students could have just given up when they encountered the physical contact and language barriers, but instead they persevered and pushed through the obstacles to find their own solutions to them.

By pushing through the communication obstacle that I encountered during this study, I was able to refine my own interpretations of a human link and find teaching opportunities in what I was not physically able to do with my students. By encountering challenging realities like poverty, hunger, and discrimination, and working to understand how the issues affect other people, students were able to develop empathy and create more thorough understandings of the issues. Finally, by working their way through communication barriers in the International Trade Simulation, students redefined communication and how it can occur. By pushing through our obstacles, we had valuable learning experiences.

### **Enlightenment**

The enlightenment component of the Driver Model outlines the importance of students becoming critically conscious of who they are and how they fit into the curriculum they are being presented with. Students are also encouraged to reflect on their own personal experiences and backgrounds so that they can dialogue with the curriculum and interact with it. In Section Two of this chapter, data were presented on how students developed empathy for others and then created new critical consciousnesses of themselves and the world around them through comparisons of their lives and those they were analyzing. Through this process, students became enlightened to new realities that they had not been conscious of before.

The enlightenment component also outlines the need for teachers to be conscious of what is occurring in their classrooms and why it is occurring. The teacher should also develop a consciousness of the changes they have experienced through this process. During the course of this study I became conscious of the fact that my students were aware that issues like poverty, hunger, racism, and discrimination existed, but they were not aware of the magnitude of these problems abroad, in their own community, or in our own school. The fact that Nolan was asking me if racism really existed in the school illustrated the fact that he had been unaware of the numerous racial conflicts that occurred in the school during the previous school year and why I continued to provide lessons and activities on marginalization so that students could be more aware of what was occurring around them. I also became aware of a new way to think of human connections through the course of this study, and that enabled me to identify the impact of the human link in ways that I had not originally thought of.

My experiences through the course of this study also illustrated how my students felt a sense of ownership and pride in their participation in the One World Youth Project and how they felt that they were the people who were going to make the world a better place, not adults. Nolan commented during the first interview that all decisions in the class like those related to the button were voted upon and that I, the teacher, was seen as an equal in the process and not a superior, since my vote counted as one, just like theirs. During the first interview with experienced students, Evan and Emily discussed how they liked the fact that the students in the classroom made decisions as a class and that I did not overpower the class or force them to do things they do not want to do. The One

World Youth Project was not my project, but our project, and that was empowering to the students.

During the second interview with experienced students, Evan and Emily had a conversation about the button campaign and the development of the class book on poverty and hunger around the world. In this conversation, they discussed how this year's button was more developed than buttons that had been developed in previous years and how this year's button was special and unique. Through these comments it became evident that the students felt they had a sense of control in the program and a sense of pride in what they were creating.

In the film, *A Class Divided* (PBS Frontline, 2003), Jane Elliot conducts her racism activity pitting brown-eyed people versus blue-eyed people at a corrections facility to help teach corrections workers acceptance and respect for diversity. During our first interview, Evan and Emily both commented that the third grade children who participated in the activity handled it better and acted more appropriately than the adults who participated in the same experiment.

Evan: I have learned that kids are handling this more maturely than adults.

Emily: Yes, that is kind of the part that shocked me.

Evan: Yah, sometimes the adults are saying we are older than you, we understand this well get out of our business. They don't understand it at all. Learning it now, like if you look at *A Class Divided*. The kids were like ok, I punched you in the gut, yadda, yadda, yadda, but there would have a huge fist fight and swearing if there were no cameras in the adult room. It would have been just real hectic!

Evan developed his thought that children could change the world faster and more effectively than adults during the second experienced student interview. While discussing the world's future, Evan commented on the role of children.

We can't give it to adults. They're going to be the same. Whether they have the lesson or they don't, they're still going to be racist and still be against helping poverty, but if we give it to us, we are still deciding what we want to be when we grow up. Um, but they already, they have their minds set.

I was surprised to hear that Evan and Emily felt that adults were not capable of making the world a better place, but upon reflection, I thought they had a point. As Einstein once stated, we cannot solve problems with the thinking that created them.

Through our participation in this study, the student participants and I became conscious of new understandings that became evident as we worked through the program. By becoming more critically aware of the issues we were exploring and how our experiences through our participation in the program affected us, both the students and I developed stronger understandings of what was occurring in our minds, in our classrooms and around the world.

### **Recognition**

Recognition in the Driver Model refers to the celebration of all achievements, regardless of how large they are and the fact that sometimes the largest growth in an individual is not measured quantitatively, but qualitatively in relation to how the individual views the world and how they see themselves within that world. Throughout the course of this study, I reflected in my teacher journal that student work completion rates in the classroom increased and the quality of the work improved. Responses were

more developed, detailed, and contained connections to background knowledge, texts, and forms of media. In my reflective journal, I commented that Emily and Evan were taking leadership roles in the classroom and leading class discussions. They had grown as leaders and were respected by their peers. I also commented on the fact that the retention rate of information learned in the program was high amongst all 4 student participants and that this was reflected as they produced their work and they spoke in class discussions.

While academic growth occurred and student work habits improved, the development and growth of new mindsets and ways to interpret the world were the greatest achievements in the classroom. In their first interview, Nolan and Nancy both commented on the fact that they learned that they should be thankful for what they have and not take things for granted. Nolan and Nancy restated this sentiment during their second interview and went on to discuss how they had learned about child slavery around the world and how difficult the lives of the children forced into child slavery must be.

During their second interview, Evan and Emily discussed how they were taking what they had learned in the program with them out into the community.

Evan: I learned more about what I saw. Like I saw it in [the other country], all the poverty and everything, and I kind of understood it but coming into the One World Youth Project I understood it more thoroughly and I had more connections to make and I understood what I saw.

Emily: Yah, I've heard of poverty and hunger before, but I never knew what it was all about. And once I started learning about what it was all about it was more interesting. So it made it, um, I knew what I was going to do because I had seen it

on TV and stuff, so I had never seen it in [our home town] and then I heard that it was like in Canada, and I never knew that. I thought it was just in other countries

Bryce: So do you see it now when you go out in the city?

Evan: It is easier to find. You can actually like pick out. Like before when you're driving you see people with shopping carts with all of their stuff in it, and it is as if your mind skips it but after you take this program you can look at it and you can find it.

Emily: And then you see them and you, like, feel bad for them because they don't have anywhere to go, they don't have anything to eat or things.

This conversation illustrates how Evan and Emily were not just learning facts about poverty and hunger but changing how they viewed the world and interpreted it. As a result of their participation in the program they became more aware of the world around them and the realities that it contains.

Another example of student growth occurred when a representative from a local women's shelter came to a school assembly to accept a donation of money and toys on behalf of the primary students who ran a used toy sale and the grade 4/5 class which collected Canadian Tire money and used it to buy toys for less fortunate children in the shelter. In my journal reflection, I noted that the class was very interested and pleased to see that the primary division and the grade 4/5 class had developed their own fundraisers to help less fortunate people in our community. I noted:

Everyone in the school was doing something to help others except us, because our fundraiser won't run until late January, and this was great to see because the students were thrilled to see everyone around the school helping. The students

felt as if they had inspired other people to think of others before they thought of themselves, and this was a very powerful consciousness that the students had.

They saw themselves as role models and they were very proud of their peers.

During their second interview, Emily and Evan commented on the fact that they saw themselves as role models and that they felt they were setting the example for the rest of the school to follow. There was no jealousy that another group of people were getting attention for their work. Instead, there was a sense of pride in the fact that everyone in the school was trying to make the world a better place and that students viewed themselves as the catalyst that inspired others to act.

Cathy also commented on the growth of the students, not only in my classroom but in the whole school, and how my students are the leaders of this growth during her second postobservation interview.

Let the students learn, absorb, do, give them community, this whole Me to We in the primary has definitely come out through the grade 5/6 classroom. The whole school now has the culture of how do we go way beyond, how do we go way beyond. You got kids doing soup kitchen, you got kids sleeping in the park, you got kids raising money for other people, they are thinking way beyond themselves. I think it is a win-win situation. You have accomplished in a short period of time in a culture here at the school of making them think very globally and steering everyone in towards so, "What have you done for someone today?" That is the true. Who is it, Ghandi, who says be the part of the world you want the world to be?



Through their participation in the One World Youth Project, the students developed into leaders who thought of others before they thought of themselves and inspired others to become advocates of change.

The growth of student mindsets and perceptions of the world around them was also evident when each student in the class participated in the A&E Essay Contest. The students were asked to write 300 words on a Canadian or person who had made a positive impact on the lives of Canadians from January 1<sup>st</sup> to December 15<sup>th</sup>, 2009. The student support materials for the A&E Essay can be found in Appendix (L). I had conducted this activity in previous years, and the essays were predominately written about celebrities or athletes. This year's submissions were different, since 10 students wrote about Evan and how he raises money for homeless people by collecting pledges and then sleeping in a park each fall as part of a Salvation Army fundraiser. During the second interview with experienced students, Evan and Emily discussed the A&E Essays, and Evan expressed his surprise that so many people wrote about him, since he thought that the hockey fans would write about Sidney Crosby. Emily discussed the fact that her essay was on the whole grade 5/6 class because she saw all of the students in our class as leaders. Nancy wrote her essay on her mother and how she is a great role model because she helps other people every day through her career as an educational assistant and support worker. During the week of November 30 to December 4, I noted in my teacher journal that I was pleased to see so many students write about Evan and his efforts to help others. This illustrates the fact that the students in the classroom respected people who help others and that there was a transfer from their learnings in the OWYP to how they were interpreting and working within the world around. While there was academic growth and skill

development during the course of this study, there was also growth in relation to how the student participants viewed themselves and the world around them.

### **Conclusion**

The data presented in this chapter were discussed in relation to the three main aims of the study through themes that emerged from data analysis. The motivating influence of the human element, the engagement of students in their studies due to the interest generated by the human element in the program, participant background knowledge, how participants developed empathy for others and created new critical consciousnesses of what was happening in the world and how they viewed the world, and the existence and effect of each component of the Driver Model were the main themes that were presented. Questionnaires, interviews, participant artifact analysis, postobservation comments from my critical friend, and my reflective journal were the qualitative instruments used for data collection. Reflection was a constant throughout the entire study, and Mills's Triangulation Matrix was used to triangulate the data and ensure its credibility.

In Chapter Five, I provide a summary of the study, I discuss the conclusions that I have developed in relation to the study, implications for future research, and implications for future practice. I also discuss my final reflective thoughts in relation to the study and what I would like to see happen in the future with the data and materials generated from this study.

## CHAPTER FIVE: SUMMARY, DISCUSSION, AND IMPLICATIONS

Three main issues exist in relation to global education programming. First, the Ontario Ministry of Education has stated in its revised social studies curriculum of 2004, that all students should have global educational programming that will promote respect, diversity, empathy for others, examination of issues from multiple perspectives, and respect for the environment. While this is an aim of the Ministry of Education, no curriculum document or suggested framework for a curriculum has been presented to the teachers of the province by the Ministry of Education. Second, although some school boards have embraced the Ministry of Education's desire for students to become conscious of global affairs and develop habits of the mind that will make them respectful and accepting members of the global community, the available resources and programs do not provide direct human links that make student learning more meaningful. Research activities on global poverty, hunger strikes, symposiums on global poverty, and research activities on current global issues are examples of current programs. As of January 2010, one Canadian school board announced the establishment of a partnership in a developing nation to build an international school that will be built by students from the participating school board and staffed by their employees. While this initiative will provide many children in the developing nation with learning opportunities that will enhance their lives, few students in the participating school board will be directly connected to the program since the building team consists of only a few hand-picked high school students from across the school board. Direct links between the students in the school board and the international school will most certainly develop in time, but that does not provide human connections for the students currently in the school board's classrooms.

The Hamilton Wentworth District School Board held a Me to We Day attended by 80 public school to promote the Free the Children charity and to help students start to think of others before they think of themselves (McKillop, 2010). This inspirational day was designed to motivate students to become advocates for change by becoming involved in charity work to raise funds for those in developing nations who need support. Initiatives like volunteering at the local United Way and a social awareness day to raise awareness for local social issues was also promoted (McKillop). While these initiatives promote a spirit of global responsibility, they do not directly link students in Canada with students in developing nations to promote cultural exchange and understanding.

Students in the Halton District School Board have had the opportunity to converse with student in a developing nation. Educational assistant Lidra Remacka travelled to Paletsine with Sustainability Frontiers, an international organizational focused on sustainability that is comprised of global educators dedicated to curriculum development and teaching innovation (Misner, 2010). Lidra travelled to Palestine with 80 letters from students at her school to distribute to local Palestinian children, and when she returned to Canada she brought back 90 letters for Canadian students (Misner). The Canadian students have commented that they have learned to really appreciate what they have in Canada because their communication with their friends in Palestine has demonstrated to them that they have privileged lives (Misner). The students communicated with one another three times during the 2009/2010 school year (Misner). While communication with pen pals in a developing nation certainly helps to bridge the gap between cultures and promotes acceptance and respect for diversity, the students also need to work together on global initiatives like stopping the spread of poverty and hunger or the spread

of HIV/Aids. Once respect has been created and friendships established, students should be guided to work on common initiatives where they can learn each other's perspectives on the issue at hand and develop a plan to improve the problem that is agreeable to both groups. Students who grow up doing this kind of co-operative work may turn into global leaders who can do the same thing on a much larger scale. Furthermore, the ability of a person to travel to a developing nation to distribute letters and then collect responses is rare and not likely to happen in many schools.

Human connections make learning more meaningful for students because they can relate to the fact that a child their own age in another country does not have enough food to eat each day. The ability for students in developed nations to communicate with students in developing nations is limited at best because of poverty. Connecting students in developed nations with students in developing nations where poverty, hunger, and other concerns like HIV/Aids are prevalent is desirable, since students would learn a great deal from comparing their own lives to those who are struggling to survive. Unfortunately, this is frequently impossible because these children do not have the means to mail letters, send an email, and, in many circumstances, are unable to write because they have not attended school. Fortunately, the OWYP has established links between children in developed nations with children in developing nations through a committed group of international volunteers who donate their time, money, and expertise making these connections possible.

The purpose of this qualitative study was to collect data related to three specific aims. The first was to determine the impact that human connections had on the motivation of students to participate in the One World Youth Project. The second was to

collect data related to how a human connection in a global education program enhanced a student's ability to develop a critical consciousness of current global issues. The final aim of the study was to determine the effectiveness of the Driver Model of Curriculum Development in providing students with an opportunity to inquire about global issues and develop a critical consciousness of current global concerns.

The foundation of this study was based upon the connection between a group of students in Canada and a group of students in Kosovo through the OWYP where all the students from both nations would work on a common initiative, achievement of Millennium Development Goal #1, the Eradication of Extreme Poverty and Hunger.

### **Summary**

This qualitative action research study was designed upon the principles of Mills's (2007) Dialectic Action Research Spiral. Personal reflection through teacher journaling as well as reflective discussions with my critical friend consistently occurred during the course of this study. Data were collected from all phases of the Dialectic Action Research Spiral through Mills's Taxonomy of Action Research Qualitative Data Collection Techniques. Mills's Triangulation Matrix was used to triangulate all the data collected in this study so that all of the main themes generated in the study were credible. The well-being of the participants in the study was of the utmost importance throughout the course of this study, and procedures and ethical considerations were constantly reviewed and adhered to so that participant identities remained confidential and so that the data generated from the study remained honest, fair, and legitimate. The results of this study will be shared with the academic community, my colleagues and my peers so that the lessons learned from this study can be used to develop constructivist-based global

education programs in other classrooms that provide human connections and enable students to develop critical consciousnesses of contemporary global issues which motivate them to become advocates for change.

The qualitative instruments used to collect data for this study were questionnaires, interviews, participant artifact analysis, postobservation comments from my critical friend, and my reflective journal. Data generating through the course of this study was done through themes that emerged from data analysis in relation to each of the three main aims of the study. Triangulation through Mills's Triangulation Matrix was used to ensure to the credibility of the data presented in relation to each of the study's three research questions. The motivating influence of the human element and the engagement of students in their studies due to the interest generated by the human element in the program were the two main themes that emerged in relation to the how human connections motivated students to participate in the One World Youth Project. Participant background knowledge and how participants developed empathy for others on their path to creating new critical consciousnesses of current global issues were the two main themes that developed in relation to how a human connection in a global education program enhanced a student's ability to develop a critical consciousness of global concerns. Finally, themes related to each component of the Driver Model: diversity, respect, interrelations, vitality, enlightenment, and recognition, were presented in regard to the existence and effectiveness of each component and the overall effectiveness of the model.

### Discussions/Conclusions

This study was conducted to examine the impact that a human connection has on a student's motivation to participate in a global education program, how the human element in the program enhanced a student's ability to develop a critical consciousness of current global issues, and the effectiveness of the Driver Model of Curriculum Development as the foundation of a global education program. Some of the results that were generated through the course of this study were more surprising than others, but, in the end, the data produced from this study shed light onto new understandings that I had not anticipated.

When I started this study, I defined a human connection as a direct communication link between two people who were sharing their experiences so that each person could learn from the other. This definition changed radically over the course of this study because direct communication links with our friends in Kosovo could not be established because of a lack of telecommunications resources in Kosovo. I was concerned that human links would not be in place for the students and, unfortunately, they were not established until after the completion of this study. While I thought that this would ruin the study, it became apparent to me that I had put a human link in place and not even realized it. By having my students read the serial story each week about the life of Iqbal Masih, a young boy from Pakistan who was forced into a life of child slavery in a carpet factory, students were able to develop empathy for his plight and the challenges that all of the children faced at the carpet factory. The students saw Iqbal as a human link because they knew he had lived and that his story had influenced world leaders like Craig Kielburger, the Founder of Free the Children. A human link became a



connection to another human being that the students could relate to, someone who was their age and living a life very different from their own.

The lack of communication with Kosovo also turned out to be a great teaching opportunity that I had not anticipated. When I told the students that we would not be having any links with our new friends until after Christmas 2009, they were disappointed, but this disappointment generated a discussion on why the communication between our two groups could not occur. The students and I discussed the fact that communication links would not be ready until after Christmas because the school in Kosovo did not have Internet capabilities and the students had to travel to the Prime Minister's office in Pristina, the nation's capital, to use a computer with a webcam and microphone to communicate with us. Furthermore, traditional letters mailed through a postal service were not feasible for our friends because neither the students nor their school had the financial resources to pay for the postage to send letters to Canada. The lack of communication and the discussion it created turned into a learning opportunity that enhanced the student's understanding of what life was really like for their friends in Kosovo and how different their own lives were in comparison to those of the children in Kosovo.

Another surprising result of this study was how, by developing empathy for others, students started to identify poverty and hunger in their own communities. What surprised me during the course of this study was how Emily and Evan became more aware of the poverty and hunger in their own community and how they felt it was easier to spot. The transfer of acquired knowledge to a community application was interesting, but when the students commented that they were becoming advocates for change who

tried to encourage others to make a difference, I was both surprised and impressed. The Driver Model of Curriculum Development was designed to provide students an opportunity to encounter issues that challenged their own understandings and, by pushing through these challenges, develop their own thorough understandings of these challenges and, in the process, grow as global citizens who advocate for change. This occurred for Evan and Emily, and it reflected the fact that the Driver Model could produce the aims that it was designed to.

The OWYP has been a part of my classroom program for the past 4 years, and it has always been an important part of my program. During the course of this study I became conscious of the fact that this program truly became the student's program and that I became more of a resource and support in relation to the program rather than the figurehead driving the program. The students took ownership of the program and made it their own. Through class discussions and interviews with the 4 student participants in this study, it became clear that the students were taking pride in their work, that they were proud of trying to make a difference in the lives of people, and that they wanted to learn more about contemporary global issues. It was the students who moved up the button campaign by 4 weeks, not I. It was the desire of the students to learn more about how poverty was created in different nations, and that was why I moved up the International Trade Simulation to an earlier date. The students were motivated to learn and work with the program, and they were the ones who were pushing for activities to be done.

When this study began, I was curious to see how effective the Driver Model would be as the foundation curriculum model used to develop the curriculum for this study. I was constantly concerned as to whether or not the students would work through

difficulties they experienced and challenges to their own background knowledge to develop new, more thorough understandings of contemporary global issues. What I saw during the course of the study was that students were willing to confront issues that challenged their understandings, and they were willing to look at issues from multiple perspectives through reflective class discussions and activities to develop new complex understandings of the material they were examining in class. The establishment of a classroom of inquiry, where everyone knew that their opinion would be respected, fostered an environment where multiple perspectives could be discussed and explored without fear of ridicule. This enabled students to ask questions in a safe environment that led to their comprehension of a topic or the desire to search out new knowledge through further exploration and inquiry. In this study, the Driver Model of Curriculum Development provided students with diverse resources to work with, opportunities for both the teacher and students to reflect on what was occurring in the classroom, and the establishment of a classroom of inquiry where multiple perspectives of various issues were explored. Once students were immersed in the program and dialoguing with the curriculum, they encountered new knowledge that challenged or shocked their previous understandings, and although there were challenges to overcome, the students pushed through to develop empathy for others, which enabled them to become more critically conscious of the global issues they were examining. Finally, in the Driver Model, student growth can be measured quantitatively as well as qualitatively. While statistical growth occurred for each of the 4 participants during this study, it is my opinion that their growth as human beings willing to be advocates for change to make the world a better place for

all human beings is of greater importance than any increase in a core curriculum area measured by numbers.

### **Implications**

The results of this study have implications related to the theoretical framework of the study, further research opportunities related to the influence and impact human links have on the motivation of students to participate in a global education program, and the effectiveness of the Driver Model as the organizational and theoretical tool used to develop a global education curriculum and the practice of educators implementing global education programs in their classrooms.

#### *Implications for Theory*

This study adds to current scholarship on the development of global education programs and the application of constructivist principles to develop a curriculum for junior level students. This study adds to the scholarship on the importance of establishing a classroom of inquiry where each student can dialogue with the curriculum and its content through their own interests and understandings if students are to become the constructors of knowledge rather than absorbers of it. This study also adds to the scholarship on the zone of proximal development, since the content and concepts discussed by the student participants in this study were advanced, but with proper initial guidance and support, they were able to push beyond their years and develop critical consciousnesses of these advanced issues.

This study also serves as a classroom case study of action based research where human connections are used to make learning more meaningful for students. The unique aspect of this study is that the concept of human connections was refined. The data in

this study also add to the scholarship on the concept of people being critically conscious of what or who they are and how they fit into the world. Finally, this study can also be used as action research for the use of a holistic approach to student evaluation where academic, emotional, and personal growth are all considered relevant in the development and growth of a human being.

#### *Implications for Further Research*

Further research on the impact that a human connection has on the motivation of a student to participate in a global education program could be conducted in another school or set of schools that have different demographic patterns and different socioeconomic conditions. This study was conducted at school in an urban setting, and conducting a similar study in a rural setting would provide data to determine if similar interest patterns develop between an urban and rural setting or if students in a rural environment have different experiences with the human connections.

This study focused on an isolated classroom community of learners that had a Western view of the world where they were unaware of the harsh realities of the world outside of the classroom and abroad. Evan's comment during his second interview about the fact that there are really no wars in Canada in the 21<sup>st</sup> Century illuminated the fact that Evan had not thought of, or was unaware of, Canada's constant role as a peacekeeping nation and its involvement in the war in Afghanistan. Furthermore, Nolan stated in his first interview that he was shocked that there was racism in our school. Both of these incidents identify the fact that students have limited background knowledge of contemporary global issues and that they are not always aware of the issues right in front of them. Further research could be conducted on how aware these isolated classroom

communities are of the world around them. Research could also be conducted on the participants of this study in the future to see if they have become more aware of global issues, if they are still advocates for change, or if the motivation to work as an advocate for global change diminished or disappeared once the students stopped working with the One World Youth Project.

Further research could also be conducted into the utilization of the Driver Model of Curriculum Development as the curriculum model for a global education curriculum in other school settings administered by other educators. The development and administration of more studies where the global education curriculum was developed using the Driver Model would provide data that would help determine the viability of the model as an effective organizational tool in multiple school settings with various demographic groups. Would another educator find the model an effective organizational tool in the development of a global education curriculum? Do curricula developed by other educators using the Driver Model enable students to become critically conscious of global issues and develop empathy for them? Further research is needed to provide answers to these questions.

#### *Implications for Practice*

There are two main implications for practice that have emerged from this study. The first is that the data from this study illustrated the fact that human connections in a global education program enhanced the motivation of students to participate in the program. With communication technology spreading across the globe, and organizations like the One World Youth Project providing opportunities for groups of students from around the world to be connected and work together, future educators should have an

opportunity to connect their students to others around the world to enhance their programs. The results of this study have reflected the fact that a human connection made learning more meaningful for students and motivated them to work with challenging concepts that challenged their understandings of the world around them and enabled them to become critically aware of contemporary global issues.

The second implication for practice relates to the Driver Model of Curriculum Development and can be viewed more as a recommendation rather than an implication. If an educator chooses to use the Driver Model as the foundation model for their global education curriculum, I believe they should take the five keys to successful implementation of an educational program outlined in David Pratt's (1999) article "Lessons for implementation from the world's most successful programme: The global eradication of smallpox" into consideration. Ironically, Pratt used the World Health Organization's efforts to eradicate the smallpox virus and the reasons why the program was successful as the case study for his paper, and I believe the following five suggestions for successful implementation of an educational program should be utilized by any educator who wants to use the Driver Model to develop their own global education curriculum.

First, an effective management system must be put in place that sets realistic goals that can be reviewed, adjusted, and quantified so that progress can be achieved and evaluated through frequent assessment. Reflection and adjustment are essential since the world is dynamic and the needs of students vary from student to student. Next, a successful educational change is a resource-hungry process that must be properly funded to be effective. Through my experience over the past 4 years, I have learned that global

resources are expensive and maintaining communication links between groups of students in different nations can be expensive. Successful programs also need to be established with a well-defined timetable which achieves its desired goal before enthusiasm for the initiative/program decreases. I have found that students must be engaged with content and activities related to the global education program at least twice a week to maintain a high level of interest and motivation amongst the students to work with the program. Also, the students need a goal to work towards that will bring their learning full circle and give them something to reach for. Our annual button campaign consistently served as the main culminating activity and goal that each class of students worked towards and wanted to make successful. Pratt also argued that the role of personnel is critical to the success of the implementation of any change or reform, since the people who are implementing the program must be competent, motivated, and experienced individuals that are willing to take risks. When I first brought the One World Youth Project to Canada in 2006, I had a background knowledge of contemporary global issues through my studies at Brock University and my participation in the Athgo International United Nations Symposium on the Millennium Development Goals in April of 2006, but I had not previously developed my own global education program. My program became a work in progress, where I tried a variety of resources, activities, and strategies. I saw what worked, what didn't, and I was also willing to take risks. Spending \$460 to make 1,000 buttons and brochures developed by my students in the spring of 2007 in an effort to raise money to improve maternal health around the world was a risk, but I took it. By taking that risk, my motivated students raised \$2,200 for local and global charities.



Finally, educators who are implementing a new program must be passionate about the program and believe in what they are doing if they are going to successfully implement the program. I have found that my interest in global issues is infectious and that my students feel comfortable asking me questions about what they are learning and exploring because they know I have an interest in global issues and that I have background knowledge through my history and geography degrees that can shed light on why some global issues have developed. I have always believed that I must be a role model for my students who practices what he preaches. I sell buttons just like my students, because I want to help people in our community and abroad just as much as my students do. Implementing a new program can be challenging because change is not always received openly, but an educator who takes into consideration the lessons learned from the World Health Organization's program to eradicate the smallpox virus across the globe will have a greater opportunity to succeed in the implementation of their global education program based upon the principles of the Driver Model.

### **Final Thoughts**

If children are our future, then we must prepare them to take control of a dynamic world that is faced with numerous and challenging global issues like poverty, hunger, racism, discrimination, and the HIV/Aids pandemic. The question that many educators ask is, how do we prepare our students for these realities? This study is a case study of how human connections established through the OWYP motivated students in a classroom to explore global issues and develop critical understandings of these issues as they developed empathy for others through a reflection of their own lives. Furthermore, this study illustrated how the Driver Model of Curriculum Development served as the

curriculum model used to develop the global education program implemented in this study.

Albert Einstein once commented that you cannot solve problems with the thinking that created them, and I think this statement is certainly true in relation to contemporary global issues (O'Hara, 2006). If the Millennium Development Goals are going to be achieved by 2015, new ideas must be developed and implemented to facilitate change. Furthermore, a new generation of leaders must be prepared to take control of the world and lead it towards a more equitable and safe future where everyone on the planet has an opportunity to live a happy, safe, and prosperous life. Part of the responsibility in preparing these future leaders must fall in the hands of educators. Educators can start this preparation by implementing a global education program where students can examine global issues, discuss them from multiple perspectives, develop thorough understandings of them, and then use their acquired knowledge and new habits of the mind to become advocates for change. This is what occurred during the course of this study.

Educators who decide to implement global education programs in their classrooms must believe in what they are doing, and not implement the program just because it was mandated by a higher authority. They need to strive to establish human connections in their global education programs so that students can see how various global issues directly affect people their own age, making learning more meaningful to them. They will need to be the leaders of the program, the one who finds the resources, develops the activities, and provides the opportunities for their students to inquire and explore contemporary global issues. They also need to be supportive of their students and willing to encourage them to work through the challenges and obstacles they

encounter on their road towards developing their own understandings of what they are working with. Finally, educators will need to keep the growth of the whole child in mind when they evaluate the student and the success of the program. Educators who follow this path may be surprised at what they find. My junior-aged students have many years of schooling ahead of them before they become adults and enter the workforce, but many are already leaders and advocates for positive global change in their school community. Each time they sell a button and brochure to someone, they spread awareness of a global issue in their community to another person and they make them aware of the need for change in the world. They are leaders who want to make the world a better place, and I am proud to be part of their team. Hopefully, other educators can use the data presented in this study in the development of their own global education programs so that they can help prepare their students for the world that lies before them.

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## Appendix A

## The Millennium Development Goals:

1. Eradicate Extreme Hunger and Poverty
2. Achieve Universal Primary Education
3. Promote Gender Equality and Empower Women
4. Reduce Child Mortality
5. Improve Maternal Health
6. Combat HIV / Aids, Malaria and Other Diseases
7. Ensure Environmental Stability
8. A Global Partnership for Development

The year 2015 has been set as the target date for the achievement of these goals.

## Appendix B

## Critical Friend Postobservation Interview Questions

The questions for each post observation interview were as follows:

1. Did the lesson achieve its desired outcome? What were the strengths of the lesson, and which aspects need to be revised?
2. How well do you feel the participants were making connections to the human element in the One World Youth Project?
3. How effective was the lesson in motivating students to make their own inquiries about global issues and develop their own interpretations and opinions of these issues?
4. What suggestions do you have for future activities or lessons for the program?
5. Do you have any other comments about your observation?

## Appendix C

## Student Interview Questions

The questions for the first interview were as follows:

1. What do you think about the One World Youth Project?
2. Have you enjoyed being a part of the One World Youth Project? Why? Why not?
3. Describe an activity, assignment or moment that has been very memorable or important to you.
4. What problems are people around the world facing?
5. How is your life different than that of a child in Ghana?
6. Up to this point, what have you learned about yourself and the world as a member of the One World Youth Project?

### Student Interview Questions

The questions for the second interview will be as follows:

1. What was your favourite part of being involved with the One World Youth Project?
2. What did you learn as a member of this program?
3. Do you think other students would be interested in participating in this program? Why? Why not?
4. Which activity or assignment was your favourite in this unit of study with Kosovo? Why was it your favourite?
5. How have your attitudes towards global issues changed as a result of being a part of the One World Youth Project?

Appendix D  
One World Youth Project Questionnaire

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Do you know anyone who lives another country? Would you like to? Why? Why not?
2. What problems are people around the world facing?
3. How can you help these people?
4. Are you looking forward to participating in the One World Youth Project? Why? Why Not?
5. What are your favourite types of activities in school? Explain why they are your favourite.
6. Other Comments? Please share any other thoughts or ideas you have about participating in the One World Youth Project and working with children in Kosovo.

Appendix E  
Thematic Coding Key

	The human link and how it motivates student to participate.
WITH RED LETTERS	The students demonstrating empathy for others.
	Background information the students have and how they are using it.
BROWN LETTERS	Student mind set change and the connections they are making to their new understandings. (Enlightenment of Driver)
	Engagement and motivation of students to participate in the program.
	Student ownership of the program and their view of me as a partner.
	Student achievement and growth. (Recognition aspect of Driver)
	Reflection of students and the teacher. (Reflection aspect of Driver)
	Diversity of activities and the use of multiple intelligences to develop activities suitable for the class. (Diversity of Driver) (Interrelations of Driver)
	Setting up the program in other schools



## Appendix F

## Pen Pal Letter Organization Chart

**INTRODUCTION:**

Introduce yourself to your new friend and describe who you are. Talk about where you live and your home life if you would like. Talk about your hobbies and interests.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**BODY PARAGRAPH #1: LIFE IN CANADA**

Describe what it is like to live in Canada and to go to a Canadian school. Think of pieces of information that your new friend would be interested in learning about Canada.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**BODY PARAGRAPH #2: MDG#1**

Explain your thoughts and feelings about MDG #1 and what you think should be done to eliminate poverty and hunger around the world.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**CONCLUSION: QUESTIONS?**

Ask questions of your pen pal that you would like to know, and wrap up your letter.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Appendix G

## Iqbal Chapter 8 Questions

1. Create a detailed summary of Chapter 8. What were the main events?  
(4)
2. What was the main idea or message in chapter 8? Use evidence from the text to support your answer. (4)
3. Explain why the policemen did not arrest Hussein Kahn for keeping child slaves. What does this say about the society Iqbal lives in? Explain your ideas thoroughly. (4)
4. Why do you think Maria made a kite in the middle of her carpet even though she knew that this was not the pattern she was ordered to make? Explain your answer with details. (4)
5. In Chapter 7, Iqbal said that the children in the factory were no longer afraid of Hussein Kahn. Is there evidence of this in chapter 8? Explain your thinking (4)
6. Iqbal escaped the carpet factory and brought back the police in effort to have the police shut down Hussein Kahn's workshop, but this did not work. If you were Iqbal, what would you do next to try to free yourself from Hussein Kahn? Explain your answer. (4)

These questions were created by the author of this study.

## Appendix H

## What Should Be Done to Achieve MDG #1?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write a persuasive essay that explains what you think should be done to achieve Millennium Development Goal #1, the end of global poverty. What do you think people who are suffering from poverty need? What can Canadians do to help? Be as creative as possible in the development of your essay and remember that if your ideas seem a little crazy, develop them and explain them to your reader. Only fresh and creative ideas will solve this problem. Use the organization chart below to help you develop your persuasive argument.

**Introductory Paragraph:**

Topic: \_\_\_\_\_

Your Stand: \_\_\_\_\_

Who should read this essay?: \_\_\_\_\_

**Body Paragraphs:**

What solutions will you present to the reader to convince them that your plan is the best? Remember to include details / proof / evidence to help convince your reader that your solutions will work.

Solutions	Details / Proof / Evidence that this solution will work
_____	_____
_____	_____
_____	_____

**Concluding Paragraph:**

Conclude your persuasive essay with a short paragraph that sums up your main arguments.

## Appendix I

## International Trade Simulation:

- the students and the teacher will work on a trading activity that will demonstrate how hard it can be to obtain the materials you desire with the materials you have
- the students will be divided up into 6 teams, and each team will have a specific cultural profile that will affect the way in which they trade with other cultures
- each culture will start with a collection of materials and will then have to try to make trades to obtain the list of required materials for their culture
- the teams will review the special characteristics of their culture and interact with the other groups according to these characteristics
- the students will then be given time to make their trades and try to come up with the correct amount of materials that they are required to find
- the teams will be given 30 – 45 minutes to try to complete the trades they require to obtain the necessary items on their list
- when the activity is complete, the students and the teacher will discuss the difficulties the students faced in the simulation, and then they will be required to complete their own questions to reflect on the activity and what they have learned about trading with other nations
- the students and the teacher will also discuss the following questions:
  1. How do cultural differences affect communication?
  2. Where would a country like Kosovo fit into the international trading market?
  3. What makes Canada a powerful trading nation?

**Grade 6 Social Studies Ontario Curriculum Expectations:**

- describe distinguishing characteristics of a country in another region with which Canada has links (e.g., climate, physical features, political system, economic activities, international influence, celebrations).
- formulate questions to develop research plans with a statement of purpose (e.g., How has Canada achieved its reputation as a leading peacekeeping country? How does tourism benefit Canadians? What are some current issues arising from Canadian/ U.S. trade relations? Why does the U.S. government recognize Jay's Treaty but the Canadian government does not? Why do some Canadian companies choose to manufacture goods outside of North America?);
- use a variety of primary and secondary sources to locate and process relevant information about Canada's links with the world (e.g., *primary sources*: statistics, field trips, interviews, original documents; *secondary sources*: maps, illustrations, print materials, videos, CD-ROMs, Internet sites);

# THE BLUE CULTURE

## *CULTURAL FACTS:*

Dominant Cultural Characteristics	- the people are free thinkers who look forward to the future and are open to change
Gender Roles	- women dominate over men
Attitudes towards strangers and outsiders	- they are very welcoming to strangers
Major Concern / Rule	- never use your left hand or arm to shake hands or make a trade
Form of Greeting	- link arms like a square dance and yell "YEEEHA!"

## **CULTURE RULES:**

1. Always use your form of greeting when you meet new people you are trying to trade with.
2. Always live up to your culture's customs and beliefs outlined above.
3. Only trade with the items you were given and for the items you need to obtain.
4. Stealing is strictly forbidden.
5. Be respectful of everyone.

**TRADE ITEMS:**

<i>STARTED WITH</i>		<i>TRIES TO END WITH</i>	
<b>PENCILS</b>	<b>2</b>	<b>PENCILS</b>	<b>4</b>
<b>RULERS</b>	<b>1</b>	<b>RULERS</b>	<b>3</b>
<b>PAPER CLIPS</b>	<b>3</b>	<b>PAPER CLIPS</b>	<b>4</b>
<b>ERASERS</b>	<b>5</b>	<b>ERASERS</b>	<b>6</b>
<b>PAINTBRUSHES</b>	<b>0</b>	<b>PAINTBRUSHES</b>	<b>1</b>
<b>CUB-A- LINKS</b>	<b>8</b>	<b>CUB-A-LINKS</b>	<b>4</b>

# THE GREEN CULTURE

## *CULTURAL FACTS:*

Dominant Cultural Characteristics	- fun loving people who like to talk
Gender Roles	- men are much more important than women
Attitudes towards strangers and outsiders	- they are not worried about strangers, but they do not try to get to know them
Major Concern / Rule	- never use your right hand or arm to shake hands or make a trade
Form of Greeting	- hop on one foot and say <b>“Green is Great”</b>

## **CULTURE RULES:**

1. Always use your form of greeting when you meet new people you are trying to trade with.
2. Always live up to your culture’s customs and beliefs outlined above.
3. Only trade with the items you were given and for the items you need to obtain.
4. Stealing is strictly forbidden.
5. Be respectful of everyone.



**TRADE ITEMS:**

<i>STARTED WITH</i>		<i>TRIES TO END WITH</i>	
<b>PENCILS</b>	<b>2</b>	<b>PENCILS</b>	<b>4</b>
<b>RULERS</b>	<b>2</b>	<b>RULERS</b>	<b>7</b>
<b>PAPER CLIPS</b>	<b>4</b>	<b>PAPER CLIPS</b>	<b>6</b>
<b>ERASERS</b>	<b>4</b>	<b>ERASERS</b>	<b>2</b>
<b>PAINTBRUSHES</b>	<b>0</b>	<b>PAINTBRUSHES</b>	<b>1</b>
<b>CUB-A- LINKS</b>	<b>5</b>	<b>CUB-A-LINKS</b>	<b>0</b>

# THE ORANGE CULTURE

## *CULTURAL FACTS:*

Dominant Cultural Characteristics	<ul style="list-style-type: none"> <li>- the people are very hardworking</li> <li>- the people are very enthusiastic about meeting new people and trading</li> </ul>
Gender Roles	<ul style="list-style-type: none"> <li>- women are superior in working roles</li> </ul>
Attitudes towards strangers and outsiders	<ul style="list-style-type: none"> <li>- they are cautious around strangers</li> </ul>
Major Concern / Rule	<ul style="list-style-type: none"> <li>- never negotiate or make a trade with a man</li> </ul>
Form of Greeting	<ul style="list-style-type: none"> <li>- right handshake</li> </ul>

## **CULTURE RULES:**

1. Always use your form of greeting when you meet new people you are trying to trade with.
2. Always live up to your culture's customs and beliefs outlined above.
3. Only trade with the items you were given and for the items you need to obtain.
4. Stealing is strictly forbidden.
5. Be respectful of everyone.

**TRADE ITEMS:**

<i>STARTED WITH</i>		<i>TRIES TO END WITH</i>	
<b>PENCILS</b>	<b>10</b>	<b>PENCILS</b>	<b>6</b>
<b>RULERS</b>	<b>8</b>	<b>RULERS</b>	<b>11</b>
<b>PAPER CLIPS</b>	<b>9</b>	<b>PAPER CLIPS</b>	<b>15</b>
<b>ERASERS</b>	<b>8</b>	<b>ERASERS</b>	<b>4</b>
<b>PAINTBRUSHES</b>	<b>0</b>	<b>PAINTBRUSHES</b>	<b>1</b>
<b>CUB-A-LINKS</b>	<b>5</b>	<b>CUB-A-LINKS</b>	<b>2</b>

# THE PURPLE CULTURE

## *CULTURAL FACTS:*

Dominant Cultural Characteristics	<ul style="list-style-type: none"> <li>- the people are cautious</li> <li>- the people are respectful and co-operative</li> </ul>
Gender Roles	<ul style="list-style-type: none"> <li>- women are inferior with ideas and creative thoughts</li> </ul>
Attitudes towards strangers and outsiders	<ul style="list-style-type: none"> <li>- they are suspicious of strangers</li> </ul>
Major Concern / Rule	<ul style="list-style-type: none"> <li>- never negotiate or make a trade with a woman</li> </ul>
Form of Greeting	<ul style="list-style-type: none"> <li>- left handshake</li> </ul>

## **CULTURE RULES:**

1. Always use your form of greeting when you meet new people you are trying to trade with.
2. Always live up to your culture's customs and beliefs outlined above.
3. Only trade with the items you were given and for the items you need to obtain.
4. Stealing is strictly forbidden.
5. Be respectful of everyone.

**TRADE ITEMS:**

<i>STARTED WITH</i>		<i>TRIES TO END WITH</i>	
<b>PENCILS</b>	<b>5</b>	<b>PENCILS</b>	<b>10</b>
<b>RULERS</b>	<b>5</b>	<b>RULERS</b>	<b>3</b>
<b>PAPER CLIPS</b>	<b>4</b>	<b>PAPER CLIPS</b>	<b>7</b>
<b>ERASERS</b>	<b>1</b>	<b>ERASERS</b>	<b>4</b>
<b>PAINTBRUSHES</b>	<b>0</b>	<b>PAINTBRUSHES</b>	<b>1</b>
<b>CUB-A-LINKS</b>	<b>5</b>	<b>CUB-A-LINKS</b>	<b>1</b>

# THE RED CULTURE

## *CULTURAL FACTS:*

Dominant Cultural Characteristics	<ul style="list-style-type: none"> <li>- the people are very conservative</li> <li>- they are not free thinkers and they do not like change</li> </ul>
Gender Roles	<ul style="list-style-type: none"> <li>- men dominate over women</li> </ul>
Attitudes towards strangers and outsiders	<ul style="list-style-type: none"> <li>- they are very hostile to strangers</li> </ul>
Major Concern / Rule	<ul style="list-style-type: none"> <li>- never touch other people</li> </ul>
Form of Greeting	<ul style="list-style-type: none"> <li>- wink twice and say <b>“Hello”</b></li> </ul>

## CULTURE RULES:

1. Always use your form of greeting when you meet new people you are trying to trade with.
2. Always live up to your culture's customs and beliefs outlined above.
3. Only trade with the items you were given and for the items you need to obtain.
4. Stealing is strictly forbidden.
5. Be respectful of everyone.

**TRADE ITEMS:**

<i>STARTED WITH</i>		<i>TRIES TO END WITH</i>	
<b>PENCILS</b>	<b>4</b>	<b>PENCILS</b>	<b>10</b>
<b>RULERS</b>	<b>5</b>	<b>RULERS</b>	<b>3</b>
<b>PAPER CLIPS</b>	<b>3</b>	<b>PAPER CLIPS</b>	<b>5</b>
<b>ERASERS</b>	<b>4</b>	<b>ERASERS</b>	<b>1</b>
<b>PAINTBRUSHES</b>	<b>0</b>	<b>PAINTBRUSHES</b>	<b>1</b>
<b>CUB-A-LINKS</b>	<b>5</b>	<b>CUB-A- LINKS</b>	<b>10</b>

# THE YELLOW CULTURE

## *CULTURAL FACTS:*

Dominant Cultural Characteristics	- friendly and easygoing
Gender Roles	- women and men are equal
Attitudes towards strangers and outsiders	- tolerant - accepting of everyone
Major Concern / Rule	- never communicate without first shaking hands
Form of Greeting	- shake hands and say "NANU NANU"

## **CULTURE RULES:**

1. Always use your form of greeting when you meet new people you are trying to trade with.
2. Always live up to your culture's customs and beliefs outlined above.
3. Only trade with the items you were given and for the items you need to obtain.
4. Stealing is strictly forbidden.
5. Be respectful of everyone.



***TRADE ITEMS:***

<b><i>STARTED WITH</i></b>		<b><i>TRIES TO END WITH</i></b>	
<b>PENCILS</b>	<b>10</b>	<b>PENCILS</b>	<b>6</b>
<b>RULERS</b>	<b>9</b>	<b>RULERS</b>	<b>12</b>
<b>PAPER CLIPS</b>	<b>7</b>	<b>PAPER CLIPS</b>	<b>5</b>
<b>ERASERS</b>	<b>8</b>	<b>ERASERS</b>	<b>11</b>
<b>PAINTBRUSHES</b>	<b>4</b>	<b>PAINTBRUSHES</b>	<b>0</b>
<b>CUB-A-LINKS</b>	<b>0</b>	<b>CUB-A-LINKS</b>	<b>10</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## TRADE ACTIVITY QUESTIONS:

1. Explain why it was difficult or why it was easy for your culture to make trades with other cultures?

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2. Did you have enough materials at the start of the activity to acquire the items you needed? Describe the experiences of your culture.

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3. What items in this activity were the most valuable and the least valuable? Explain how you know the value of these items.

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4. How is this activity similar to trading that might occur between different countries like Canada and Kosovo? Be specific and detailed in your answer.

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5. In this activity, some cultures were very wealthy and some were very poor. Describe the characteristics of powerful trading nations and the characteristics of weaker trading nations that you learned from this activity.

<i>WEALTHY NATIONS</i>	<i>POOR NATIONS</i>

6. Each culture in this activity had different characteristics and strengths that made them unique. What was your experience as a member of your culture? How did you feel? Explain your thoughts thoroughly with specific examples.

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## Appendix J

## A Class Divided Video Review and Racism Poster Assignment

- the students and the teacher will watch *A Class Divided*
  - this film explores the themes of racism and discrimination in young children and how something as simple as eye colour can be used to discriminate against someone
  - the teacher will send home a short note explaining the film and the themes that will be covered
  - the students will be required to answer four questions on the film orally that will be discussed with the teacher
  - the students will need to make sure that they provide as much detail in their answers as they can and be honest with how the film affected them
  - parents will be informed that they can preview the film themselves on You Tube under the title *A Class Divided* which has been broken up into four sections
  - the students will be asked to develop antiracism posters in response to the film that will be posted around the school to promote an antiracism message in the school
  - these posters will be due on Tuesday of next week
1. Describe what the film was about. What do you think the main message of the film was?
  2. Explain what you learned from the film about life, respect, and working with other people.
  3. Explain what ***“If you are not part of the solution, you are part of the problem”*** means and how it relates to racism and discrimination.
  4. How effective was the film? Do you think the film clearly conveyed its message? Would you do anything differently? Explain your perspective and provide examples from the film to support your opinion.

Parents / Guardians:

On Thursday November 12, the class will be watching a film called *A Class Divided*. This film is a PBS documentary that was filmed in the United States in the early 1970s. The film is about a race relations experiment that was conducted in a Grade 3 classroom where the teacher segregated her class into two groups, the blue eyed students versus the brown eyed students. The film shows how a group of children, who were best of friends, immediately turned on each other because they had been singled out because of their physical appearance.

I am showing this video to the Grade 5/6 class to help illustrate to the students how quickly people can judge others and how hurtful discrimination can be. I feel that this film will help the students see the dangers involved in judging a person by their physical appearance and how we must judge a person by the content of their character. The lessons in the film will also help the students develop empathy for others. Finally, the Ontario Curriculum contains expectations for students to review multimedia presentations and evaluate their effectiveness. The students will complete a series of four reflective questions based upon the film.

We have decided to inform you of this viewing due to the strong message contained in the film. We are hoping that the conversation on discrimination can continue at home. If you wish to view the film yourself, please go to [www.youtube.com](http://www.youtube.com) and search under *A Class Divided*. The film has been divided up into five sections. If you have any questions about the film, please feel free to contact me at the school. Thank you for your co-operation in this matter.

Yours in Education,

Mr. Honsinger

Name: \_\_\_\_\_ Date: \_\_\_\_\_ /16

## A CLASS DIVIDED:

1. Describe what the film was about. What do you think the main message of the film was?

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2. Explain what you learned from the film about life, respect, and working with other people.

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3. Explain what "*If you are not part of the solution, you are part of the problem*" means and how it relates to racism and discrimination.

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4. How effective was the film? Do you think the film clearly conveyed its message? Would you do anything differently? Explain your perspective and provide examples from the film to support your opinion.

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## Appendix K

## Poverty Narrative:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your task is to write a narrative based upon the picture below. Your story will be different from everyone else's. Be as creative as possible and don't be afraid to take some chances. This is your story, make it the way you want it. Use the story planner form to help you organize your ideas for your narrative. The story planner is like a road map to help you put your narrative together.

Your story needs to include the following components:

**Characters:** Who are the characters in your story, and what do you want the reader to know about them?

**Setting:** Where does your story take place? Be as descriptive and detailed as possible in your work.

**Problem and Solution:** What is the main problem in your story, and how does the problem get solved?



*Pictures retrieved from The United Nations 2009 Millennium Development Goals Report*



## Appendix L

## A&amp;E Essay Outline

**Topic / Individual:** \_\_\_\_\_

**Brainstorming:**

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**Introductory Paragraph:** Introduce your individual

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

**Body Paragraph 1:** State the accomplishments your person has had in 2009.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

**Body Paragraph 2:** State why these accomplishments are important to Canada and Canadians.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

**Concluding Paragraph:** Why this person and their achievements make them the Canadian Biography of the Year.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Please remember that your essay must be only 300 words in length. Essays that are longer than 300 will not be graded and are not eligible for the contest.

Please make sure that you follow the guidelines outlined below when you write your essay.

- a) proof read and edit constantly
- b) one topic per sentence
- c) one main topic per paragraph
- d) no contractions
- e) no slang
- f) use a thesaurus to enhance you vocabulary and to prevent repetitive words, thoughts, and sentences
- g) remember that you are writing to a panel of judges so you will have to prove why your person deserves to be the Canadian Biography of the Year quickly and efficiently in your essay
- h) your final draft must be typed or written neatly

The rough draft for this assignment is due on Wednesday, December 2 for peer editing, and the final draft for the assignment will be due on Friday, December 4. The essay will be graded according to the attached rubric.  
Good Luck!

### A&E ESSAY ASSIGNMENT RUBRIC:

CRITERIA	LEVEL 1			LEVEL 2			LEVEL 3			LEVEL 4			
<b>Understanding of the text form, genre, and format of the written assignment</b>  /10	The student demonstrated a limited understanding of the features of the assigned text form			The student demonstrated some understanding of the features of the assigned text form			The student demonstrated a considerable understanding of the features of the assigned text form			The student demonstrated a thorough understanding of the features of the assigned text form			
	5.2	5.5	5.8	6.2	6.5	6.8	7.2	7.5	7.8	8	8.5	9	9.5
<b>Critical and Creative Thinking</b>  /10	The student used critical and creative thinking processes to generate and support ideas related to the topic to enhance their writing with limited effectiveness			The student used critical and creative thinking processes to generate and support ideas related to the topic to enhance their writing with some effectiveness			The student used critical and creative thinking processes to generate and support ideas related to the topic to enhance their writing with considerable effectiveness			The student used critical and creative thinking processes to generate and support ideas related to the topic to enhance their writing with a high degree of effectiveness			
	5.2	5.5	5.8	6.2	6.5	6.8	7.2	7.5	7.8	8	8.5	9	9.5
<b>Making connections between the topic, personal and real life contexts</b>  /10	The student made connections between the topic, personal experiences, and life situations to enhance their writing with limited effectiveness			The student made connections between the topic, personal experiences, and life situations to enhance their writing with some effectiveness			The student made connections between the topic, personal experiences, and life situations to enhance their writing with considerable effectiveness			The student made connections between the topic, personal experiences, and life situations to enhance their writing with a high degree of effectiveness			
	5.2	5.5	5.8	6.2	6.5	6.8	7.2	7.5	7.8	8	8.5	9	9.5
<b>Conventions</b>  /10	The student used the conventions of writing (spelling, grammar and punctuation) with limited effectiveness (11+ errors)			The student used the conventions of writing (spelling, grammar and punctuation) with some effectiveness (7 - 10 errors)			The student used the conventions of writing (spelling, grammar and punctuation) with considerable effectiveness (3 - 6 errors)			The student used the conventions of writing (spelling, grammar and punctuation) with a high degree of effectiveness (2-0)			
	5.2	5.5	5.8	6.2	6.5	6.8	7.2	7.5	7.8	8	9	10	

## Appendix M

## Clearance From Brock's Research Ethics Board



**Brock  
University**

Office of Research Services  
Research Ethics Office  
St. Catharines, Ontario, Canada L2S 3A1  
T: 905-688-5550, Ext. 3035/4876 F: 905-688-0748

[www.brocku.ca](http://www.brocku.ca)

DATE: December 18, 2008

FROM: Michelle McGinn, Chair  
Research Ethics Board (REB) *Michelle K. MC*

TO: Dr. Dclana Mogadime, Education  
Bryce M. Honsinger

FILE: 08-132 MOGADIME/HONSINGER  
Masters Thesis/Project

TITLE: Creating a Global Consciousness Through the Driver Model

The Brock University Research Ethics Board has reviewed the above research proposal.

**DECISION: ACCEPTED AS CLARIFIED**

This project has received ethics clearance for the period of **December 18, 2008 to October 30, 2009** subject to full REB ratification at the Research Ethics Board's next scheduled meeting. The clearance period may be extended upon request. *The study may now proceed.*

Please note that the Research Ethics Board (REB) requires that you adhere to the protocol as last reviewed and cleared by the REB. During the course of research no deviations from, or changes to, the protocol, recruitment, or consent form may be initiated without prior written clearance from the REB. The Board must provide clearance for any modifications before they can be implemented. If you wish to modify your research project, please refer to <http://www.brocku.ca/researchservices/forms> to complete the appropriate form Revision or Modification to an Ongoing Application.

Adverse or unexpected events must be reported to the REB as soon as possible with an indication of how these events affect, in the view of the Principal Investigator, the safety of the participants and the continuation of the protocol.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of any research protocols.

The Tri-Council Policy Statement requires that ongoing research be monitored. A Final Report is required for all projects upon completion of the project. Researchers with projects lasting more than one year are required to submit a Continuing Review Report annually. The Office of Research Services will contact you when this form *Continuing Review/Final Report* is required.

Please quote your REB file number on all future correspondence.

MM/an