Engaging in Our Communities... as Global Citizens

A citizenship education initiative centred on the values of the environment, democracy, peace and solidarity

Workshop presented by Sue Continelli
Project Overview

• ETFO’s commitment for the care and protection of the environment.

• Responding to the intermediate classroom need for environmental education.

• ETFO’s leadership in providing support for professional learning.

• Strengthening the partnership between ETFO and CTF.

• ETFO’s ongoing leadership development through professional learning opportunities.
Project Rationale

• ETFO responded to a growing need for intermediate educators to provide environmental education. Recently, the Ministry of Education released the document: *Shaping Our Schools, Shaping Our Future* that will act as a framework for environmental education in Ontario.

• Green Street is providing pedagogical sound classroom-tested resources for teachers and students with the opportunity for classrooms to share their learnings nationally and internationally.
Norms

Commitment
Acceptance
Responsibility
Equality
Idea Swap

Process:
• On the card provided, briefly describe your belief about environmental education.
• At the signal, be prepared to share your idea with someone in the room.
• Inquire and paraphrase the other persons belief and record it in one corner of the card. They will do the same for your statement.
• At the signal, move to a new person in the room and repeat the above procedure.
Nested Levels of Learning

- Purpose: • Who else?
- Identity: • Who?
- Values: • Why?
- Beliefs: • Why?
- Capabilities: • How?
- Behaviour: • What?
- Environment: • When?

Adapted from Dilts
An Agent of Change – Activity 1
Cooperative Learning

The Johnsons’ 5 Basic Elements of Effective Group Work

- Individual Accountability
- Positive Interdependence
- Face-to-Face Interaction
- Collaborative Skills
- Processing Group Skills
Several projects are suggested in the resource however projects should be selected based on the interest level of the group.

- Posters
- Commercials
- Drama Presentations
The Public Service Announcement

View Quick time video …. 

Deconstruct a PSA from the CCA (Concerned Children’s Advertisers) by completing a storyboard for the announcement based on their viewing.

http://www.cca-kids.ca/psas/self_esteem.html
Developing and Organizing Ideas: Planning a Public Service Announcement

LANGUAGE/ENGLISH: Grade 7-10

This lesson will provide students with the opportunity to explore an important concept for media literacy: all texts are constructions. Through the activities and instructions included here, students will make decisions regarding the various codes and conventions, or technical ingredients, that go into the production of a media text. They will make these decisions as part of an activity that requires them to create a storyboard for a public announcement. This activity generates many interesting possibilities for reading and writing about the media. Students need to carefully consider what it is they want to say, who they want to influence and how they are going to do this. They are required to create a storyboard for a public service announcement (PSA) for a specific audience, whom they hope will react to the message in the way that they intended.

Purpose
- Develop a message about a social issue that they believe is important for a particular audience and decide on the point of view they wish to present.
- Identify the various components that go into the creation of a storyboard for a PSA.
- Develop technical ideas that will complement the storyboard they are conveying.
- Adapt these ideas for an intended audience.
- Adapt and edit a script for a storyboard format.

Payoff
Students will:
- Develop literacy skills tied to understanding how meaning can be constructed in a media text through the use of a variety of production techniques (e.g., camera angles, types of shots, editing; sound).
- Develop literacy skills tied to the development of their message, including establishing point of view, using clear and concise language, etc.

Tips and Resources
- The public service announcement is preferable over a television commercial—it allows students to focus on issues or ideas that are important to them, rather than products to sell.
- Set limits on the technical components of the PSA to be sure that it is manageable for students—i.e., number of shots, types of effects, etc.
- Information on paper is best reinforced if students have video equipment with which they can try types of shots, transitions, camera angles etc., even if they do not actually produce the PSA, but just complete a storyboard for it.
- Consider using the Media Literacy package from the Concerned Children’s Advertisers which contains sample public service announcements for young audiences: www.cca-canadian.com

### Activity 7
Connecting to Your Community

<table>
<thead>
<tr>
<th>Producing Media Texts M.7.3.4</th>
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<tbody>
<tr>
<td>Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.</td>
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- a class newspaper for parents
- a class magazine for students in a lower grade
- a multimedia report on a unit of study for geography
- a website about the school for new students
- a movie poster
- an advertisement for a new product
- a theatre review with commentary on the use of conventions and techniques for a class/school newspaper
- a scene for a film based on a prose narrative
- two media texts on the same subject using different media forms
# Performance Task - Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td><strong>Communication</strong></td>
<td>Message is unclear or is of limited effectiveness. Limited use of effective language.</td>
<td>Message is somewhat effectively conveyed. Some explicit language is evident.</td>
<td>Message is conveyed with considerable effectiveness. Good explicit language is demonstrated.</td>
<td>Message is conveyed with a high degree of effectiveness. Excellent choice of language is evidenced.</td>
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<tr>
<td>Organization</td>
<td>Limited evidence of planning is evidenced and beginning, middle and end.</td>
<td>Some planning is evidenced and flow shows some evidence of beginning, middle and end.</td>
<td>Appropriate planning is evidenced with good evidence of beginning, middle and end.</td>
<td>High degree of planning is evidenced and a clear beginning middle and end are evident.</td>
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<tr>
<td>Advertising Techniques</td>
<td>Little to no advertising strategy is evidenced. Minimal effect in persuading the viewer.</td>
<td>A few advertising strategies are evidenced that are somewhat effective in persuading the viewer.</td>
<td>A convincing strategy or strategies are evident that appeal to the viewer.</td>
<td>A highly effective strategy or strategies are evident that are persuasive to the viewer.</td>
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<tr>
<td>Time Management</td>
<td>Rarely uses time management skills. Group has to adjust deadlines or work responsibilities.</td>
<td>Tends to procrastinate but usually gets the task done by the deadline. Group struggles to meet deadlines and different members must take on more responsibility.</td>
<td>Usually uses time well throughout the project. Group meets deadlines and acts in responsible manner.</td>
<td>Routinely uses time well. Group exceeds performance task by maximizing time management and effective working together as a team.</td>
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Questions and Answers?

3 – things I learned from the workshop:

2 – things I will do tomorrow.

1 – thing I would like to try soon.
Green Street Website

Our Mission:
The Program endeavours to provide opportunities to actively engage students and teachers in environmental learning and sustainability education. The Program links schools in Canada to reputable Environmental Education organizations across the country. We aim to deliver credible, accessible and affordable programs that are relevant to students' concerns, curriculum-linked, encourage a sense of personal responsibility for the environment, foster a commitment to sustainable living, and promote an enduring dedication to environmental stewardship.

Featured article: Green Street Youth Engagement Manual
The Student Activist Guide

- Teachers register with CTF and Green Street.
- Teachers request quantities for every student in their classroom.
- Letter of recognition will be provided.
The Student Passport

- Part of the student package.
- Increases student engagement.
- Opportunities for curriculum connections, leadership and creativity.
Resources

• Educating for Global Citizenship: Educational Resources: www.oxfam.ca
• EWorkshop Ontario: http://www.eworkshop.on.ca/edu/core.cfm?L=1
• New environmental education elementary curriculum scope and sequence: http://www.edu.gov.on.ca/eng/curriculum/elementary/environ18curr.pdf
• Ontario Ministry of Education environmental education link: http://www.edu.gov.on.ca/curriculumcouncil/education.html

• Ready, Set, Green! Tips, Techniques and Resources from Ontario Educators:
Love: The One Creative Force

You must be the change you want to see in the world.

Gandhi