



Take Action!

Becoming a Global Citizen

Grades 9-10

There is nothing like a pandemic to remind us of how closely we are all connected and how our individual actions can make a difference on a global scale.

In a world of complex systems and relationships, it is easy to become overwhelmed by the various challenges and injustices around the world, but individual actions can and do make a difference!

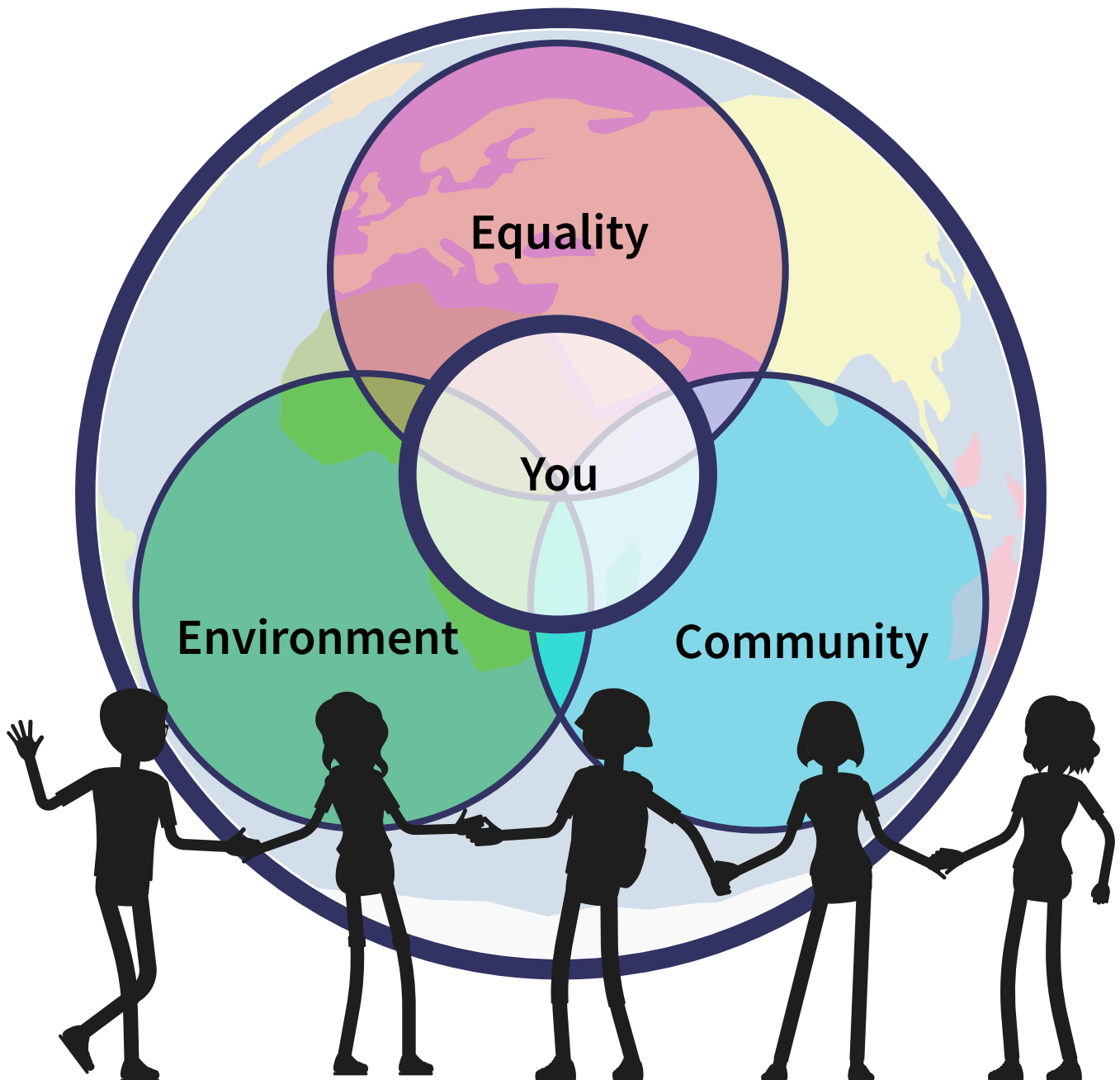
Use this resource to explore the differences you would like to make as a global citizen.

Materials

To complete the activities, you will need Internet access, an open mind, ideas, a sense of purpose, empathy, and action. And a pen or pencil wouldn't hurt!

Introduction

The more you know how interconnected our world is, the better you can understand how your actions, both negative and positive, impact the world on a global scale.



Global Citizenship - It Begins with a Healthy You!

What are you doing to take care of you?

The wheels of life often move pretty fast, and many people may not understand the importance of, or take the time to assess, how they're really doing or feeling. Before they realize it—boom—they're not feeling so great.

Understanding how to support your well-being helps you prepare for and manage those bumps that you'll face along the way.



How are you doing physically? How would you rate yourself on how well you understand and apply best practices in terms of the following categories of physical health? Include additional practices you now do as a result of the pandemic:

- Hygiene
- Nutrition
- Sleep
- Exercise
- Other

In your personal journal, list some of your daily habits associated with each category and how they benefit your physical well-being. Remind yourself of some good daily habits by reviewing [5 Key Aspects of Physical Wellness](#).

Could you do more? Give yourself a rating for each category.

Now, review the practices from the [Kids Help Phone](#) website for a guideline that supports emotional self-care. Using a scale of 1–5, record some of things you do well and some others that may need a little work.

In a notebook, describe how the following practices help support emotional well-being.

- Mindfulness
- Meditations
- Exercise
- Social connection
- Spiritual connection
- Journaling
- Self-acceptance
- Other



Take Action

Now it's time to develop a self-care plan! Using SMART objectives, review your notes from the previous sections and write down some objectives for how you can improve your self-care. Set your goals for the remainder of the school year. When you've achieved them, create some new goals! A wellness plan can serve you throughout your entire lifetime!

A SMART objective is a style of objective that helps you to focus on a specific result. It's Specific, Measurable, Attainable, Relevant, and Time-bound.

For example, you might decide that walking for 30 minutes each day for 4 weeks is a great way for you to improve your mental health. Review each component of a SMART objective, so you can write your own SMART Objectives.

Specific	Your objective is clear: I will walk for 30 minutes each day for 4 weeks.
Measurable	Your objective is quantifiable: I can record time and distance on my calendar.
Attainable	Your objective must be realistic: I can walk 30 minutes per day. I have the time and ability to do this.
Relevant	Your objective is relevant: I will improve my mental health by taking this daily time for myself outside. I might even get to wave to my friend!
Time-bound	Your objective is time-bound: I will do this for 4 weeks.

Create at least six SMART objectives that will support and improve your well-being. Make sure they address both your emotional and physical well-being. Review them daily or weekly to monitor your progress.

As you complete each one, reflect on how you felt and how you may use this practice of working with SMART objectives in the future.

Be sure to share your progress with your family and friends!

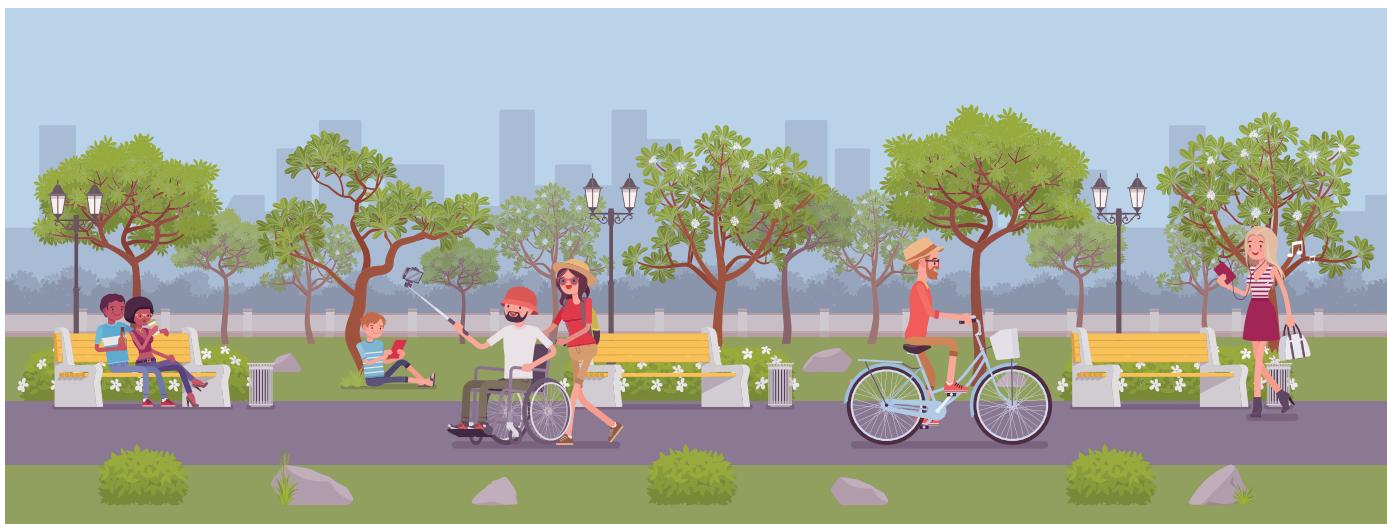
Always remember to contact professionals when you are feeling overwhelmed by your emotions!

Additional Resources:

The **Kids Help Line** is just one of many resources available to you.

The following resources provide information and links that can guide your self-care practices:

- [Easy Guided Meditation for Beginners](#)
- [Yoga for Beginners](#)
- [Benefits of Exercise on Mental Health](#)
- [“Psychology Works” Fact Sheet: Student Wellness and COVID-19](#)
- [Self-Care & Resilience Guide](#)
- [Healthy Headspace Toolkit](#)



Just a Poem or a Philosophy for Life?

In the 1920s, Max Ehrmann wrote the poem “Desiderata” which in Latin means “things desired”. Over the years, it became part of popular culture. It hangs on the walls of many houses and is quoted by various leaders world-wide. Read “Desiderata” and see what you think. *An FSL version of this activity is available on the next page.*

“Desiderata

Go placidly amid the noise and haste,
and remember what peace there may be in silence.
As far as possible without surrender
be on good terms with all persons.
Speak your truth quietly and clearly;
and listen to others,
even the dull and the ignorant;
they too have their story.
Avoid loud and aggressive persons,
they are vexations to the spirit.
If you compare yourself with others,
you may become vain and bitter;
for always there will be greater and lesser persons than
yourself.
Enjoy your achievements as well as your plans.
Keep interested in your own career, however humble;
it is a real possession in the changing fortunes of time.
Exercise caution in your business affairs;
for the world is full of trickery.
But let this not blind you to what virtue there is;
many persons strive for high ideals;
and everywhere life is full of heroism.
Be yourself.
Especially, do not feign affection.

Neither be cynical about love;
for in the face of all aridity and disenchantment
it is as perennial as the grass.
Take kindly the counsel of the years,
gracefully surrendering the things of youth.
Nurture strength of spirit to shield you in sudden
misfortune.
But do not distress yourself with dark imaginings.
Many fears are born of fatigue and loneliness.
Beyond a wholesome discipline,
be gentle with yourself.
You are a child of the universe,
no less than the trees and the stars;
you have a right to be here.
And whether or not it is clear to you,
no doubt the universe is unfolding as it should.
Therefore be at peace with God,
whatever you conceive Him to be,
and whatever your labors and aspirations,
in the noisy confusion of life keep peace with your soul.
With all its sham, drudgery, and broken dreams,
it is still a beautiful world.
Be cheerful.
Strive to be happy.

Max Ehrmann—1927



Consider the following about the poem:

- The meaning associated with each verse and if or how it relates to practices of well-being.
- What you liked and didn't like about the poem.
- A specific verse that may have a special significance to your well-being.

Then, share in some way:

- Share the poem with a family member and discuss likes and dislikes.
- Write a response to the poem in your journal.
- Write a review of the poem as an online literature reporter.

Lis le poème suivant, « Desiderata », par Max Ehrmann.

« Desiderata

Va tranquillement parmi le vacarme et la hâte,
et souviens-toi que de la paix qui peut exister dans le silence.

Sans aliénation,

vis autant que possible en bons termes avec toutes personnes.

Dis doucement et clairement ta vérité

et écoute les autres,

même le simple d'esprit et l'ignorant,

ils ont eux aussi leur histoire.

Evite les individus bruyants et agressifs,

ils sont une vexation pour l'esprit.

Ne te compare à personne,

tu risquerais de devenir vain ou vaniteux.

Il y a toujours plus grand et plus petit que toi.

Jouis de tes projets aussi bien que de tes accomplissements.

Sois toujours intéressé à ta carrière, aussi modeste soit-elle,

c'est une véritable possession dans les prospérités changeantes du temps.

Sois prudent dans tes affaires, car le monde est plein de fourberies.

Mais ne sois pas aveugle en ce qui concerne la vertu qui existe,

nombreux sont ceux qui cherchent de grands idéaux,

et partout la vie est remplie d'héroïsme.

Sois toi-même.

Surtout n'affecte pas l'amitié.

Non plus ne sois cynique en amour,

car il est en face de toute stérilité et de tout désenchantement

aussi éternel que l'herbe.

Prends avec bonté le conseil des années,

en renonçant avec grâce à ta jeunesse.

Fortifie une puissance d'esprit pour te protéger en cas de malheur soudain.

Mais ne te chagrine pas avec des chimères.

De si nombreuses peurs naissent de la fatigue et de la solitude.

Au-delà d'une discipline saine,

sois doux avec toi-même.

Tu es un enfant de l'univers,

pas moins que les arbres et les étoiles,

tu as le droit d'être ici.

Qu'il te soit clair ou non,

l'univers se déroule sans doute comme il devrait.

Sois en paix avec Dieu,

quelle que soit ta conception de lui,

et quelles que soient tes peines et tes rêves,

garde dans le désarroi bruyant de la vie,

la paix dans ton âme.

Avec toutes ses perfidies, ses besognes fastidieuses et ses rêves brisés,

le monde est pourtant beau.

Sois positif et attentif aux autres.

Tâche d'être heureux. »

Max Ehrmann—1927



Réfléchis à :

- Le sens associé à chaque vers et si ou comment cela se rapporte aux pratiques de bien-être.
- Ce que tu as aimé et ce que tu n'as pas aimé avec ce poème.
- Un vers spécifique qui peut avoir une signification particulière pour ton bien-être.

Ensuite, partage d'une façon ou d'une autre :

- Ce poème avec un membre de ta famille et discutez des choses que vous avez aimées ou pas aimées du poème.
- Écris ta réaction au poème dans ton journal.
- Écris une critique du poème en tant que journaliste de littérature.

Becoming a Citizen of Your Community!

Citizenship is our responsibility as individuals to make the world a better place. Citizenship is a commitment to care for people, community and our world. Some citizens become household names, like Rebecca Schofield for her initiative “Becca Told Me...”, but most community citizens are people who work behind the scenes doing good deeds and pushing hard to improve the overall well-being of their community.



As you begin your journey as a community citizen, you should first research, reflect on, and answer the following questions about communities:

- What makes a good community?
- What service groups are part of your community?
- What does your community need?
- What is your passion and how can it serve your community?



Next, start making a list of possible service projects or volunteer ideas that would benefit your community. Look for inspiration through one of the following:

- Researching community passion projects and ideas.
- Cutting out pictures and words to create a collage of what it takes to be a great citizen.
- Finding and interviewing a great example of a local community citizen. Find out how they got started, what benefits they see in the work, and what drives them to continue their work!
- Listening to these [young global citizens](#) and how they got their start.

Take Action

From your journal of ideas, create a service project that includes at least one activity a week for a month that will help the community, whether it is your family, a neighbor, or a community service organization. Here are a few ideas to get you started:



- Writing a letter to a neighbor and putting it in their mailbox.
- Cleaning up a neighbour's backyard.
- Posting positive messages on your windows in support of the essential workers in the community.
- Creating a piece of art, a video or podcast that would entertain those in seniors' homes. Send it the nursing home to share.
- Contacting a community service organization to volunteer.

If you have your own idea, run with it!

Becoming a Citizen of the Environment

Here are two activities that will help you become a responsible environmental citizen.

Fighting Climate Change

Everyone has an environmental footprint that influences our climate. How big is yours?

How Much Do You Know About Climate Change?

Climate change threatens life as we know it. For a climate change overview, watch the following video:

[Take Aim at Climate Change.](#)

Based on the video, complete the following:

- Describe what is meant by “climate change”.
- Name five major sources of human activity that result in climate change.
- Name the different effects of climate change on the planet shown in the video.
- Describe the main message of the video.



Reducing *Your* Environmental Footprint



Reflect on the things you do, see or use in daily life that influence climate change negatively.

For each category below, make a list of your actions and how they impact climate change. Add any new categories that come to mind:

- Home
- Transportation
- Communication
- Food
- Self-care products
- Cleaning products
- Clothes

Now, list some changes you could make to have a more positive impact on the environment and climate change.

Look up the meaning of “social contagion” and reflect on how it might be used to fight climate change.

Create a KWL chart stating what you now know, what you want to know, and what you learned about climate change.

What I Know	What I Want to Know	What I Have Learned

Climate Change Plan



Write five SMART objectives that will help you to reduce your environmental footprint. (If needed, refer to the first section of this learning plan to learn how to write a SMART objective.)

- Make a contract with the environment that includes your objectives and have a grownup witness and sign it.
- Document your progress daily to stay on track.
- Challenge friends or family members to do the same. Who is having the most impact?
- Make a podcast about your successes and challenges you faced trying to reduce your footprint.

Be sure to share your progress with family and friends!

What Does the Future Hold?

It's now 2050. You're looking 30 years into the future. Describe the changes in the environment that have occurred in the last 30 years. Think of them in terms of homes, transportation, nature, energy and communication. Be creative. Here are a few suggestions on how to document the changes:

- Create a piece of art that defines the changes.
- Write a rap based on the changes.
- Create a photo story of images and captions that tell the story of the changes.
- Record a podcast describing the changes.



Designing a Green Space



Before you put your design hat on, find a website about green spaces to answer a few quick questions:

- What is a green space?
- What benefits do green spaces provide to the environment?
- What does the term “urban heat effect” mean?
- What are some of your favourite green spaces in your community? In New Brunswick? Explain why.

The Design!

1. Take a walk around your neighborhood to sketch a map. **Be sure to keep your two-metre distance!** Consider sketching a short block for this activity as you will be drawing each item to scale:

- Areas occupied by building (homes, schools, stores, or factories)
- Vehicle-use (paved roads, highways, or parking lots)
- Greenspace (estimate the number of trees)
- Other features (streams, rivers, abandoned land or underdeveloped land)

2. Create a *scale drawing of the map you sketched during your walk. Use estimation for the original size of roads, building etc. Make sure to include a legend.

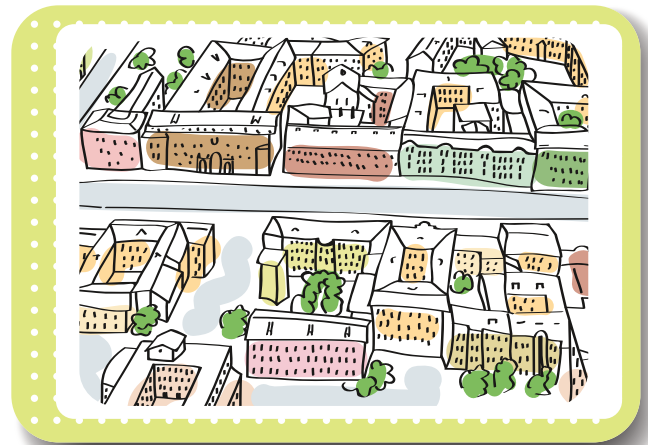
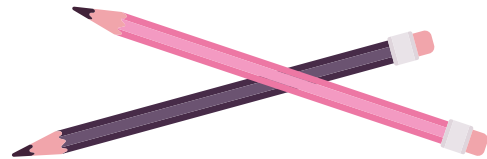
Here are two resources you may want to use for information on drawing scale maps. The first resource requires you to become a member of the educational site “cK-12” by creating an account using your email:

[Scale Drawings and Maps](#)
[How to Draw a Floor Plan to Scale](#)

*Scale Drawing: A map cannot be of the same size as the area it represents, so the measurements are scaled down to make the map of a size that can be conveniently used by users such as motorists, cyclists and walkers. A scale drawing of a building (or bridge) has the same shape as the real building (or bridge) that it represents but a different size. Builders use scaled drawings to make buildings and bridges.

3. Identify areas where a greenspace could be added. If you don't see any spaces, creating a home garden will benefit the environment and let you grow your own fruits, vegetables and flowers.

4. Prepare a budget reflecting the cost of adding this greenspace. Look in your local flyers to find prices of soil, shrubs, seeds and trees or visit your local nursery online to find prices. Include labour using minimum wage and a general estimate of time required to create the greenspace. Here's a website that can get you started: <https://www.veseys.com/ca/>.



Take Action

Now that you've got your design, see whether you can execute the plan. You can work with someone from your family to create your green space in the backyard (which you may have to scale down). If you found a good place for a green space in your neighborhood, and if you have a great plan, consider working with your teacher so that you might submit your plan to your local community town council to see if they would like to fund your greenspace! Political participation is important for initiating changes.

Becoming a Citizen for Equality

Many groups in society live on the margins. You don't have to look very far to see signs of poverty and homelessness in any community. Why do some people live well while others don't even have their basic needs met?

Global citizens work together to try to fight inequalities and improve the lives of others.



Throughout this section, you will explore questions about water:

- How is it used?
- Who controls it?
- Why do some communities have a nearly unlimited supply while other communities have none?

Water—Life's Most Essential Resource

World-wide demand for clean water increases each year as countries and industries use and need more. But there is only so much water. According to data from the Gravity Recovery and Climate Experiment (GRACE), researchers concluded that “water is the key environmental issue of the century.”

“water is the key environmental issue of the century”

How Much Water Do *You* Use?

In 2018, Canada ranked second in the world in water consumption. Each individual consumes an average of 329 litres of water per day. That's a lot!

Can a community run out of water?

Just recently, Cape Town, South Africa almost did! Water use for households was restricted to 100 litres per person per day.



Take Action


Open the [health24](#) website. Halfway down the page is a graphic showing how much water is used for each household function. These are good baseline statistics you will use to determine your consumption. Record the amount of water used for a single use and include how each use might vary depending on a number of factors. Use something like the following table.

	Average Single Use (in litres)	Variables (how long, how big, how old, and so on...)
Glass of Water		
Brushing Teeth		
Shower		
Bath		
Flushing Toilet		
Dishwasher Load		
Hand Washing Dishes		
Laundry		
Cooking		

Now, consider how often someone from your house uses water. Place a chart, similar to what you see below, conveniently located in your kitchen, bathrooms and laundry room, and have each member of your family place a checkmark for each time they use water for each function. Include variable information, such as how long, etc. You might want to use one chart for each family member.


Month and week (Example: April 27 – May 4)	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Glass of Water							
Brushing Teeth							
Shower							
Bath							
Flushing Toilet							
Dishwasher Load							
Hand Washing Dishes							
Laundry							
Cooking							
Other							

Calculate your water use for the week. Calculate your family’s water use for the week.



In your journal, write down your thoughts and your answers about the following:

- Discuss with your family, different ways you could reduce your water consumption.
- Consider where your household water comes from. Can restrictions be placed on your water supply?
- How would your life change if you and your community had to boil your water for all of your water needs? For a week? For years?



Take Action!

Create a plan to reduce your household water use and share with your family. Repeat monitoring water use for the following week.

By how much did your family reduce your water consumption? Review the monthly water bill (if you’re using municipal water) to see whether you’re making a difference. Continue this way until minimizing your water consumption becomes a natural part of your daily life.

Should Access to Clean Water Be a Human Right?

Even though for some, water seems to be in endless supply, there are communities all across Canada that do not have clean water. In 2015, the following water advisories existed. The Canadian government is working towards ending them all by 2021, but in 2020, many communities remain without clean water.

Consider the following questions as you watch [Water Everywhere and Not a Drop to Drink](#), a 25 minute video that takes a look at the lack of clean water in First Nations communities.

Out of 1,669 water advisories in 2015, 169 were for First Nations communities.

First Nations communities make up .36% of the population, yet they are experiencing 10% of water advisories!

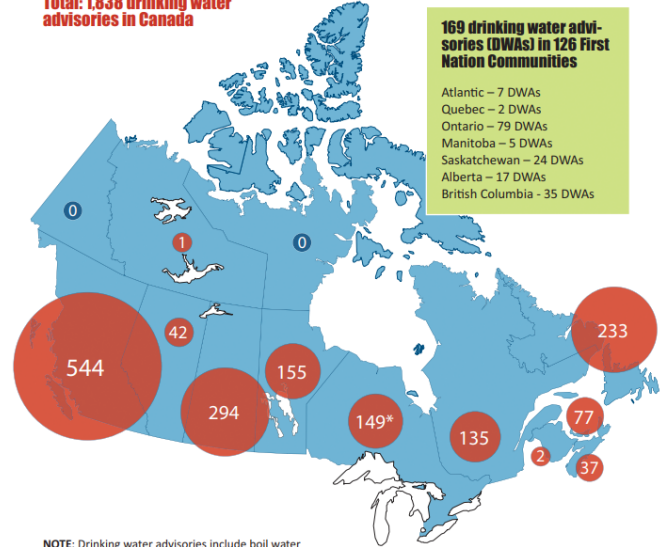
The Neskantaga First Nation has been on a water advisory for over 20 years!

Drinking water advisories by jurisdiction

Provinces and territories: 1,669

First Nations: 169

Total: 1,838 drinking water advisories in Canada



NOTE: Drinking water advisories include boil water advisories, water quality advisories, do not use/ consume advisories, precautionary drinking water advisories, and any other advisory for drinking water.

*Information for Ontario only includes Boil Water Advisories.

Copyright: Council of Canadians, 2015

In your journal, record your thoughts and answers about the following:

- Should access to clean water be a human right?
- Why do so many First Nations communities lack access to clean water?
- What role does the federal government play?
- What role does industry play?
- What role does racism play?
- How has not having clean water on First Nations communities affected their health and safety, community, and business?
- What laws or regulations do we have to maintain a clean water supply across Canada? How strict are regulations for industries that put our clean water supply at risk?
- What do you think the government response would be if your community had no access to clean water?
- What is systemic racism? What evidence supports systemic racism against First Nations communities?



Take Action

Although the current Canadian government is working on ending water advisories, the problem was ignored for decades. It takes collective, individual actions to create awareness, and social and political pressure for changes to be made.

- **Support a letter** to the Minister of Environment and Climate Change asking for improvements to clean water access. Or, write your own letter to the Minister!
- Create a visual representation in the form of a poster or graphic to make people aware of things they can do to help preserve our water and help First Nations communities get access to clean drinking water.
- When you return to school, form a school group or committee and use your poster to kick-start an awareness program. Your teachers can help get you started!



Additional Resources

Here are some additional resources to further explore the plight of First Nations communities' access to clean water.

- [Global News: Why some First Nations still don't have clean drinking water?](#)
- [The Secret Life of Water](#)

The English version of the following activity is on the next page.

Demeurez à deux mètres de loin des autres! Mon journal pandémie

Une pandémie affecte-t-elle tout le monde de la même façon? Y a-t-il des inégalités sociales qui deviennent plus visibles pendant cette période ?

En tant que citoyen et historien du monde, voici quelques-unes des questions que tu peux examiner lorsque tu documentes la pandémie.

Prendre action



Choisis un média avec lequel tu es le plus à l'aise pour enregistrer ton histoire.

Tu es une source principale qui enregistre les effets de la pandémie. Chaque jour, écrit sur ce que tu vis dans ta maison et ta communauté. Note comment ceci affecte d'autres groupes de personnes et d'autres communautés en lisant des nouvelles en ligne ou des sites de médias sociaux. Réfléchis aux différentes actions et réponses gouvernementales. Note tout ce que tu ressens ou penses de la pandémie.

Les questions suivantes peuvent t'aider à commencer :



- Comment ta vie et ta famille sont-elles affectées par la pandémie? Qu'en est-il de tes amies et de leurs familles?
- Quels membres de la société semblent être les plus affectés par la pandémie et pourquoi?
- Quels sont les mythes qui circulent au sujet de la pandémie?
- Quelles actions le gouvernement local ou fédéral a mises en œuvre pour réagir à cette pandémie ?
- Comment les gens ont-ils réagi à la distanciation sociale?
- Compare les impacts du COVID-19 entre le Canada et un autre pays.
- As-tu vu ou lu des histoires de gens qui aident les autres? Que sont-elles?
- Comment la mesure « Restez à la maison » a-t-elle affecté :
 - L'environnement?
 - L'économie?
 - L'éducation?
- De quelle façon la vie est-elle différente aujourd'hui de ce qu'elle était il y a quelques mois?

Keep Two Metres Away!

My Pandemic Diary

Does a pandemic affect everyone in the same way? Are there social inequalities that become more visible during this time? As a global citizen and historian, these are some of the questions you can examine as you document the pandemic.



Take Action

Choose a media you're most comfortable with to record your story.

You are a primary source recording the affects of the pandemic. Each day, write about what you are experiencing in your home and community. Record how it is affecting other social groups and other communities by reading online news or social media sites. Reflect on the different social and government actions and responses. Record anything you feel or think about the pandemic.



The following prompts can help you to get started:

- How has your life and family been affected by the pandemic? What about your friends and their families?
- Which members of society seem to be the most affected by the pandemic and why?
- What are some of the myths circulating about the pandemic?
- What actions have local or federal governments taken to respond to the pandemic?
- How have people responded to social distancing?
- How does the impact of COVID-19 in Canada compare to the impacts in other countries?
- Have you seen or read stories about people helping others? What are they?
- How have stay-at-home measures affected:
 - The environment?
 - The economy?
 - Education?
- In what ways is life different today than it was a few months ago?