



Let's Do Our Part!

Grades 6-8

The activities in this package will help you to explore what you are passionate about and help you to prepare to be an active global citizen! Our world needs all different kinds of citizens: citizen scientists, citizen artists, citizen storytellers, citizen builders, citizen educators, and more. What will be your contributions as a global citizen? *Quelles seront tes contributions en tant que citoyen global?*

You can complete many of the activities in French. If you are a French Immersion student, we have provided you with some of the vocabulary you might need. The links to some of the sites are also in français. You are encouraged to try doing some of the activities in French! It's up to you! *C'est à toi!*

To complete the activities, you might need pencils, pens, a notebook, pencil crayons, a way to take pictures, a way to watch videos online, and other items typically found in many households. You can complete most of the activities here without using the Internet if you wish.

Introduction

A great goal for any young learner is becoming **an active global citizen** (*un citoyen engagé du monde*). What does that mean? According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), global citizens “assume active roles, both locally and globally, **to build a more peaceful, tolerant, inclusive and secure society.**” A global citizen knows and understands a lot about their world. Importantly, a global citizen actively works in their local communities to build a better world! Anyone can take action as a global citizen, no matter how young or old, and global citizens don’t need much time or many resources to work with. Everyone can help! *Tout le monde peut contribuer!*



What does it mean to be a global citizen? *À quoi ressemble la citoyenneté globale?*



A global citizen might be somebody who understands the dangers of plastics in the oceans and acts locally to reduce, reuse and recycle. *Un citoyen global peut être quelqu’un qui est conscient des dangers du plastique dans les océans et prend des mesures dans sa communauté pour réduire, réutiliser et recycler.*



A global citizen might be somebody who understands that every person is equal and speaks up when they see somebody being treated unfairly. *Un citoyen global peut être quelqu’un qui comprend que chaque personne devrait se faire traiter d’une manière juste et équitable. Cette personne ne tolère pas le mal-traitement des autres.*



A global citizen is anybody who checks on their neighbours during events like blizzards, pandemics and floods to make sure everybody is safe and well. *Un citoyen global est quelqu’un qui vérifie sur l’état de ses voisins pendant des événements comme une tempête de neige, une pandémie, une inondation pour s’assurer qu’ils sont en bonne condition.*

Autumn Peltier

Before you start to look at global citizenship in the activities in this package, think for a moment about Autumn Peltier. She is an example of **young active global citizenship**. Autumn Peltier is a 15-year-old Ojibwe water protector who addressed the United Nations General Assembly in 2018 (when she was only 13!). She shows that **no one is too young** to make a difference!

You don't have to take really big actions to be like Autumn Peltier. Change comes from the combined actions—even small ones!—from many people. And even young active citizens need help, too! Even Autumn Peltier's success comes from the strength and hard work of many people, including her great aunt Josephine Mandamin.



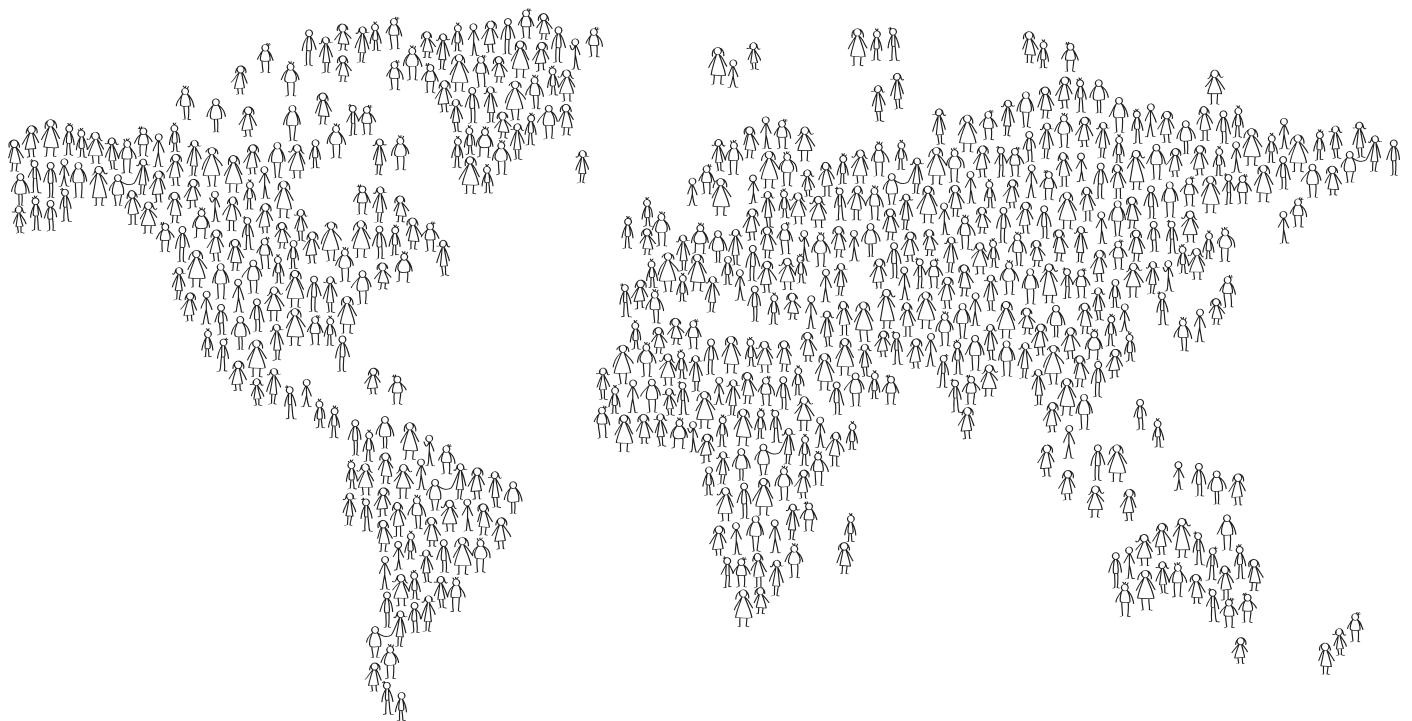
[You can watch her speech to the UN here—ou ici.](#)



[You can listen to an episode of *The Secret Life of Canada* on Autumn Peltier here.](#)



What do you think about Autumn Peltier? What do you think are the lessons from her active citizenship? *Que penses-tu d'Autumn Peltier? Quelles leçons devrais-tu tirer de sa citoyenneté active?*



Choice Chart

The first step to becoming an active global citizen is to find something in the world that you are passionate about. Maybe you are passionate about the environment, languages, or human rights. Maybe you are passionate about something totally different! You need to explore your passion, become knowledgeable about it, and then think of ways you can take action about it in your own local community.

Think globally—act locally! Pensée globale—action locale!

In this choice chart, you can pick any or all of the following activities to find what you are passionate about. Realistically, you will choose 2 or 3 of them to do. You can decide for yourself!

<u>Plan a Carbon Pollution Demonstration!</u>	<u>Learn about Greta Thunberg!</u>	<u>Share Songs!</u>
<u>Do a Family Social Action Project! Crée un projet d'une action familiale et sociale!</u>	<u>Do a Worldwide Scavenger Hunt! Crée une chasse aux trésors mondiale!</u>	<u>Explore Human Rights! Explore les droits humains!</u>
<u>Write Social Justice Poetry!</u>	<u>Help Preserve a Language!</u>	<u>Do an Act of Kindness! Fais un geste de bonté!</u>
<u>Design a Google Doodle! Crée un griffonnage Google!</u>	<u>Upcycle Art!</u>	<u>Photograph the World Around You! Photographie le monde autour de toi!</u>
<u>Explore Alternative Viewpoints! Explore des points de vue différents!</u>	<u>Share Gratitude! Partage de la gratitude!</u>	<u>Investigate for Yourself! Fais ta propre enquête!</u>
<u>Get Inspired to Be a Better Citizen! Sois inspiré afin d'être un meilleur citoyen!</u>	<u>Write a Parody Song!</u>	<u>Research Music for Causes!</u>

Plan a Carbon Pollution Demonstration!

You want to plan a demonstration against carbon pollution. You want to get interested friends together to begin to raise awareness of carbon pollution in your hometown. Answer the following questions to plan your demonstration:

1. How many people do you want to be part of an organizing committee? Explain why you think that would be an ideal size.
2. Who are the people or organizations in your area that you think you should contact to ask for support? You can see a directory of NB environmental groups [here—ou ici](#).
3. What data would you need to persuade people that carbon pollution is something they need to consider? You can access Canadian climate data [here—ou ici](#).
4. Plan a demonstration day by mapping out the route your group will take through your hometown. Come up with a budget and a schedule for your demonstration day. What are some items you think you might need to buy to make your point with your hometown?
5. Based on the route that you have mapped out, what are some things you might want to remind your group to bring with them? Write an e-mail to the group to pass along your advice to them and to encourage them.



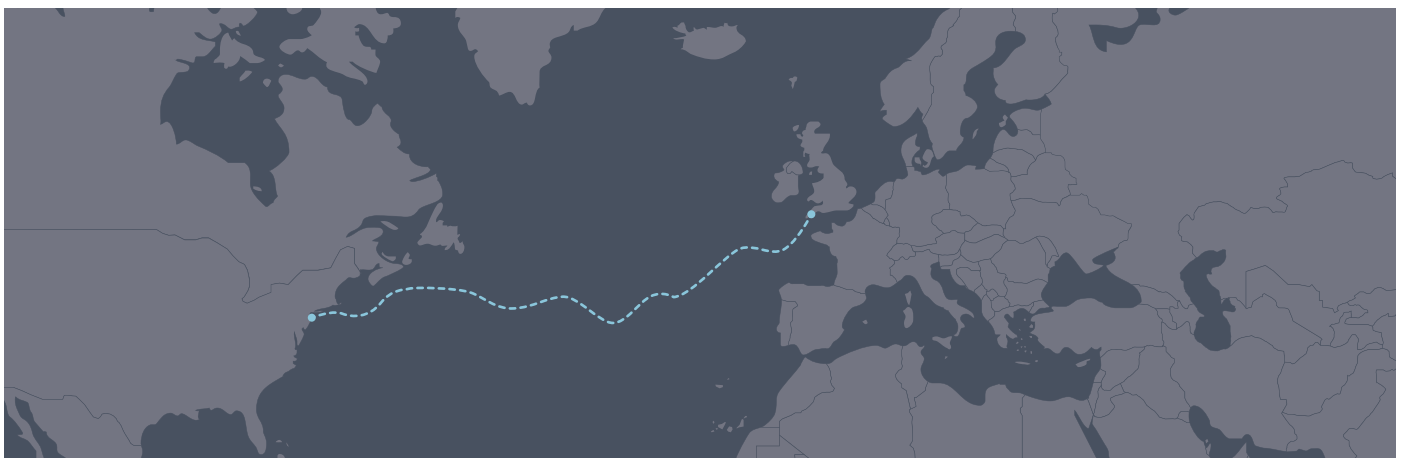
Learn about Greta Thunberg!

Greta Thunberg, a Swedish environmental activist and active global citizen, [sailed across the Atlantic Ocean in 2019 on a 60-foot sailboat](#). The sailboat is considered to be a “zero carbon” boat in that it released no carbon dioxide into the atmosphere. Thunberg and nearly all scientists believe that the best scientific data we have shows that we release too much carbon dioxide into the atmosphere. As a result, we are harming the environment through global warming.

Her journey in the sailboat took 15 days, and Thunberg said that she enjoyed being separated from her everyday life. She said that she enjoyed her time crossing the ocean and doing nothing.

Take a moment now to answer the following questions about her trip:

1. If the distance of the trip was over 3200 miles, what was the average speed of the sailboat?
2. How many times slower was this sailboat trip compared to a trip using an airline to fly on a jet?
3. Do you think that Thunberg sailed the same distance every day on her trip? Explain why or why not.
4. Represent Thunberg’s trip visually by creating a map. Include a graph, a legend, labels, and any other symbols and pictures you chose.
5. If you had been invited to sail with Greta Thunberg on this trip, what questions would you have liked to ask her? Write a journal entry describing your days with Thunberg.




[You can watch her speech to the UN here.](#)

Share Songs!

Renata Flores Rivera is a Peruvian singer who became famous following the release of a viral cover of Michael Jackson’s “The Way You Make Me Feel”. With support from her 72-year-old grandmother, she translated the song into her native Quechua language. Quechua is the Indigenous language from Perú, which has Spanish as its official language. Quechua is the language of the Inca civilization and its descendants, and Flores Rivera’s active global citizenship is protecting her language from fading away.



 [You can watch her official music video here.](#)

 [You can read an interview with her here.](#) She explains why she decided to sing the song in Quechua.

“

I was inspired by our ancestors (The Incas)—remembering great people such as Mama Ocllo, Pachacutec, etc., as well as remembering great civilizations such as Machu Pichu, Wari (The place where I recorded the song ‘[Qawachkanchik chay Killallata](#)’). With this song I wanted to portray our identity—love ourselves just the way we are.”

Renata Flores Rivera

Do you speak another language yourself? Do you know a song that is meaningful that is sung by an English-speaking artist? Can you translate the song into your language? Do you have a song from your culture that is very meaningful that you wish to share with the world?

Do you have someone at home (parents, siblings, or grandparents) who can help you as Renata Flores Rivera’s grandmother helped her?

Do you know other musicians who are working to protect Indigenous languages? Take this opportunity to research and explain what Emma Stevens and Jeremy Dutcher are doing to protect Indigenous languages here in the Maritimes.

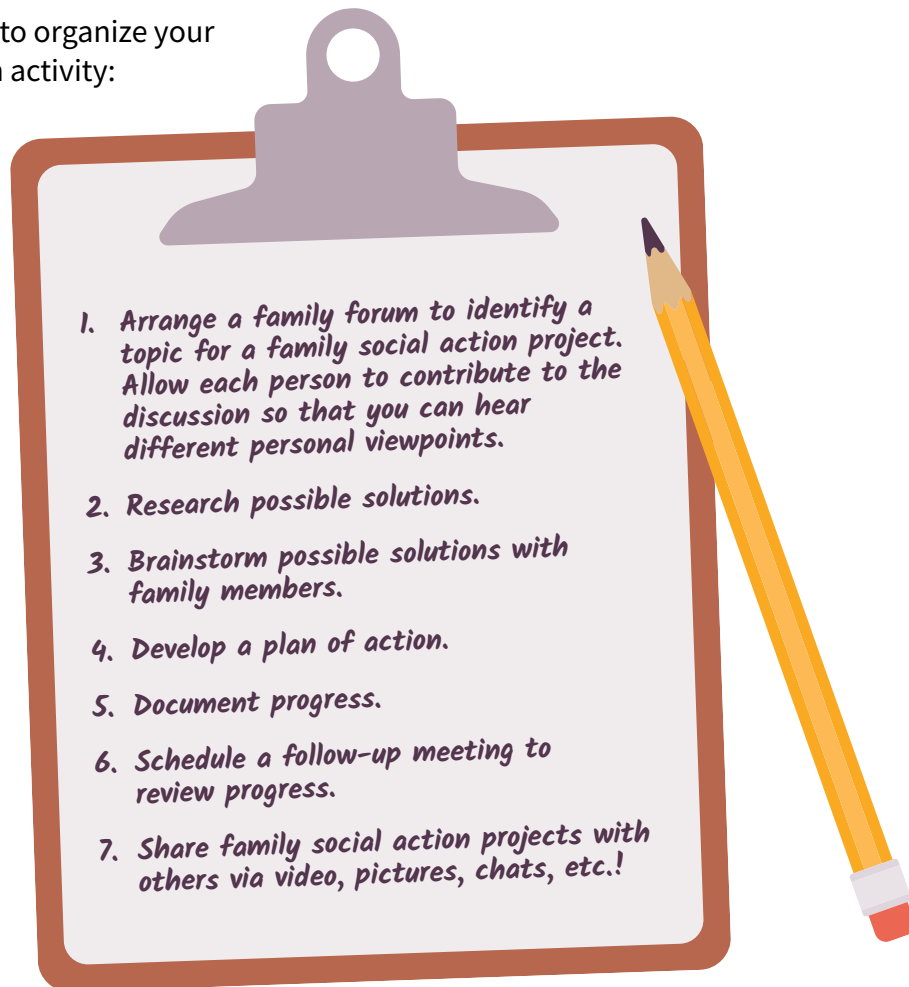
Do a Family Social Action Project! *Crée un projet d'une action familiale et sociale*

One way we can work to make the world a better place is with our families! What issues are important to your family?

Have you considered enlisting family members to enhance your household's quality of life? Your family activity can help the world, your family activity can help your family, or your family activity can do both simultaneously (at the same time)! Projects could focus on...

reducing household consumption <i>réduire la consommation à la maison</i>	enhancing outdoor living space <i>améliorer l'espace extérieur</i>	preserving home culture <i>preserver la culture de la maison</i>
other exciting initiatives <i>autres initiatives</i>	recycling <i>le recyclage</i>	creating a garden <i>jardiner</i>
improving family wellness (nutrition, exercise, etc.) <i>une activité familiale du bien-être (la nutrition, l'exercice, etc.)</i>		

Follow these steps to organize your family social action activity:



Do a Worldwide Scavenger Hunt! *Crée une chasse aux trésors mondiale!*

Explore the idea of how things and people are interconnected and interdependent.

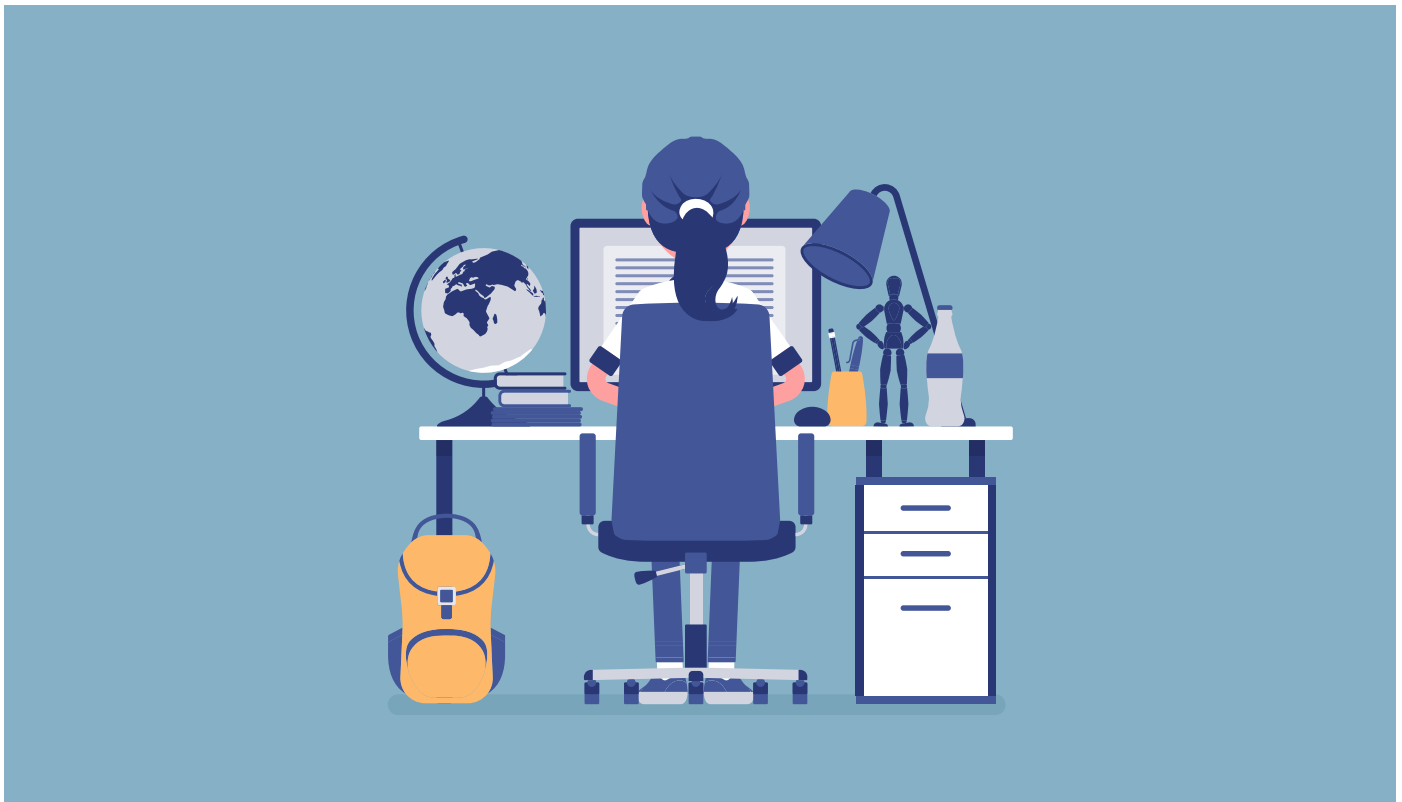
Make a list of items in your house, and identify where they come from!



Items	Origins
Sweater	Bangladesh

Choose one item from your list, and imagine how it was made and how it got to your house. You can also look for information in books or online!

Be prepared to share your description of this item's journey!



Explore Human Rights! Explore les droits humains!

Let's explore the *Universal Declaration of Human Rights (UDHR)* from the United Nations (1948). There are 30 articles in the declaration, and each represents a commitment from the member countries of the United Nations to protect one particular human right. Here are a few examples:

“

Article 4. *No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. Nul ne sera tenu en esclavage ni en servitude ; l'esclavage et la traite des esclaves sont interdits sous toutes leurs formes.*

Article 5. *No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. Nul ne sera soumis à la torture, ni à des peines ou traitements cruels, inhumains ou dégradants.*

Article 9. *No one shall be subjected to arbitrary arrest, detention or exile. Nul ne peut être arbitrairement arrêté, détenu ni exilé.”*



[You can watch a video from Amnesty International to learn more about the UDHR.](#)
(Version française)



You can read or download an illustrated version of the [Universal Declaration of Human Rights](#) or the [Déclaration Universelle des Droits de l'Homme](#) to see all 30 of its articles.

Pick one of the articles in the *UDHR* to explain. Draw and label a picture to help to describe the right you have chosen. Imagine that you are showing your drawing to a child—like a little sister or brother! Your drawing should clearly teach them why the right is important, how it makes people feel when they have the right, or what life would be like without it!



Write Social Justice Poetry!

When you are passionate about something, you can use your voice to draw other people’s attention to it. You might even inspire them to take action! Writing a social justice poem is one way you can raise awareness.

Here are some questions to help you draft your poem:

What is a topic I want to help others learn more about or understand more clearly?

What is the best format to communicate my ideas: rhyming verse or free verse?

Who is the audience for this poem?

What do I want them to know or do after reading my poem?

What do they already know about the topic?

If you would like more inspiration, here are some examples of social justice poems:



[“Gate A-4” by Naomi Shihab Nye](#)



[“I, Too” by Langston Hughes](#)



[“Carrying Our Words” by Ofelia Zepeda](#)

The New Colossus (1903)

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”*

Emma Lazarus (1849–1887)

Do you know which famous statue
this poem is engraved on?



Help Preserve a Language!

As a global citizen, you can play a role in learning and sharing languages with your friends and family. In the province of New Brunswick, we have four recognized languages: English, French, Wolastoqey, and Mi'kmaq. In this activity, you will learn how to say words in Wolastoqey.

Wolastoqey is the first language of the Wolastoqewiyik (“People of the beautiful and bountiful river”) who live along the Wolastoq (“Beautiful and bountiful river”). There are only approximately 60 fluent Wolastoqey speakers left; this language is in danger of becoming extinct or lost. As a global citizen, you can take action by learning and sharing the language.

You can start by learning and sharing one word or phrase each week with friends and family!



Qey
“gway”
Hello

Wolastoqey
“wool-us-took-gway”
Language

Wolastoqewiyik
“wool-us-took-gow-we-ig”
People of the beautiful
and bountiful river



Apc oc knomiyul
“ob-gidge-geh-no-me-ul”
See you again!



Wolastoq
“wool-us-took”
Beautiful and
bountiful river

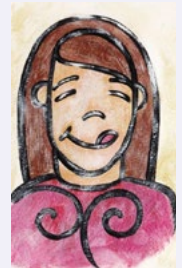


Tan kahk olu kil
“done-gawg-olu-gil”
How are you?

Woliwon
“wool-ee-when”
Thank you.

Mecopal
“medge-o-ball”
Please.

**Mec ote
pesqon**
“medge-o-day
-besk-gwin”
I am fine!



[You can read more about the history of the Wabanaki peoples here.](#) [You can listen to various phrases spoken by a Wolastoqi elder here.](#) [You can access a lot of resources on the Wolastoqewiyik here.](#) Lastly, there’s even an app to help you learn Wolastoqey: Wolastoqey Latuwewakon is in the app store!

Do an Act of Kindness! *Fais un geste de bonté!*

During these unusual and even difficult times, you have probably already seen that some students have found wonderful ways to spread positive messages or complete acts of kindness.

Perhaps you have seen images on the news of people clapping or making noise for healthcare workers or painting rainbows with the phrase “Ca va bien aller” (“It’s going to be okay”).



What act of kindness could you do? Think about what you could do in your community. Does your grandparent or another senior need a pick me up? Can you spread positive messages? Complete an act of kindness, and find a creative way to record or document your activity in a video, picture, poster, or music!



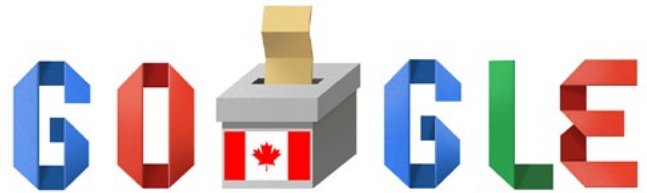
[You can check out this website to get even more ideas.](#) Have fun! #covidkindness

Design a Google Doodle! *Crée un griffonnage Google!*

One way you can raise awareness about something you are passionate about is designing your own Google Doodle!



Thank you to Public Health
Workers & Researchers



Canada Elections 2019

(From www.google.com/doodles)

Materials

Required: Paper & pencil

Optional: Markers, pencil crayons, scissors, tape, & glue

Things to Think About

How can you make the shapes of the letters reflect your topic? What symbols or drawings should you include in your design? How can you combine the letters for “Google” in your illustrations? Can some of the letters become other things and still be readable? What colours does Google use in their logo? Should you use the same colours?

Steps

1. Choose your topic.
2. Plan for the symbols or drawings you will use in your Google Doodle.
3. Make a small rough draft of your design to work out the details.
4. Once you are satisfied with your plan, carefully draw your final design on a fresh piece of paper using light pencil lines.
5. Finish your design by adding colour with pencil crayons or markers.
6. Explain in writing how you would incorporate animation in your design if Google used it on their site. Google Doodles often have an animated component. For an extra challenge, can you figure out a way to make part of your paper design move or change?

Optional

If you have access to a drawing or design app, you could try your hand at a digital design!

Upcycle Art!

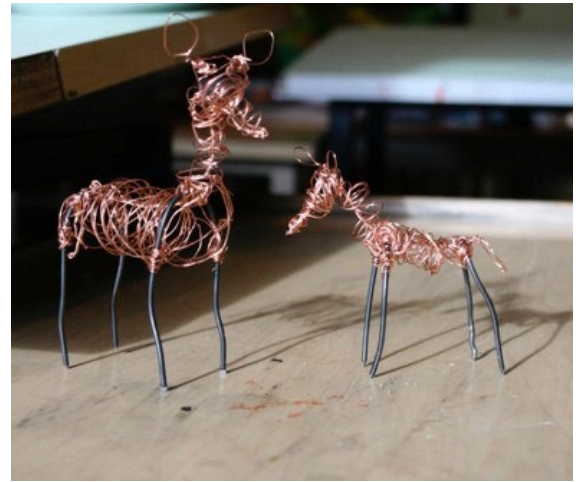
You can also show that you're an active citizen by creating artwork (a picture or sculpture) while using only materials destined for recycling or the garbage!



Farm Scene
collage of magazine pictures



Abstract Sculpture
*cardboard, egg cartons,
keyboard parts & wire*



Animal Sculptures
wire

Materials

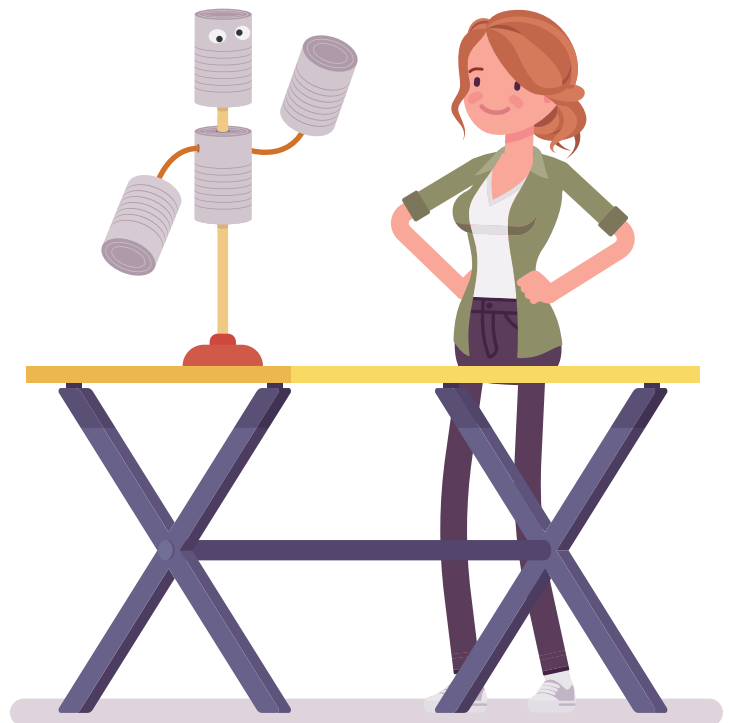
This is the fun part: it's up to you! You can use anything that is destined for recycling or the garbage. You may also use glue, tape, paint, etc. if needed to assemble and decorate your art work.

Things to Think About

What kinds of things do we throw away or recycle? How can we use these materials to make a piece of art?

Steps

Look at things that are in your recycling bin or things that are going to be thrown away. Experiment with assembling them in different ways! Your artwork can be abstract, or it can represent something concrete. It must be your own original design: don't look up an idea on the Internet. Instead, build your artwork by experimenting!



Photograph the World Around You!

You can also create sustainable art by using the natural materials found in your home, yard, or neighbourhood to create a temporary image. Photograph what you have created.



Materials

Required: Natural objects found in your yard or neighbourhood and a camera or smartphone to record your image. The challenge is to create your artwork without using glue, nails, paint, or any other manufactured materials!

Things to Think About

What kinds of materials do artists usually use? How are these materials manufactured? What resources do they use? How can you use found natural objects to create artwork (land art)? What impact does **land art** have on the environment?



[You can look at the work of British artist Andy Goldsworthy for inspiration before you begin.](#)

Steps

1. Walk around your yard or your neighbourhood.
2. Gather a collection of natural objects (such as stones, sticks, plant parts, sand, and so on).
3. Experiment with arranging a selection of these items until you have a pleasing design. You can create a picture of something, or you can create an abstract design. Think about the background or frame as part of your design.
4. Photograph your finished image. Think about the angle your photograph is taken from, how close you get, and other artistic choices you can make! The photograph is your final artwork.
5. Share your artwork with your friends and family!

Be a respectful observer:

Watch and listen, but don't do anything that might harm the plants and animals or prevent them from living their lives uninterrupted.

Gather with great care:

Only handle plants and animals that you know to be safe.

Leave no trace of your visit:

Make no damage, leave no litter.

Explore Alternative Viewpoints!

Can you think of a challenge or problem in your local community? Maybe you wish there were a new skatepark for tweens and teens, or maybe you wish that more community members would recycle. You might want to raise awareness about homelessness or graffiti in public spaces.

When you have identified a challenge, start brainstorming **what you already know** about it and **what you need to learn about it**. What questions do you have? Where might you go to learn more? What possible solutions can you offer?

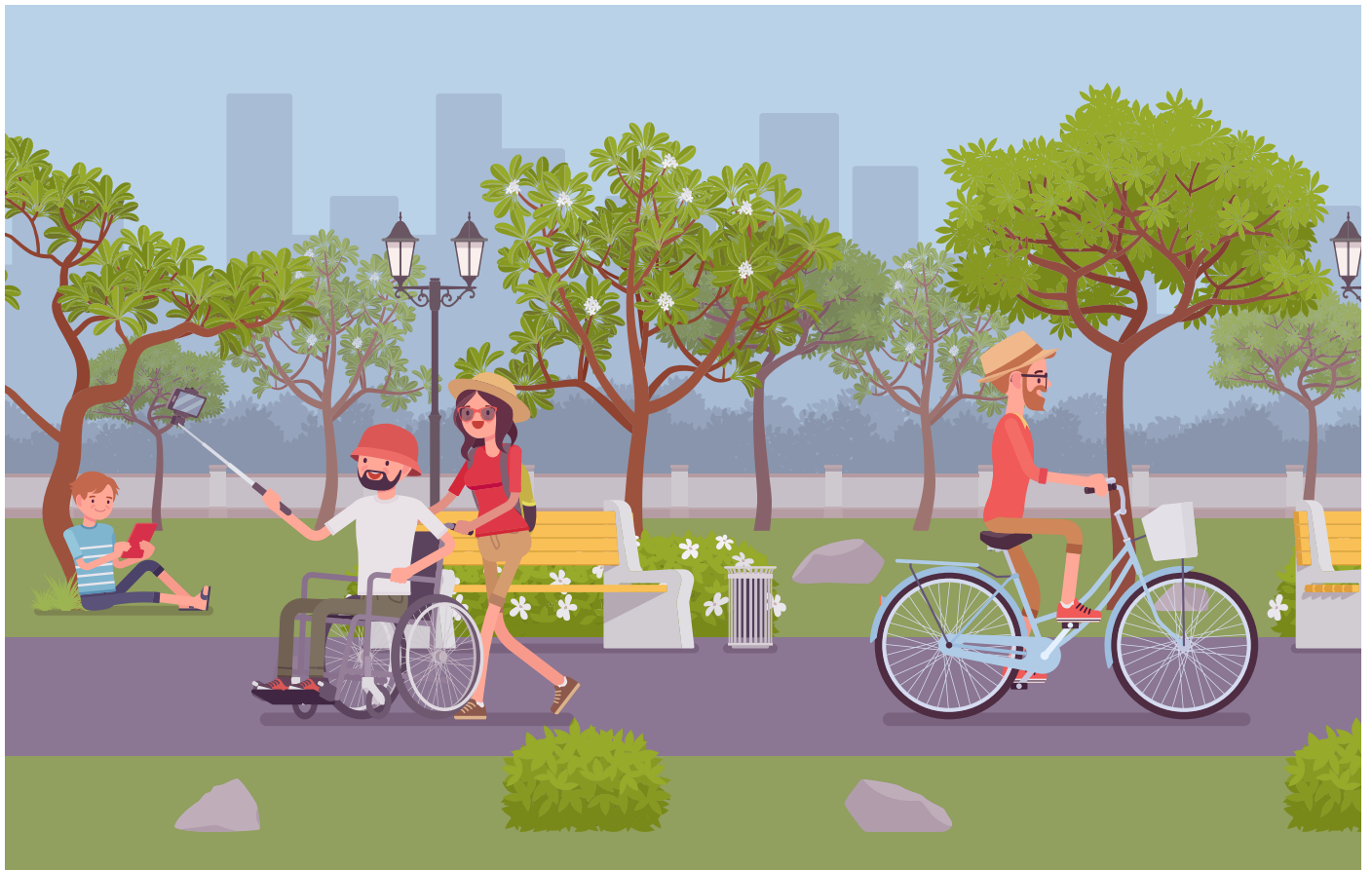
Now think of three other stakeholders in this issue. For example, if you are thinking of graffiti, the three stakeholders in your community could be the mayor, a local business owner whose building has been vandalized, or a police officer who doesn't want vandalism done to public property.

Consider the perspective of three stakeholders on your issue:



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1. Summarize their stance or position about the issue—What do you think they would say about it? Would they support your opinion on the challenge? Why or why not?
2. Identify two questions they might ask about it—What do you think they already know about the issue? What information do you think they would want or need?



Share Gratitude!

In many Indigenous Nations across Turtle Island (“North America,” for settlers), women are central to their communities and families. Women hold positions of political and social power in communities. They distribute resources, engage in negotiations such as grandmother clans, and occupy leadership roles in their communities, such as serving as Chiefs or councillors. Women in Indigenous communities carry traditional knowledge such as language, ceremonies, and cultural teachings. They share this knowledge with younger generations in hopes that they will use these teachings to guide their choices

In this activity, you will identify the women who have impacted you and then reach out to them to connect during these difficult times.

Part 1

Think of the women in your life who have made a positive impact on you. What are some of the qualities you recognize in the women who have influenced your life?

What are some of the teachings or lessons that these influential women have shared with you?



Part 2

There are many roles of a global citizen. An important role is to empower and spread kindness to those around you.

Think back to the women who influenced your life. Now is a great time for you to let them know how much of a positive impact they have had on your life!

There are many ways for you to share your gratitude—while staying safely physically distant:

- Give them a phone call or FaceTime chat! You can share something you’re passionate about with them or teach them something new during the conversation (Please have permission from a parent or guardian if you choose this one).
- Paint or draw how you learned from them!
- Write a song or share a song that makes you think of them!
- Make a video or a TikTok!
- Write them a letter or an email!



Choose at least one woman in your life that you would like to do this for. As long as it comes from the heart, they will appreciate the kind gesture of recognition.

Investigate for Yourself! *Fais ta propre enquête!*

To be an active global citizen, you need to be knowledgeable about the subject you are passionate about. You have to understand a problem before you can act to help fix it! In this activity, you will investigate your subject by using the resources you have available to you. You can use the magazines, books or newspapers in your household, or you [can browse the online NB Libraries collection](#).

[You can also opt to watch a video online](#) to research the subject you are passionate about.

When you are finished with your research, answer these questions:

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1. What new information did you learn? *Quelles nouvelles informations as-tu appris?*
2. What did you already know about this topic? How did this research add to your understanding? *Comment est-ce que la recherche a contribué à ta compréhension?*



Get Inspired to Be a Better Citizen! *Sois inspiré afin d'être un meilleur citoyen!*

You have already seen the example of active global citizenship from water protector Autumn Peltier. Can you think of another person or non-governmental organization (NGO) that is also a good example of active global citizenship? In this activity, you will investigate either a person or an NGO that you think is demonstrating active global citizenship.



First, you need to gather some information about your global citizen. In addition to reading about your person or NGO and watching videos, you can interview them! You can connect with the person (either via email, social media, a phone call, or a letter) to explain that you want to learn more about them. You will need to explain how you are inspired by them and ask them for the opportunity to interview them.

When you hear back from them, arrange to complete an interview either over the phone or online.

What do you want to know about the person?

Qu'est-ce que tu veux savoir à propos de la personne?



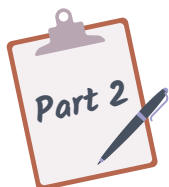
What types of questions will get the most interesting answers?

Qu'est-ce que tu veux savoir à propos de la personne?

What part of their life would you like to know more about?

Qu'est-ce que tu voudrais connaître à propos de leur vie?

Many active global citizens are exactly the type of people who will answer you! Even if you don't hear back, you will have learned a lot about them through your research.



When you have your information about your global citizen, share what you've learned. You can do this whether or not you got to interview the person for real! Think like a journalist or reporter for a moment. How can you re-tell the story of what you've learned for an audience? Can you draw, paint, cartoon, or write about your global citizen? Give it a shot! For an extra challenge, gather and present your information *en français!*



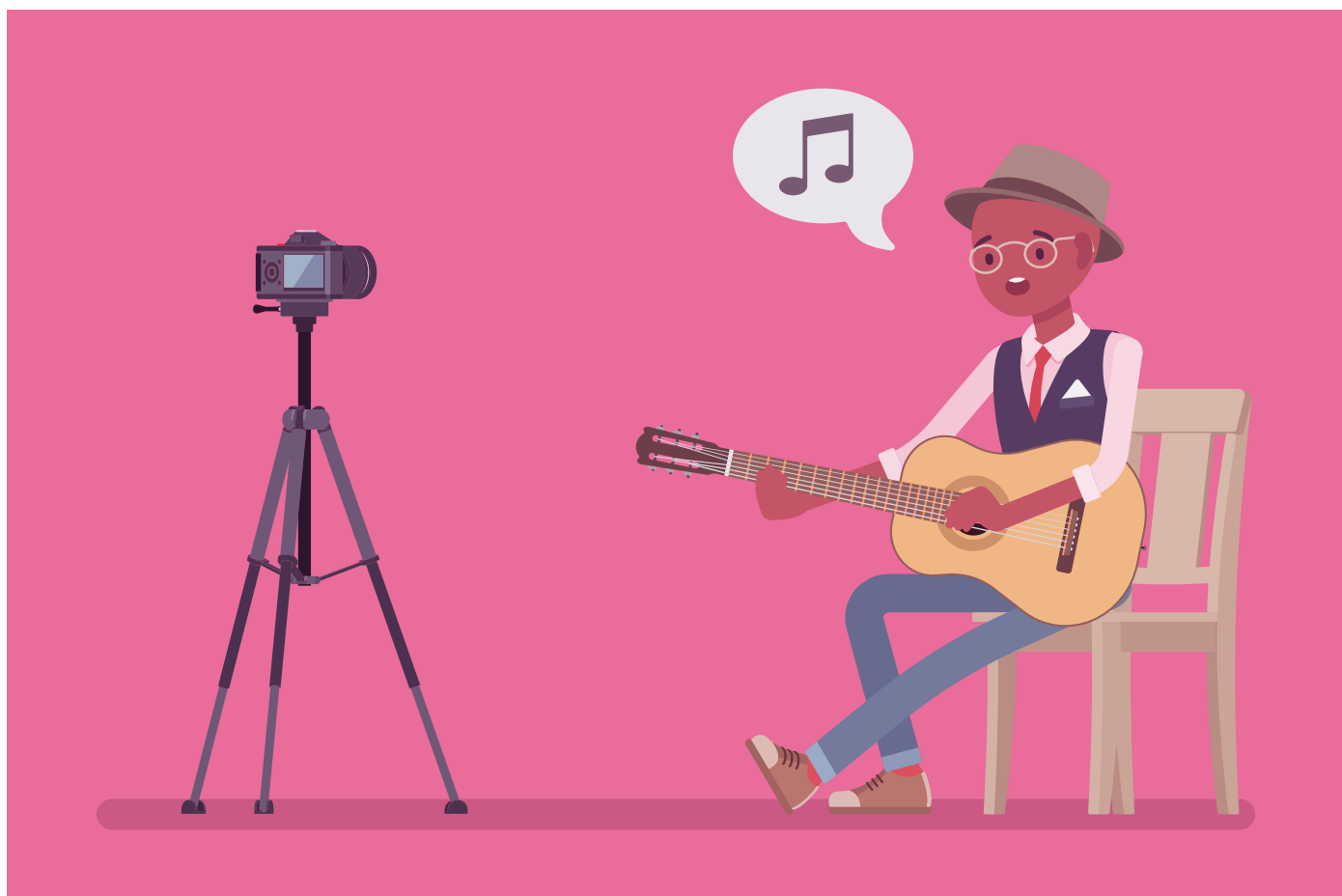
You can consult [Idélo](#) for resources in French to help you with this or any activity!

Write a Parody Song!

Musical parodies take the style, ideas, or melody of a song and re-create it to make a statement about something. Right now, there are a tonne of parody songs about washing our hands! Often parodies are meant to be funny, but they can also highlight something important that their writers want to share with their audience. Pick a song you like. Then, rewrite its lyrics to talk about something that you are passionate about! If you can, you can even record a performance of your parody!



You can watch an example from the most famous musical parodist of all time—Weird Al Yankovic! [Here is his re-telling of Star Wars Episode I to the melody and style of Don MacLean’s “American Pie”.](#)



Research Songs for Causes!

Music artists from around the world and different genres (types of music) have been coming together for decades to raise awareness and support causes. Research a song or concert that supported a cause, and write a paragraph about what you learn. What cause do you think musicians should support now? Which musicians would be part of your super group?



[You can read about important awareness concerts by following this link and choosing one event to research.](#)



[You can watch Hugh Evans’s “What Does It Mean To Be a Citizen of the World” here.](#) In it, this active global citizen explains how and why he started taking action to improve the world, and you will see that part of his activism included hosting a concert! Do you like his dance moves?

Final Reflection

Think about everything you have completed this week, starting with learning about Autumn Peltier. Do you think you have found something to be passionate about? Do you feel better prepared to be an active global citizen? Do you have ideas for actions you could take to help to improve your own local community—or the larger world around us?

What kind of reflection will you create?

