

Teachers' Toolkit

**UNESCO Schools
Network in Canada**





Teachers' Toolkit: UNESCO Schools Network in Canada

K34-10/2020E-PDF
978-0-660-33229-1

All rights reserved. This publication may be reproduced in whole or in part for private and/or non-commercial use, provided that the source is acknowledged. A free PDF copy is available at <https://en.ccunesco.ca/>.

© Canadian Commission for UNESCO, March 2020

Canadian Commission for UNESCO
150 Elgin Street, P.O. Box 1047
Ottawa, Ontario
Canada
K1P 5V8

Phone: 1-613-566-4414
Toll-free: 1-800-263-5588

The Canadian Commission for UNESCO serves as a bridge between Canadians and the vital work of UNESCO—the United Nations Educational, Scientific and Cultural Organization. By promoting UNESCO values, priorities and programs in Canada and by bringing the voices of Canadian experts to the international stage, the Commission contributes to a peaceful, equitable and sustainable future that leaves no one behind. The Commission is a network of networks that helps Canadians share knowledge, locally and globally, in order to build peace in the minds of men and women. To do so, the Commission facilitates cooperation in the fields of education, sciences, culture, communication and information to address some of the most complex challenges facing humanity. Its activities are guided by the United Nations' 2030 Agenda for Sustainable Development and other UNESCO priorities. The Commission operates under the authority of the Canada Council for the Arts.

Contents

About the UNESCO Schools Network	1
Foreword	2
Using the Toolkit.....	3
Getting Started	3
Creating a UNESCO Action Team	4
Becoming A UNESCO School Member	4
Themes.....	5
A. UNESCO Mission and Values	5
B. United Nations Sustainable Development Goals.....	8
C. Global Citizenship Education	13
1. Intercultural dialogue	13
2. Education for migrants and refugees.....	15
3. Media literacy, cyberbullying and artificial intelligence	17
4. Gender equality and identity, sexual orientation and inclusivity	19
5. Preventing radicalization and violent extremism.....	22
D. Sustainable Development and Climate Action	25
E. Indigenous Education and Reconciliation.....	29
United Nations' International Days	35
Conclusion	38
Acknowledgements.....	39



About the UNESCO Schools Network

INTERNATIONAL

Created in 1953, the UNESCO Schools Network, also known as the Associated Schools Project Network (ASPnet), connects schools across the world to promote international understanding, peace, human rights, intercultural dialogue, sustainable development and quality education. The network includes more than 11,500 schools in 182 countries.

The UNESCO Schools Network also contributes to the achievement of the [United Nations 2030 Agenda](#) for Sustainable Development—particularly Sustainable Development Goal (SDG) 4, which is “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” It focuses on target 4.7: Global Citizenship Education and Education for Sustainable Development.

In the context of SDG4-Education 2030, the international network’s thematic action areas are:

- a. global citizenship and a culture of peace and non-violence,
- b. sustainable development and sustainable lifestyles; and
- c. intercultural learning and the appreciation of cultural diversity and heritage.



IN CANADA

The UNESCO Schools Network in Canada is coordinated by the Canadian Commission for UNESCO (CCUNESCO) and counts over a hundred schools across Canada.

Its vision is quality education for all in the pursuit of peace and development. The network focuses on UNESCO’s four pillars of education:

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

In Canada, the four thematic action areas are:

1. UNESCO’s mission and mandate and the Sustainable Development Goals
2. Global Citizenship Education
3. Education for Sustainable Development and Climate Action
4. Indigenous Education and Reconciliation

HELPFUL RESOURCES

- [2015–2021 Strategy for ASPnet Canada](#)
- [ASPnet Guide for School Membership in Canada](#)
- [International ASPnet website](#)
- [Online Tool for ASPnet \(OTA\) login](#)
- [Guide for Members](#)



Foreword

The Canadian Commission for UNESCO (CCUNESCO) is proud to present its first Teachers' Toolkit for the UNESCO Schools Network. This practical Toolkit will benefit all educators and students who are interested in implementing UNESCO values at their schools. We hope it will contribute to schools' efforts to make intercultural learning, global citizenship education, sustainable development education and reconciliation with Indigenous peoples a shared priority and responsibility.

CCUNESCO developed the Toolkit to provide UNESCO Schools educators with practical information and activities designed to help students discover and understand UNESCO themes. While the Toolkit uses a Canadian lens, it addresses many universal themes taught in schools around the world.

The instructional material in the Toolkit is designed to address crucial themes aimed at advancing peace in schools and their communities. Teachers and students will encounter a variety of practical learning experiences and resources to explore these themes and the network's areas of action. Education has a key role to play in promoting peace, sustainable societies, climate action, Indigenous ways of knowing, learning and being, reconciliation, and respect for human rights. We hope this Toolkit encourages students and educators to play an active role in making our world a better place for the future.

Sébastien Gouipil
Secretary-General

Linda Connor
Chair, Advisory Committee,
UNESCO Schools Network
in Canada





Using the Toolkit

You will find:

- **Practical information** on how to become a UNESCO school, develop an action plan for your school, and share promising practices with others
- **Useful tools and templates** related to membership forms, annual reports and more
- **Promising practices and classroom activities** linked to the UNESCO objectives
- **Additional resources** and educational tools related to UNESCO themes

GETTING STARTED

As a teacher, you will get the most out of this Toolkit if you begin with an **action plan**. Having a plan will guide your teaching and help you to:

- develop best practices,
- increase your sense of accountability,
- monitor your progress, and
- plan future actions.

It's also an opportunity to engage your whole school community.

In your action plan, consider:

Using a whole-school approach. This means including activities related to UNESCO themes in every aspect of school life, from administration to content, methodology and even building and site management. It includes cooperating with partners and broader communities. (See Section D, Sustainable Development and Climate Action, for more details on the whole-school approach.)

Forming a UNESCO action team or committee. Having a student-led UNESCO committee at your school will help get things done. Teachers can assign UNESCO projects to students at the beginning of the school year and supervise the projects throughout the year.

Engaging students and their families. Engaged students will take their passion and new information home and discuss it with family members, neighbours and friends. They are also more likely to contribute to school or community initiatives.

SUSTAINABLE NETWORKING

Exchange, share knowledge and maintain a regular dialogue with students, staff and teachers throughout the school year to keep up their interest and enthusiasm.



Reaching out to the community. Diversity is a strength you can draw on and is a significant contributor to innovation and new ideas. Consider differences such as culture, gender, sexual orientation and age. Try to make your projects and initiatives as inclusive as possible.

Creating a calendar. There are United Nations' International Days throughout the school year that you can mark with meaningful activities as a class or as a whole school.

Setting priorities. This Toolkit contains dozens of different activities, and hundreds more can be found online. Consider your students' ages, capacities and interests, and decide in advance what you want to focus on.

Celebrating successes. No one knows more than teachers how inspired a student can become once they have experienced success. Remember to celebrate milestones and achievements, whether they are small or large, individual or group-oriented. Every small success is something you can build on.

CREATING A UNESCO ACTION TEAM

Setting up a UNESCO action team or a UNESCO committee to coordinate your school's work is a great way to share roles and responsibilities.

The team's job is to develop and implement your action plan in collaboration with other school stakeholders. This usually means having a few meetings at the start of the school year to choose and plan projects and actions, and organizing meetings periodically throughout the school year to assess progress and make adjustments.

Ideally, your team should include all groups in or outside of school that might have a stake in your plan. This will ensure that you have access to a wide range of skills, knowledge and viewpoints.

Try to:

- Include student representatives with diverse backgrounds.
- Seek representatives from all parts of the adult school community, including managers, teachers, custodial and cafeteria staff, administrators and support staff.
- Invite individuals and organizations in your local community that might be affected by a school project or could provide technical expertise, an interesting presentation, or other support.
- Ensure equal participation and leadership by girls, boys, and LGBTQ2+ students.

BECOMING A UNESCO SCHOOL MEMBER

Information about how schools can join the UNESCO Schools Network is available online from CCUNESCO.

“Our biggest strength is our staff. We have a UNESCO committee of 15 teachers representing every department of the school. We meet monthly to ensure we are actively incorporating UNESCO theme days (e.g., International Day for Human Rights), lessons and school-wide events.”

—UNESCO school teacher



Themes

A. UNESCO MISSION AND VALUES

PEACE, HUMAN RIGHTS AND SUSTAINABLE SOCIETIES

UNESCO was founded in 1945 after the Second World War with the mission of preventing another world war by establishing “intellectual and moral solidarity” among people everywhere. Essentially, the idea was to create a culture of peace.

Education was—and still is—UNESCO’s top priority, not only because it is a basic human right, but because it is the best foundation on which to build peace and shared understanding. For example, an adequate education can help people think critically about important issues, distinguish misinformation from truth, understand our shared history, and avoid repeating the mistakes of the past. It can spark intellectual curiosity, harness children’s potential and ensure they understand the causes and effects of the social and environmental issues the world is grappling with today.

In summary, UNESCO seeks to build peace and drive sustainable development through international cooperation in education, the sciences and culture. Its programs contribute to the achievement of the Sustainable Development Goals defined in Agenda 2030, adopted by the UN General Assembly in 2015.

SUGGESTED ACTIVITIES

- Download the [Simplified Version of the Universal Declaration of Human Rights](#). Ask students to share what they think some of the articles mean. Can they think of examples from real life or fiction where someone’s rights were violated? (For your own background, you can read the full [Universal Declaration of Human Rights](#). Older high school students may also be ready to read the full version.)
- Celebrate the [International Day of Peace](#) on Sept. 21 or the [International Human Rights Day](#) on Dec. 10.
- **Teach empathy** using an augmented reality app. [Enter The Room](#) is an app launched by the International Committee of the Red Cross that transports people via their smartphone into the room of a child in a war-torn city. The images seen from the room span several years and become increasingly difficult for the child. Eventually, the window and walls are destroyed, and a wheelchair appears in the room. (Teachers should preview this and decide what ages it may be appropriate for.)

DID YOU KNOW?

Founded in 1945, UNESCO stands for the United Nations Educational, Scientific and Cultural Organization. It has about 200 member states and its headquarters are located in Paris.

“Since wars begin in the minds of men and women, it is in the minds of men and women that the defences of peace must be constructed.”

—UNESCO Constitution



ELEMENTARY CLASSROOMS

1. **Board game: Do You Know Your [Human] Rights?** This game (developed by the Compasito Manual) for children aged 8 to 13 helps students learn about human rights using the familiar format of Snakes & Ladders with cards that describe rights and penalties. In general, cards with statements that support a human right move players forward; those with statements that disrespect a human right mean going backward.

Here is an example from a rights card: *Your friend's parents separated this summer, but your friend still lives with both of them on alternate weeks because that was his or her choice.* Go forward two squares. Reason: **Article 12, Respect for the views of the child**, states: Children have the right to express their opinion in saying what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

2. **Poetry.** Students in grades 3 to 5 should be ready for If You Could Wear My Sneakers, a book by Sheree Fitch that uses poems as a point of departure to discuss rights and responsibilities. You can have students make posters illustrating the poems, and record themselves reading the poems to share with the school. Older students could create a classroom washing line whereby they write different rights on cue cards after discussing and prioritizing their importance with peers.

SECONDARY CLASSROOMS

1. **Video:** Show students this video about global citizenship and discuss what it means to be a global citizen.

2. **Pack your suitcase (classroom exercise):** Have students imagine the following scenario, then make a list:¹

- a. You are a teacher in a country that lacks respect for human rights. Your partner disappears and is later found murdered. Your name appears in a newspaper article listing suspected subversives. Then you receive a letter threatening your life because of your alleged political activities. You decide you must flee. You will head to the nearest border and claim asylum as a refugee. Pack your bag. You can only take five categories of things (such as clothing, toiletries, photographs) and only what you can carry by yourself in one bag. You have 5 minutes to make your decisions. You may never return to your home country again. *What do you pack?*

"FACILITATING CHALLENGING CONVERSATIONS IN THE CLASSROOM"

Students might be sensitive to certain topics discussed in the classroom, in particular if it relates to their lived experiences, cultural background, or religious beliefs. The teacher plays an important role in creating a safe space for open, respectful discussion of sensitive or controversial topics in the classroom.



¹ Adapted from *The Human Rights Education Handbook: Effective Practices for Learning, Action and Change*, published by the Human Resource Center, University of Minnesota. 2000.



- b. Ask several students to share their lists. If they omit the newspaper article or the threatening letter (the only concrete proof to offer the new country that they are fleeing due to a “well-grounded fear of persecution”), say “Asylum denied.” After a few such examples, explain the definition of a refugee and the importance of proof of persecution. Discuss the experience of making emotional decisions in a state of anxiety.
 - c. Create (or have students create) a class display of the suitcases and their contents with a map indicating where the refugee is from and where they may end up in the world.
- 3. Research refugees in the world today:** Write down the names of a number of refugee camps in the world and put them in a bowl. Divide students into teams and ask each one to draw a name from the bowl. They have 20 minutes to do some online research and 20 more to put together a presentation about the camp. After the presentations, discuss as a class:
- a. Where are the greatest concentrations of refugees?
 - b. What are they fleeing from?
 - c. Who should be responsible for caring for them?
 - d. What is the difference between a migrant and a refugee?
- You many want to do you own advance reading about [refugees](#).
- 4. Plan a refugee camp.** Have students form groups and discuss what they think would be needed in a UN refugee camp to support residents. Then do some research to find out what most refugee camps actually provide.

HELPFUL RESOURCES

- For elementary classrooms, [The Rainbow Road](#), developed by UNESCO Schools in Luxembourg, is an educational concept and school model for respectful coexistence and a culture of peace. In full colour and illustrated, it contains sample value statements based on UNESCO’s mission and values, along with practical examples for children of how to live them.
- For high school classrooms, [ABC: teaching human rights – practical activities for primary and secondary schools](#) is a downloadable booklet published by the United Nations Office of the High Commissioner for Human Rights. It provides practical activities for teachers who want to foster awareness and knowledge of human rights, including concepts like the right to freedom of thought and freedom from discrimination.
- [Writing Peace Manual - Training Tools and Resources](#) is a UNESCO manual that invites students to discover contemporary writing systems and its link to promoting a culture of peace.

DID YOU KNOW?

The [Universal Declaration of Human Rights](#) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on December 1948 as a common standard of achievement for all peoples and all nations. It set out, for the first time, fundamental human rights to be universally protected. It has been translated into more than 500 languages.

A Canadian—[John Peters Humphrey](#) from New Brunswick—was one of the Declaration’s main drafters.

HELPFUL RESOURCE

You can download an [illustrated, colour version of the Declaration booklet](#) for use in classrooms.



B. UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The [17 Sustainable Development Goals](#)—also known as the SDGs or the Global Goals—were adopted in 2015 following a historic United Nations summit. As many as 193 governments from around the world agreed to implement the Goals in their own countries in order to achieve the 2030 Agenda for Sustainable Development.

Over the coming decade, these countries will continue to mobilize efforts to end poverty, fight inequalities and tackle climate change. These new, interconnected Goals build on the earlier Millennium Development Goals while encompassing new priority areas, such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, and others.

Each of the 17 Goals comes with a list of specific targets. For a detailed list of all targets, visit [GlobalGoals.org](#).

THE FIVE Ps

One easy way to remember all of the SDGs is to think about them in terms of the “5 Ps”:

- **People**

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfill their potential in dignity and equality and in a healthy environment.

- **Planet**

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainable management of natural resources and by taking urgent action on climate change, so that the planet can support the needs of present and future generations.

- **Prosperity**

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.

- **Peace**

We are determined to foster peaceful, just and inclusive societies, which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.

- **Partnership**

We are determined to implement this Agenda through a global partnership, based on a spirit of global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.





SUGGESTED ACTIVITIES

- Create a display in your school's entrance or lobby to celebrate its UNESCO Schools membership and promote awareness of UNESCO, the pillars of education and the SDGs. Support it with artwork or peace poems. Try asking your students which “P” is most important to them.
- Encourage systems thinking by asking students if they can think of actions that could have an impact on multiple “Ps” at once. For example, sustainable local agricultural practices can provide food for a particular community, ensuring prosperity and addressing local hunger while also protecting the environment.
- Mark the [International Day for the Eradication of Poverty](#) on October 17. Encourage students to share solutions to unfair situations they've noticed. High school students could compare historical fiction excerpts about poverty to current excerpts and discuss the differences. For example, compare excerpts from Charles Dickens' *Oliver Twist* (published in 1839) with excerpts from Heather O'Neill's *Lullabies for Little Criminals* (published in 2006).
- Show students [The Story of Stuff](#), a short video with interesting messages about how consumerism has led us to be awash in too many possessions.

ELEMENTARY CLASSROOMS

1. Teach SDG 1 (No Poverty) by building supply kits to donate to a homeless shelter.
 - a. Call a local shelter to ask what items are most needed.
 - b. Start a class discussion about why these items are needed and what it would be like not to have them.
 - c. Distribute a list of the items to students and invite them to collect the items (such as miniature shampoo bottles, toothpaste and soap) from home or neighbours if they can.
 - d. Be creative, practical and Earth-friendly about packing the items. Think in terms of packaging that could be useful to someone who is homeless. For example, a new pair of socks is always welcome — so take one sock, stuff the other inside it, then add the items. Purses or backpacks in good condition may also be useful. Your local shelter may have other suggestions.
2. Teach SDG 4 (Quality Education for All) by holding a book drive. Have students bring in books that their families, friends, neighbours and relatives are not using anymore. Sort and donate them to a public library or school in need. Or have a book sale and donate the proceeds to an under-resourced school in your community.





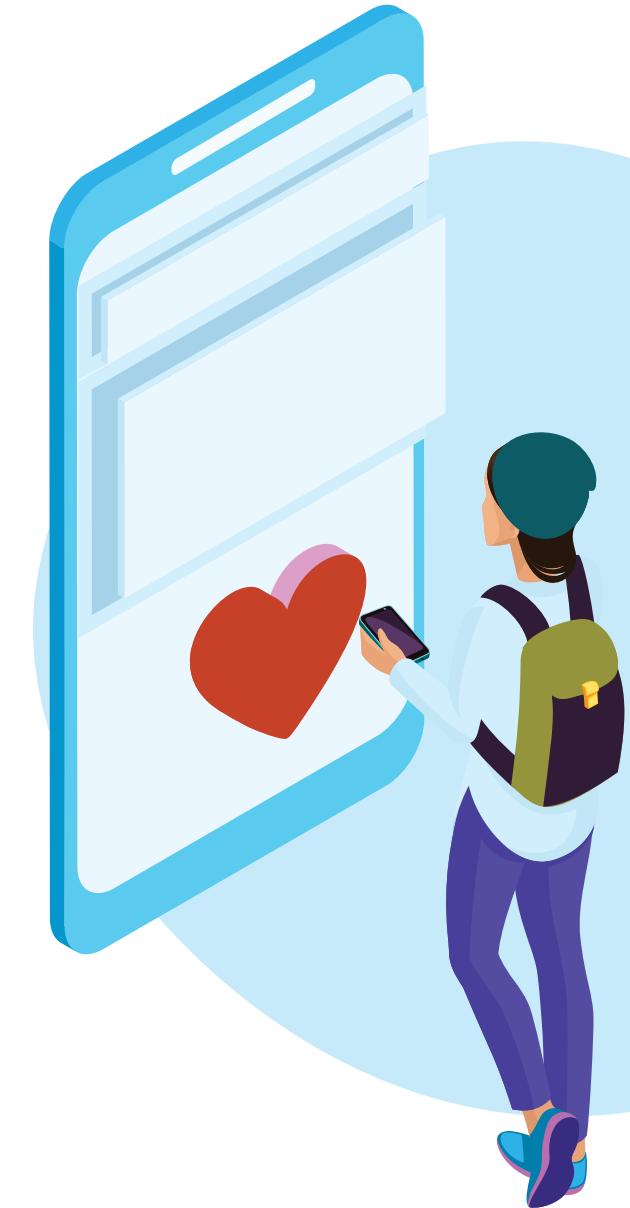
3. Teach SDG 6 (Clean Water and Sanitation) by holding a fundraiser on World Water Day (March 22) and donating the money to a project chosen by students.

Some Canadian organizations that specialize in clean water projects include:

- [Water First](#)
 - [Ryan's Well Foundation](#)
 - [WaterAid Canada](#)
 - [WaterCan](#)
4. Teach SDGs 6 and 7 (Clean Water and Sanitation; Affordable and Clean Energy) using a downloadable World Wildlife Fund tool; [WWF Free Rivers](#) is an augmented reality app that places an entire landscape in a student's hands so they can learn how wildlife, people and landscapes depend on healthy flowing rivers. Further explore geographic engagement with your students by using [Can Geo Education's](#) online resource section.
 5. Download [170 daily actions to transform our world](#). Many of the suggested actions would need to be done outside the classroom, sometimes on an individual level, but you could begin each school day by discussing one of them, and count down from 170 to 0 over the course of the school year. Each one could spark a 10-minute dialogue. Taking this further, you could choose 10 actions (one for each month of the school year) and commit to activities that relate to them, such as organizing an awareness event, presenting for an assembly, or fundraising for a cause. Have older grades visit younger classrooms to talk about the action, read a story related to the theme, or create a video or animated clip.
 6. Play the UN [Go Goals!](#), a board game that teaches children about the SDGs. (You'll need to download and print the game pack and familiarize yourself with the game rules first.)

SECONDARY CLASSROOMS

1. Book a [3 Percent Project](#) to teach SDG 13 (Climate Action). The 3% Project comes to schools to help students manage their climate actions so climate change becomes a real, tangible issue they can face. (Note: The 3% Project website also has inspiring examples of action projects already undertaken at schools.)
2. Teach coding and the SDGs at the same time: Check out [micro:bit](#), which challenges children and teens to combine creativity and technology to come up with solutions for the SDGs. To get started, you will need to register. You'll receive everything you need to participate, including free resources to learn about the Goals.





3. SDG 1: Consider having students read books in which poverty is a major theme. Depending on whether you teach English, history, current affairs or world events, sample titles are:
 - a. *The Glass Castle*, by Jeannette Walls
 - b. *Down and Out in Paris and London*, by George Orwell
 - c. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*, by Katherine Boo
 - d. *Angela's Ashes* by Frank McCourt
 - e. *The Hate U Give*, by Angie Thomas

Divide students into groups, and assign each group one of the books to read. Have them create presentations that examine how poverty affects the main characters' lives.
4. SDG 6: Download free [Water Crisis Lesson Plans](#) from [The Water Project](#). Students will explore water scarcity, the effects of dirty and unsafe water, and the lack of proper sanitation and hygiene in a community.
5. SDGs 6, 10, 12, 14: Have students investigate and make presentations about the [problems and hazards of plastic water bottle use](#) for human and environmental health. Discuss the connection between bottled water and the SDGs. (For example, if clean tap water was available everywhere, bottled water would not be needed. But there are still many parts of the world where tap water is not potable, including many Indigenous reserves in Canada.) Explore this map of countries around the world with [safe and unsafe water](#). Compare this global map to the [national context in Canada](#). Where are the countries with unsafe water clustered? Why might this be? You can extend this activity with a focus on science by having students obtain local water samples. Try to make a water purification system and test it to see how "pure" they can make it. This can help them understand what is involved.
6. Science classes can explore how to address the SDGs with evidence-based decision-making by using [science activities](#).
7. Have students research what efforts are being made in their own city to ban forms of plastic, such as water bottles. (For example, a number of university campuses have banned them.) Invite guest speakers or suggest students start a movement at your school. Here is an [Ottawa example](#).

BRUCE PENINSULA DISTRICT SCHOOL MONTHLY CHALLENGES

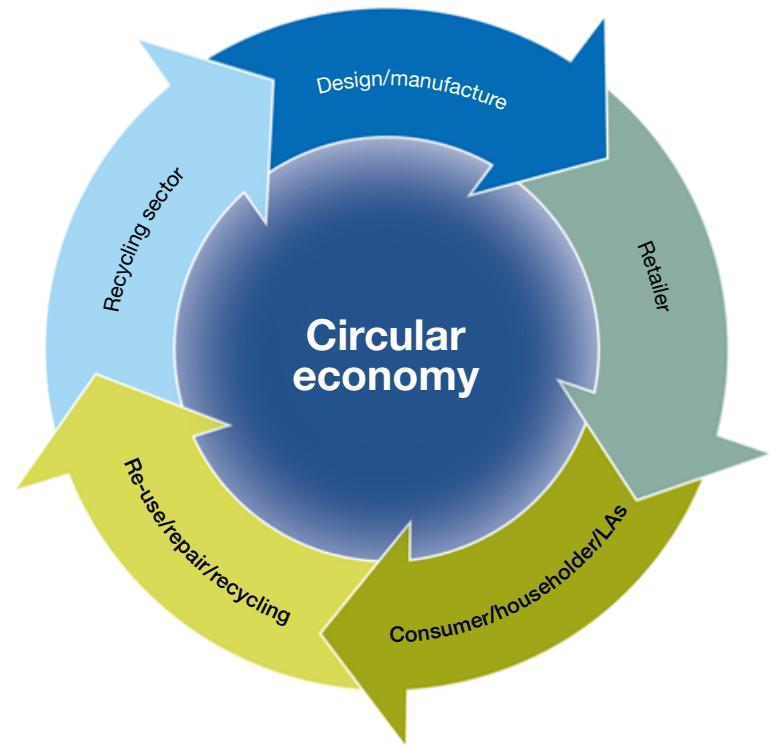
Try focusing on one or two global goals every month. For example, you could start with "Get Smart" (learning about the goals) in September. Remember, many of the 17 SDGs are related, so they can be paired. For examples, resources, links, activities and challenges, see the [Bruce Peninsula School District website](#). The Bruce Peninsula School, a UNESCO school, dedicated the 2018–19 school year to teaching the Sustainable Development Goals. Its website has activities and challenges for children in and out of the classroom.



8. SDG 11: Start a discussion about what makes cities inclusive, safe, resilient and sustainable. Learn how Bangkok, a city at risk of sinking as sea levels rise, is trying to become more resilient and sustainable by building parks that act as sponges to protect the city from flooding as the climate changes. What impacts of climate change have students noticed where you live (for example, more temperature extremes, changing precipitation patterns, more flooding, higher risks of wildfires)? What innovative ideas can students come up with to make their community more sustainable? Consider challenging them to redesign their own community, highlighting three goals they choose as a class.
9. Business and science classes can introduce students to the concepts of social enterprise and the circular economy. Businesses have a huge impact on the planet, so we need to educate future leaders and owners about how to make the impact positive. Ask students to find examples of projects that use discarded objects to make new products. What can be made from plastic?

HELPFUL RESOURCES

- Sustainable Foundations: A Guide for Teaching the Sustainable Development Goals is a comprehensive guide to teaching the SDGs. It covers every goal and includes connections to other Goals, curriculum connections, reflection and action questions, resources and case studies.
- The World's Largest Lesson introduces the SDGs to younger students and includes a Teachers' Guide on SDGs. Founded by Project Everyone in partnership with UNICEF and UNESCO, the World's Largest Lesson brings the SDGs to classrooms through lesson plans, videos, comics and other creative content—available freely and in many languages.
- Education for Sustainable Development Goals: Learning Objective aims to help policymakers, curriculum developers and educators design strategies, curricula and courses to promote learning for the SDGs.
- Learn what other teachers are doing by following #TeachSDGs on Twitter or checking out this website: <http://www.teachsdgs.org/>.





C. GLOBAL CITIZENSHIP EDUCATION

Today, people around the world are more socially, economically, politically and culturally linked than ever. But despite the fact that our lives are increasingly interconnected, human rights violations, inequality and poverty still threaten global peace and sustainability.

UNESCO recognizes that to create a more just, secure and sustainable future, we must ensure that young people understand their roles as global citizens—now and in the future.

The goal of Global Citizenship Education is to provide students with the skills they need to be agents of change, so they can play active roles in building a better world. It aims to instill in learners the values, attitudes and behaviours that support responsible global citizenship, such as creativity, innovation and a commitment to peace, human rights, equality and sustainable development.

SUGGESTED ACTIVITY

- Celebrate Human Rights Day on December 10.
- Organize a cultural diversity project in your school where students explore their own cultural identities and begin understanding and respecting other cultures, traditions and religions.

HELPFUL RESOURCES

- Global Citizenship Education (video)
- Schools in Action Global Citizens for Sustainable Development: A Guide for Teachers
- Schools in Action Global Citizens for Sustainable Development: A Guide for Students

1. INTERCULTURAL DIALOGUE

Intercultural dialogue is all about creating links between different cultures, communities and people. It encourages open and respectful exchange between people with different backgrounds or world views, regardless of gender, race, language, religion or culture.

It aims to:

- develop an openness to different perspectives and practices,
- support and promote freedom of choice,
- ensure equality, and
- enhance creativity.

WHAT IS A GLOBAL CITIZEN?

A global citizen is someone who:

- Recognizes they are part of the wider world
- Respects and values diversity
- Understands how the world works and is familiar with global policies and programs
- Takes responsibility for their actions and adopts sustainable behaviors
- Works with others to make the world a more equitable and sustainable place
- Helps ensure their country's foreign policies promote global values
- Celebrates the world's different arts, music and cultures

“It is not enough for education to produce individuals who can read, write and count. Education must fully assume its central role in helping people to forge more just, peaceful, tolerant and inclusive societies.”

— The United Nations'
Global Education First Initiative



Creating a more peaceful world is an ongoing process. It takes constant effort, engineering, vigilance and active participation by all peoples, no matter where they live. Choosing peace over hate is an everyday decision to engage in sincere dialogue with other individuals and communities, whether they live a block or a click away.

SUGGESTED ACTIVITY

- Celebrate [World Day for Cultural Diversity for Dialogue and Development](#) on May 21 or the [International Day for the Elimination of Racial Discrimination](#) on March 21.
- Organize a [cultural diversity project](#) in your school where students explore their own cultural identities and begin understanding and respecting other cultures, traditions, and religions.

ELEMENTARY CLASSROOMS

1. Try the [Walk Apart, Walk Together](#) lesson plans created by [AFS-USA](#) to help participants recognize the differences among people as well as the many similarities they share. An easy activity that is appropriate for a wide variety of ages and requires no special materials, it can be conducted in almost any setting. It is a particularly good activity for groups that are just forming.
2. Terra-forming exercise: Split the group into smaller teams of four to six people. Explain that they've been "terra-forming" and have created a new country. They have to come up with the following in a specified time scale:
 - the name of the country,
 - a flag,
 - a national anthem (possibly sung to the tune of an existing anthem), and
 - 4 rules of the land and two rules for immigration.

Mix up the groups and get them to apply immigration rules to each other's territories. Add cultural customs, like handshakes, as well as other rules to develop the various societies. Discuss what effects these rules have on other groups.

3. Play games from around the world suggested by the Northwest Territories Human Rights Commission to show younger students that children everywhere deserve to be children. This activity also allows students to explore their similarities regardless of nationality, gender or ethnic group.

SECONDARY CLASSROOMS

1. Do the name exercise: Ask each participant to volunteer to write their name on a flip chart and say something about their name, such as where it comes from, or a brief story attached to it. It can be a start of discussions about their right to have a name and a nationality, and about the origin of names and hidden diversity. One example is where someone's name has been changed because of their family origins as asylum seekers or refugees.





2. Try these three Looking Through the Lenses activities developed by MediaSmarts and UNICEF Canada to introduce how we sometimes form inaccurate perceptions of the world around us and how personal experiences affect the way we perceive the world. Activity 2 is the most physically engaging of the three. It could also be adapted to allow for interactive, anonymous True or False guesses using Kahoot if most students have phones.
3. Set up a video exchange with a UNESCO school in another province or country to discuss a specific theme, such as climate change, gender equality, human rights or extremism. This can be done simply through Skype, Facetime or other video platforms. Consider linking with a classroom in an Indigenous community.

HELPFUL RESOURCE: GIVE YOUR CLASS A “GLOBAL ENCOUNTER”

1. Global Encounters is an international video exchange program that brings together students from around the world. Through a virtual classroom, participating students work with their global peers and experts to shape a better common future. Each conference includes a live event preceded by a week-long online program of activities where students get to collaborate and explore critical global issues, such as child soldiers and armed conflict, women’s rights, mental health, and climate change.

2. EDUCATION FOR MIGRANTS AND REFUGEES

The mass movement of people is arguably one of the biggest issues facing our world today. Globally, more than 68.5 million people have been forced out of their homes—the highest number in history. Of those, 25.4 million are refugees and more than half of those refugees are under the age of 18, making access to education a challenge for school-age children.

But every child deserves an education. In fact, it **is a basic human right** enshrined in the 1989 Convention on the Rights of the Child and the 1951 Refugee Convention. Unfortunately, access to quality education is not the reality for many refugee children. Only 61% attend primary school and just 23% are enrolled in secondary school.

Education can make all the difference to a refugee child. It can protect them from being exploited sexually as well as through child labour, child marriage and as child soldiers. It empowers them with the knowledge and skills they need to live productive, fulfilling and independent lives.

As global citizens, we need to ensure refugee children are welcome in our communities and classrooms. Our schools must be inclusive for children new to Canada.





SUGGESTED ACTIVITIES

- Celebrate [International Migrants Day](#) on December 18 and [World Refugee Day](#) on June 20.
- Create a board game. Choose a country in conflict, break students into small groups, and have them create a board game that maps the path a refugee child might take on their journey to Canada. Ask students to incorporate the possible obstacles a refugee may face along the way and any events or actions that might speed up their safe arrival. Once games are complete, have groups trade games. Discuss what they learned from each other's games.
- Read the zine [*Searching for Home: Nasrin's Journey*](#) from the BC Teachers' Federation. It recounts the experiences of a fictional Yazidi family as they flee war-torn Iraq to Canada. Teachers can print [elementary](#) or [secondary](#) versions of the zine, or view the [electronic version](#) on tablets or on a classroom Smart Board.

ELEMENTARY CLASSROOMS

1. Watch the animated short by UNICEF, [*Unfairy Tales: The story of Ivine and Pillow*](#). Discuss the challenges Ivine faces. How does his life compare to theirs?
2. [Play the Balloon Game](#), a simple and fun exercise developed by Student Action for Refugees (STAR) to raise awareness of some of the challenges that refugees and asylum seekers face when they relocate to another country, such as poverty, language barriers, finding accommodations, and starting at a new school.
3. Read a book about refugee children. See the following [list of titles](#) for various reading levels. Discuss what you can do in your classroom, school and community to create more welcoming spaces for refugees. You can also have students in higher grades choose books and prepare discussion questions for younger grades.

SECONDARY CLASSROOMS

1. Watch the short film [*Refugee Life: Through a Child's Eyes*](#). Discuss the challenges Hamze faces. How do they compare with the challenges they have in their own lives? Create a comparison chart to highlight the differences.
2. [Play the Passages Game](#), a role-playing game designed by the UN High Commissioner for Refugees to give students a sense of what it is like to be a refugee fleeing war or persecution. This game is played in groups of 15 to 67 outside or in a large room, like a gymnasium. Before doing this re-enactment, be sure everyone is comfortable with the idea (check with refugees in your classroom, as you don't want to recreate trauma).
3. Invite a refugee to speak to your class about the challenges they have faced.





HELPFUL RESOURCES

- The British Columbia Teachers' Association has created a [Refugee Resources webpage](#). This page includes links to background information, teaching resources and lesson plans that help teachers and students create more welcoming classrooms for refugee students.
- [UNHCR](#) tells the stories of some of the world's 7.4 million refugee children of school age and highlights the barriers to education for these children. They also provide lesson plans, activity guides, videos and other materials you can use in your class.
- [Education International](#) promotes migrants' and refugees' rights by sharing evidence, information, resources and good practices from around the world. They have also developed a toolkit for educators and education unions who work with migrant and refugee children to make the right to quality education a reality for all.

3. MEDIA LITERACY, CYBERBULLYING AND ARTIFICIAL INTELLIGENCE

We have access to more information today than ever before. Almost any information we need is only a click away. Thanks to technology, we can communicate with someone on the other side of the world just as easily as someone down the street.

Today's digital world offers us more choice and the ability to do things we never imagined, but there is also a downside. With so much information at our fingertips, it is also hard to tell the difference between fact and fiction. Often, what is presented as fact actually represents just one viewpoint or set of values. The internet doesn't provide a "truth filter." But since our attitudes, beliefs and perceptions about the world are shaped by the information we engage with, it is critical that we learn to recognize what is factual and reliable—and that is where media literacy comes in.

[Media and information literacy](#) enables us to access, search, critically assess, use and contribute content wisely. It also helps us to understand the ethical issues surrounding the access and use of information, as well as our rights both online and offline. By becoming media literate, we are better equipped to engage with media in ways that promote equality, intercultural and inter-religious dialogue, peace, freedom of expression and access to information.

Technology has also created another challenge for young people: cyberbullying. According to [Statistics Canada](#), one in five young Canadians say they have experienced some form of cyberbullying or cyberstalking—and girls are more likely to be the victims than boys. Teachers and our schools can play a crucial role in creating a safer, friendlier online world.

CCUNESCO AND UNESCO RESOURCES:

- Learn about challenges and opportunities of media and information literacy in education through this [CCUNESCO publication](#).
- Explore what happens behind the screen through Kids Code Jeunesse (KCJ) and the CCUNESCO [Algorithm Literacy Campaign](#). Find teacher resources and videos that explain what algorithms are, how they influence our digital experiences, and how they impact kids and teens.
- Learn how to use Twitter safely with students in the classroom through UNESCO's Guide [Teaching and Learning with Twitter](#).





Artificial intelligence (AI) will have an increasing impact on the way we teach and learn in schools in the coming century. As educators, we must develop a curiosity and willingness to learn more about how AI and algorithms function. We should become more aware of, and educate students about, both the opportunities and ethical concerns associated with AI. For more information, download and read UNESCO's publication, "[Artificial intelligence in education: challenges and opportunities for sustainable development](#)."

ELEMENTARY CLASSROOMS

1. Do the [Avatars and Identities](#) exercise (grades 4 to 6) or the [Virtual vs. Physical Worlds](#) exercise (grades 7 and 8) designed by MediaSmarts to help students explore the importance of using empathy and common sense when talking to others online.
2. Watch the following [video](#) to help students understand how to spot fake news on the internet. Share this [Fake or Real](#) document and start a discussion about fake news stories students have read online and how they knew they were fake.
3. Play *The Wisdom and/or Madness of Crowds*, an [interactive tool](#) that allows students to experiment to see how false messages can spread.
4. Do the [Choosing Reliable Sources Lessons](#) by Teaching Tolerance. This lesson addresses the importance of locating and verifying reliable sources when working with online information and is aimed at a younger audience that may not yet be reading and writing independently.
5. AI: Learn how computers can learn from data with tools like [Teachable Machine](#), and by signing up for an AI workshop with [Kids Code Jeunesse \(KCJ\)](#). Learn more about algorithms by creating a Code Club at [Code Club Canada](#) or organize a [micro:bit challenge](#) with KCJ. The micro:bit is a fun, creative, powerful mini-computer that can be used to find solutions to issues in communities and around the world.

SECONDARY CLASSROOMS

1. Have students play [Reality Check: the game](#) by MediaSmarts. These fast, fun and engaging activities provide students with the opportunity to test their skills and learn new authentication techniques. In each mission, they are presented with a story on their social network feed that might be entirely true, entirely false, or somewhere in between. You may want to view the [Reality Check](#) video first.
2. Invite a journalist into your classroom as a guest speaker to talk about fake vs. real news, fact checking, and how real news is developed. If that's not possible, discuss CCUNESCO's publication on [how to navigate our current information media environment](#).

CRITICAL THINKING ACTIVITY

This activity can work in any classroom as long as you have Internet access. It offers a simple approach that encourages students to use critical thinking when using the Internet as a source of information. Give students a list of possible websites to research. Provide them with a simple template of questions they need to answer whenever they do research online. Older students could come up with their own list of questions. Questions might include:

- Who runs the website? Who is providing information? What are their aims?
- What message is the website trying to communicate?
- What language and images does the organization use to get its message across?
- Does the website present more fact or opinion?
- How much do you trust the information from this website? Why?
- As a background to this activity, you can refer to [CCUNESCO's publication on disinformation](#).



3. Cyberbullying exercise: Play a few anti-bullying videos for the class. Divide students into small groups and give each of them a large piece of paper and markers. Ask each group to answer the following questions:
 - a. Why might cyberbullying exist in teenagers' lives?
 - b. What is the impact of cyberbullying on victims?
 - c. How can we prevent cyberbullying from occurring?

Ask volunteers to share their group's responses with the class. Lead a discussion on the prevalence and impact of cyberbullying, as well as ways to prevent it.

HELPFUL RESOURCES

- This CCUNESCO blog post discusses how to fight fake news.
- The Global Alliance for Partnerships on Media and Information Literacy is a joint initiative of UNESCO and other international organizations to promote international cooperation to ensure that all citizens are media and information literate.
- MediaSmarts provides resources to help teachers implement digital literacy into their teaching practices and develop digital literacy lessons and activities that suit their students' needs.
- Kids Code Jeunesse is a bilingual Canadian organization that teaches inclusive and accessible coding, AI and algorithm literacy to kids and teachers while integrating the Global Goals. Check out its website to access resources or to organize a workshop or Code Club in your school.
- The BBC has a series of exercises on identifying fake news and sources that students can trust.

4. GENDER EQUALITY AND IDENTITY, SEXUAL ORIENTATION AND INCLUSIVITY

Every child has a right to quality education, no matter where they live or how they identify. Although more girls go to school today than in the past, worldwide they are still less likely to attend school than boys. In fact, 16 million girls will never set foot in a classroom because they continue to face multiple barriers based on gender, such as:

- gender stereotypes,
- poverty,
- child marriage or early pregnancy,
- gender-based violence,
- poor health and nutrition, and
- family care and domestic work.





Promoting gender equality in education is a priority for UNESCO, but even in Canada, stereotypes may still discourage some girls from pursuing careers in fields such as math and sciences. Fewer than 30% of researchers worldwide are women. To attract more women to science, we need to spark girls' interest from an early age by introducing them to women with inspiring careers in the sciences. We also need to change how we approach teaching these subjects to young girls and build their confidence. This can help women to break the glass ceiling and become role models in the sciences.

Not only should every child have access to education, and to all fields of study, but our classrooms must also be safe and inclusive places for all students, regardless of gender or sexual identity. Unfortunately, lesbian, gay, bisexual, transgender, queer or questioning, and two-spirited (LGBTQ2+) youth face an increased risk of being bullied. For many LGBTQ2+ students, discrimination and harassment are a daily reality. We need to work together to make our schools free from prejudice and discrimination so every student can feel valued, respected, and safe.

SUGGESTED ACTIVITIES

- Celebrate [International Day for Tolerance](#) on November 16.
- Celebrate [International Women's Day](#) on March 8.

ELEMENTARY CLASSROOMS

Women in science

1. Read books that highlight girls' ability to study science. [*Who Says Women Can't Be Doctors?*](#) (by Marjorie Priceman) tells the story of [*Elizabeth Blackwell*](#), a woman who grew up in the 1830s and went on to have a brilliant medical career. Another worthwhile title is [*Women in Science: 50 Fearless Pioneers Who Changed The World*](#) (by Rachel Ignotofsky).
2. Invite a woman who works in science or technology to speak to students about opportunities. The talk doesn't have to be specifically about opportunities for women: the point is to have a female role model.

LGBTQ2+ inclusive

3. Read a picture book that addresses LGBTQ2+ issues. Here is a [list of possible titles](#) (broken down by grade). This [resource](#) will help you prepare your discussion about the issues the books raise.
4. Toy stores are one of the most visible places where gender roles and stereotypes exist. As a class, visit a nearby toy store and pay attention to how the store reinforces ideas about what it means to be a boy or a girl, and what a boy or a girl should do, like or be. If a field trip isn't possible, you can do this as an online activity.

CREATE A GAY/STRAIGHT ALLIANCE AT YOUR SCHOOL

Create an official student club with lesbian, gay, bisexual, trans, queer or questioning, two-spirited (LGBTQ2+) and heterosexual student membership. Include at least one or two teachers to serve as advisors. This will help provide a much-needed safe space where LGBTQ2+ students and allies can work together to make their school more welcoming for everyone.



Ask students to find five toys that seem to discriminate based on gender. After your window shopping experience:

- Ask students what questions they can ask themselves when they are trying to decide what toys to play with.
- How can they support friends who might want to play with a toy they think of as suiting a different gender?
- You can also have students write a letter, individually or as a class, to the toy store describing what they saw, what they thought about it and what they wish would change about the stereotyping they found. Make sure students find specific examples of toys to mention.

SECONDARY CLASSROOMS

Women in science

1. Watch a [TED Talk](#) by Debbie Sterling about inspiring the next generation of female engineers. Use the video to begin a discussion about the stereotypes we have about certain professions and the barriers that keep women from entering some fields.
2. Invite a woman who works in science or technology to speak to students about opportunities. The talk doesn't have to be specifically about opportunities for women. The point is to have a female role model.

LGBTQ2+

3. Create "empathy book trailers." Begin by having students read a book that explores the issue of sexuality, such as:
 - *Every Day* by David Levithan
 - *Hurricane Child* by Kheryn Callender
 - *One True Way* by Shannon Hitchcock
 - *Vanilla* by Billy Merrell
 - *Openly Straight* by Bill Konigsberg

Afterward, have each student create a short book trailer that focuses on the experience of a particular character. By focusing on characters, students will practice synthesizing events from a person's life experiences into feelings or needs. This exercise also builds empathy. Help students make the connection between empathy for a book character to building compassion for one another. Use this [worksheet](#) to organize the activity.

4. Watch the short film [*Nish Manidoowag \(Two Spirited Beings\)*](#) by Debbie S. Mishibinijima to discuss the confrontation and acceptance the two spirited beings encounter within their community and how it affects their ability to experience and learn their culture.





HELPFUL RESOURCES

- [Let's Talk Science](#) is a CCUNESCO partner that offers numerous STEM (science, technology, engineering and math) related activities for a range of ages from preschool to grade 12.
- This [infographic](#) produced by the Global Partnership for Education explains the barriers to education for girls and the benefits of educating girls.
- This [blog post](#) lists LGBTQ2+ books and other ways to make classrooms more welcoming for LGBTQ2+ students.
- The [Safe and Caring Schools for Lesbian and Gay Youth—A Teacher's Guide](#) was developed by the Alberta Teachers Association to help teachers begin to think about strategies to help LGBTQ2+ students feel safe, cared for and included. It provides concrete strategies to help address homophobia and heterosexism in classrooms and schools.
- The [LGBTQ2+ Inclusiveness: Toolkit for Inclusive Municipalities in Canada and Beyond](#) has very interesting tips, and do's and don'ts that apply to the classroom. See pages 21 and 22.

5. PREVENTING RADICALIZATION AND VIOLENT EXTREMISM

Inclusive education can be an important tool for [preventing radicalization and violent extremism](#). It encourages young people to question and think critically about the messages to which they are exposed, develop empathy, engage in intercultural and inter-religious dialogue, live peacefully with others, and respect and embrace differences. In short, education can prevent the hatred, ignorance and distorted interpretations of culture that fuel violence.

Schools can play a pivotal role in stopping radicalization by empowering young people to become global citizens. By equipping learners—of all ages and as early as possible—with the knowledge, values, attitudes and behaviours that foster responsible global citizenship, we can ensure they possess the critical thinking skills, empathy and ability to take action against violent extremism. Check out the campaign "[What If I Was Wrong?](#)" as an example of how schools can introduce this topic in the classroom.

A key element for advancing critical understanding of reality with students is to question common social constructions that shape the way people understand everyday life. Understanding how narratives about race, gender and sexuality, disability and social class are constructed is important for developing a more nuanced world-view. Understanding historical contexts of how narratives were constructed and learning about counter-narratives is also crucial for fostering a deeper understanding of reality. To help students achieve this, educators can capture moments in contemporary history and use them as opportunities for dialogue and production.





It's important to highlight that extremism doesn't come from a vacuum—it's often a reaction to perceived or systemic inequalities. Helping students develop a sense of belonging and agency can promote a positive approach toward society.

ELEMENTARY CLASSROOMS

1. Watch the National Film Board film [Tête à Tête à Tête](#). This short animation tells the story of three heads who share a single body. The heads live in perfect harmony until one of them begins to have a mind of its own. The film playfully explores how we're all “connected” but at the same time need to think for ourselves and respect differences. Use the film to launch a conversation about tolerance, empathy and respecting our differences.
2. Explore the religions of the world. Split students into groups and assign each group a world religion, such as Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. Have each group research the history of their assigned faith, including the basic tenets and examples of each religion's societal significance. Gather information and create a poster that includes interesting facts about major beliefs, sacred texts, festivities and ceremonies, rituals, clothing, places of worship, and so on. Have each group present their religion. Have students create a compare-and-contrast chart to identify similarities and differences. For inspiration, check out the [Winnipeg Diversity Project](#).
3. With older groups, you can explore colonial histories that may underline extremism and violence. For example, white supremacy is strongly influenced by colonial perspectives. Trace the history of racism: North American examples include [Indigenous genocide, slavery, Japanese internment camps](#) and the building of the [Trans-Canada Railway by Chinese workers](#). This context will give students perspective and help them to call out racial slurs, jokes or even passing comments that could fuel full-blown extremism.

SECONDARY CLASSROOMS

1. Watch the following UNESCO [video](#) as an introduction to different kinds of radicalization and violent extremism. Split the class into small teams and ask them to explore what the words *radical* and *radicalized* mean. What behaviours would they attribute to each word? Are there any common behaviours associated with both words? Ask the teams to share feedback with the larger group. How would they recognize if someone was radical or radicalized?
2. Take part in a [Literacy Peace Project](#) to discuss extremism, both in the classroom and in online forums/blogs. The project's website provides suggested lessons ideas, video playlists, discussion questions, assignments and worksheets to bring the issues to light.
3. It's important to have a discussion about the nature of radicalization. Read the radicalization comic book [They Are Among Us](#), developed by the Centre for the Prevention of Radicalization Leading to Violence, and have a discussion with students about their own knowledge of radicalization. Then use one of the exercises at the back of the corresponding guidebook to explore the issues the comic book raises.





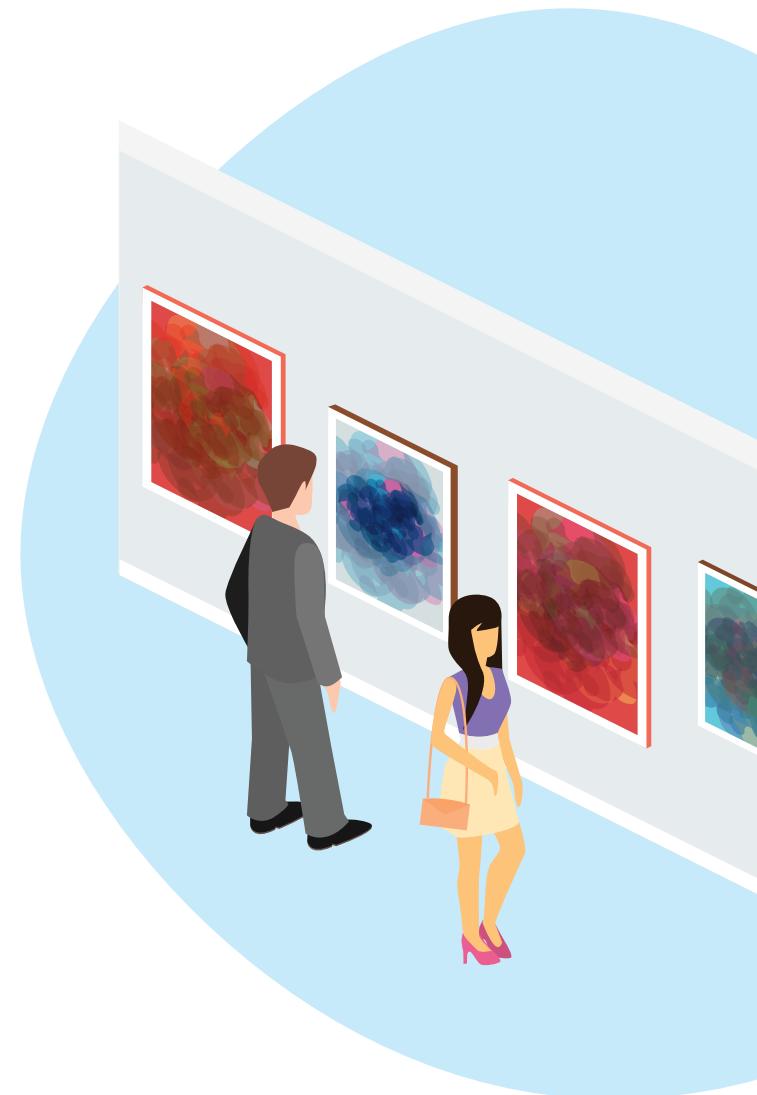
4. The arts can be a great catalyst for prompting discussions about colonial histories, extremism and radicalization. In addition, engaging with the arts can stimulate emotions and empathy, empower students, and offer new views and perspectives as well as alternative ways to see the world. Have students engage with movies, fine arts and literature to raise questions about cultural identity and extremist views.
- Suggested films:
 - *American History X* (1998)
 - *The Pianist* (2002)
 - *Agora* (2010)
 - *Suicide Room* (2011)
 - Suggested books:
 - *Brown Morning*, by Franck Pavloff
 - *Sabrina*, by Nick Drnaso
 - *Maus—A Survivor’s Tale*, by Art Spiegelman

SUGGESTED ACTIVITIES

- Celebrate International Day of Peace on September 21.
- Celebrate International Day for the Elimination of Racial Discrimination on March 21.
- **Create a public art exhibit.** Have a conversation in class about violence, hate and extremism. Based on what students might have seen in the streets, on the news, or on social media, start a discussion by asking:
 - a. What would you want to say publicly as a group, outside of this classroom, in response to these images, sounds, and videos?
 - b. What might your role be as a student and as a citizen?
 - c. What role do you think artists and artworks can play in promoting peace and fighting hate?

After the discussion, have students create artwork that expresses their personal experiences as Canadians, then exhibit the works on the school walls. (Consider inviting artists from the community to help with the project, especially those with diverse backgrounds.)

- **Set up an exchange program.** Exchange programs are a way to allow students to meet those from different backgrounds to learn about other cultures, dissolve stigmas, and reduce racist and hostile sentiments.





HELPFUL RESOURCES

- UNESCO published a [Teacher's Guide on the Prevention of Violent Extremism](#) to help educators around the world strengthen their responses to violent extremism, including through human rights-based global citizenship education programs.
- The [Centre for the Prevention of Radicalization Leading to Violence](#) offers guides, tools and videos for families, teachers and other members of the community to help prevent radicalization leading to violence as well as hate crimes and incidents.
- The [Inter-Agency Network for Education in Emergencies](#) has developed a paper called [Preventing Violent Extremism](#) that provides background information on the issue.
- [Project Someone](#) has developed invaluable pedagogical tools to explore key issues around extremism, hate speech and radicalization. They have also developed an open online course in English, French and Arabic that covers the following topics:
 - Understanding online hate
 - Developing resilience through digital education
 - Advancing a critical dialogue for building bridges between different views

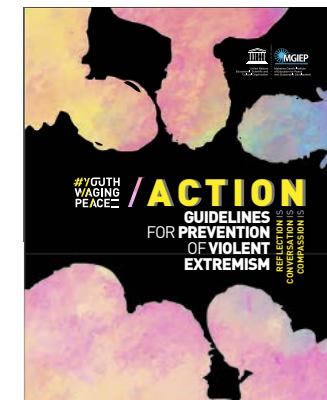
D. SUSTAINABLE DEVELOPMENT AND CLIMATE ACTION

Sustainable development is a way for people to benefit from natural resources without ever using them all up. It is development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. For example, reducing carbon emissions is key to living within environmental limits. So is being responsible about excess packaging, waste disposal and how we treat the world's oceans.

Action to mitigate climate change is a key pillar of sustainable development. It is increasingly urgent to preserve the world's ecosystems and natural and cultural heritage, and to protect the Earth from the most devastating effects of weather extremes, such as wildfires, floods, severe storms and more.

Students can start by learning about the drivers of climate change, the impacts of climate change on the Earth's systems, what can be done to minimize it, what the main barriers are, and how they can help. They can learn about Canadian climate initiatives, such as those launched by [10 UNESCO schools](#) that participated in the [UNESCO Climate Change Education Project](#).

Explore the first youth-written guide on preventing violent extremism through education by UNESCO's [Mahatma Gandhi Institute of Education and Peace for Sustainable Development \(MGIEP\)](#). The #YouthWagingPeace Guide can be accessed [here](#), and action guidelines can be accessed [here](#).





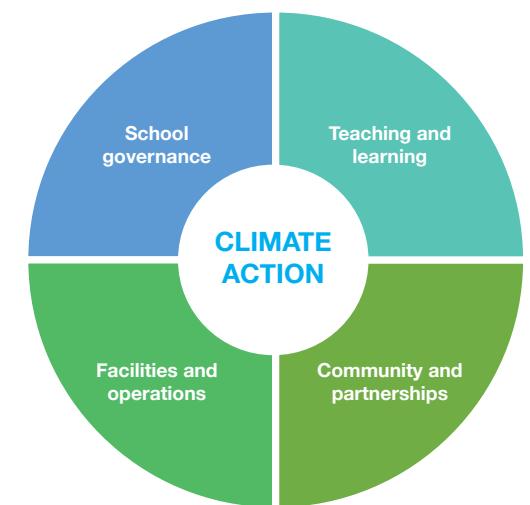
SUGGESTED ACTIVITIES

- Addressing sustainable development and climate change is complex: environmental, economic, social, cultural, ethical, political, scientific and technological issues all come into play. This is a good reason to include climate action in all subjects—not just sciences and social sciences. UNESCO's [Getting climate-ready: a guide for schools on climate action](#) offers a handy chart with ideas about how to bring climate change into the curriculum in a range of subjects (adapted below):

SUBJECT	EXAMPLES
Ecology	Design and maintain a school garden and compost.
Visual & Performing Arts	Create posters showing the impacts of climate change.
Biology	Examine how climate change affects the spread of diseases, such as malaria or Lyme disease.
Civics	Plan a community clean-up of a local park.
Geography	Create maps showing areas of the world most at risk due to climate change.
Health & Physical Education	Examine the health risks associated with environmental factors, such as air pollution.
History	Research traditional ecological knowledge and consider how it might apply to local sustainable development issues.
Language & Literature	Write poems or stories in response to photos or videos about the impacts of climate change.
Mathematics	Make graphs to show changes in school energy use.
Science & Technology	Investigate the natural and human factors that influence the climate.
Vocational & Technical Education	Include environmental and social responsibility in the design of a product.

A WHOLE-SCHOOL APPROACH TO CLIMATE CHANGE

Include actions to reduce climate change in every aspect of school life—from governance to curriculum, methodology, building and site management, and cooperation with partners and broader communities. The key to successfully implementing the whole-school approach is to involve students, teachers, principals, school staff at all levels, and the wider school community—such as families and community members—in reflecting and acting on climate change.





- Play the [Climate Change Video Game](#). In this augmented reality app developed at the University of British Columbia, the year is 2100 and we are living in a dystopic future where cities have failed to address climate change adequately. Students can travel back in time and see if they have what it takes to change the future.
- You can also mark [World Water Day](#) on March 22 by having students [create a media campaign](#). Students will explore water conservation and the impact that human activity has on natural resources. Offered by [EcoSchools Canada](#), this activity focuses our attention on the importance of freshwater and advocating for the sustainable management of freshwater resources.

ELEMENTARY CLASSROOMS

1. **Start a trash weight challenge:** Ask students what they know about favouring reusable or recyclable packaging in their lunches. Discuss options they could consider. Then start a class-wide challenge:
 - Weigh all students' trash and recyclables every day (as a class, so as not to single anyone out).
 - Set a target to achieve by the end of the term, semester or year. You can incorporate math into weight measurement, data tracking and converting measurements. (This also connects with SDG 12, Responsible Consumption and Production.) The goal is to help students see how much waste one small classroom can generate.
 - A connection that students should make is that not only does an unnecessary wrapper or package generate waste, but if we didn't use them in the first place, we would save the energy and materials involved in making them.
2. **Watch a video about microplastics and follow it with a discussion.** [What is a microplastic?](#) is a one-minute animated video that offers a simple but thorough overview. You can follow it with a classroom dialogue with discussion questions like:
 - How do these facts make you feel?
 - What sources of microplastics do you use in your home? (Examples: toothbrushes, plastic bags, cosmetic products with synthetic microbeads.)
 - What could you do in your own life to help stop microplastic pollution?

DITCH THE PLASTIC

If you have choice in your classroom supplies, consider leading by example by favouring items that don't contain plastic, such as:

- Wooden clipboards
- Wooden or metal rulers
- Paper folders and notebook dividers
- Eco dry-erase markers (which can be refilled or are made from recycled plastic)
- Bamboo dry erase boards
- Bins and baskets made of natural materials
- Crayons and coloring pencils instead of markers
- A reusable lunch bag with contents packed in reusable containers



SECONDARY CLASSROOMS

1. Use [Google Earth Timelapse](#) to show students how different aspects of the Earth have changed over the past 35 years. You can choose from events such as bushfires in Australia, coastal expansion in Dubai, deforestation in Brazil, mining in Canada, urban growth in a variety of world cities, and changes to meandering rivers in Peru and India. One idea is to watch the retreat of the Columbia Glacier in Alaska, then study glaciers: have students choose a glacier somewhere in the world to examine more closely. They can collect information and data about glacier retreat. Check out the [Educator Guide on Changing Climate National Geographic video](#) as an introduction.
2. Earth Day Network produced a [Climate Education Week Toolkit](#) for Earth Day that focuses on protecting species. It contains a full week of classroom activities related to exploring ecosystems and fauna, considering how to contribute, and acting to protect species. Activities are divided by grade level.
3. High school students can create a biodiversity map of their school and its grounds. Each student can create a map and label its natural and human-made features while also labelling the habitat/land types nearby. They can include an approximate scale. This exercise can connect to lessons related to understanding and reading maps, legends and keys. Then create a master map that incorporates information from all the students' maps. Types of habitats that may be found near schools could be labelled as grass, forest, sand, developed, urban, water, etc. On the occasion of the [UN Decade on Biodiversity \(2011-2020\)](#), UNESCO has launched [Biodiversity Learning Kits](#) to promote an understanding of biodiversity issues and challenges for young people.
4. [Exploring By The Seat of Your Pants](#) is a way for teachers to take students around the world (virtually) through Google Hangouts to learn about science, exploration, adventure and conservation. Classrooms can simply tune in to episodes, or also participate and ask questions. There are 25+ Google Hangout events every month covering themes like oceans, biodiversity, women in science, space exploration, ocean plastics, climate change and more.
5. Have students watch [Climate Change 101 with Bill Nye](#) (National Geographic) and then use an [online carbon calculator](#) to estimate their personal impact on carbon dioxide emissions. As a class, discuss questions like: Which of your daily activities has the largest carbon footprint? What surprised you the most? How can you shrink your footprint?

DID YOU KNOW?

The United Nations has proclaimed a [Decade of Ocean Science for Sustainable Development from 2021 to 2030](#) to support efforts to reverse the cycle of decline in ocean health worldwide.

[NFB Ocean School](#) is an educational experience that uses storytelling techniques, immersive technologies and interactive media to help students learn about ocean health. Its inquiry-based approach advances critical thinking, innovation and environmental awareness. Tools will soon be available to use in Google Classroom. You can [watch a demo and register](#).



6. Have students write a regular blog every week for semester. They could choose one aspect of climate change to start, then explore a new angle of it with each passing week. For example, a student who chose climate change in the Arctic as their main focus could write a series of researched blogs on Arctic environmental issues like thawing permafrost, rising sea levels, shrinking glaciers, melting ice sheets, ocean acidification, etc.

HELPFUL RESOURCES

- Become inspired by what other UNESCO Schools are doing on climate change by reading the publication [Ten Canadian Schools' Stories of Climate Action: Promising Practices from the 'Getting Climate-Ready' Project](#), which covers common drivers and barriers and outlines next steps for climate action. It may give you ideas for school activities.
- UNESCO's [Getting climate-ready: a guide for schools on climate action](#) offers ideas for how to become a climate-friendly school, with topics like developing a school culture of sustainability, teaching climate change in all subject areas, and empowering students to take action.
- [Resources for Rethinking](#) provides immediate access to more than 1000 quality classroom resources. Developed by [Learning for a Sustainable Future](#), R4R.ca connects teachers to lesson plans, books, videos and other materials that explore the environmental, social and economic dimensions of important issues and events unfolding in our world today.

E. INDIGENOUS EDUCATION AND RECONCILIATION

There were more than 1.6 million First Nations, Métis and Inuit peoples living in Canada in 2016. Indigenous peoples account for approximately 5% of our country's total population and are the fastest-growing group. Between 2006 and 2016, the number of people who identify as Indigenous increased by 42.5%—and those under the age of 25 accounted for almost half of that growth.

Indigenous, First Nations, Métis, Inuit: Using appropriate terminology

For many Indigenous peoples, using the correct words is critical. Some terms may not have been chosen by the population themselves, but rather imposed on them during colonization.

The [Stepping Stones' Terminology Reference Sheet](#), developed by the Alberta Teachers' Association (ATA), is valuable resource to help you become familiar with the terminology. The ATA's [Walking Together: Education for Reconciliation](#) website can also help you integrate Indigenous education into your classroom.

COLLABORATE WITH A BIOSPHERE RESERVE OR GEOPARK

If your school is located near or in one of [Canada's Biosphere Reserves](#) or [Geoparks](#), consider setting up a collaboration with the reserve or park. Arrange a visit, tour or hike, or invite a guest speaker to visit your classroom. Watch the video, [Building Linkages](#), to be inspired by Redberry Lake Biosphere Reserve's collaboration with a neighboring UNESCO School.

GET TO KNOW IMPORTANT INDIGENOUS FIGURES AND LEADERS

Many First Nations, Métis and Inuit figures have helped shape our history over the past 50 years. Unfortunately, many Canadians know very little about these heroes and role models. Have students research some of the important Indigenous figures who have helped make Canada what it is today. Some possibilities are: Hon. Murray Sinclair, Cindy Blackstock, Sheila Watt-Cloutier, Muriel Stanley Venne, Thelma Chalifoux, Dr. Stanley Vollant, Marie Wilson, Alanis Obomsawin, or Autumn Peltier.



Indigenous languages in Canada

Indigenous peoples have been immeasurably affected by the forceful removal of their languages. Over the past decade, revitalizing Indigenous languages has been identified as a human right, as stated in the [United Nations Declaration on the Rights of Indigenous Peoples](#). Language acquisition and use are more common in areas with a high concentration of speakers, such as reserves. But since more than half of Indigenous peoples live in urban areas today, support for learning these languages is needed everywhere, including in urban schools.

Bringing Indigenous languages back to life can have a huge, positive impact on individuals, their families, their communities and Canadians in general. Indigenous languages are part of our shared history and national heritage. They hold the keys to worldviews and intimate understandings about the environment, intergenerational education and our country's history. Learn more about diverse Indigenous languages in Canada through CBC's [Original Voices](#) or the government of Canada's [Indigenous languages learning and teaching resources](#).

United Nations Declaration on the Rights of Indigenous Peoples

The [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#) was adopted by the UN General Assembly in September 2007. Canada was one of four countries that voted against it at the time (another 11 abstained), while 144 states voted in favour of adopting it. After years of advocacy efforts by First Nations, Métis and Inuit peoples and organizations, and with support from Canadian citizens across the country, the Canadian government finally removed its objector status to the Declaration in 2016, nearly 10 years after its initial adoption by the UN.

The Declaration is a comprehensive international tool that recognizes the inherent rights of Indigenous peoples around the world. It establishes a universal framework of minimum standards for the survival, dignity and well-being of Indigenous peoples. It also expands on existing human rights standards and fundamental freedoms as they apply to Indigenous peoples, such as their rights to their lands, territories, resources, cultures and languages.

The residential school system and the Truth and Reconciliation Commission of Canada

Between 1831 and 1996, more than 150,000 Indigenous children attended church-run, government-funded [residential schools](#) across the country. Children were forcibly removed from their families and forbidden to speak their own languages. Their hair was cut short, boys and girls were separated, and siblings were often prevented from interacting.

DID YOU KNOW?

- There are more than 70 Indigenous languages across 12 language groups currently spoken in Canada.
- Indigenous languages are spoken more among those living in reserve communities (45%) than those living off-reserve (13%).
- An estimated 260,550 people spoke an Indigenous language in 2016.
- The number of Indigenous language speakers has grown by 3.1% in the last decade.
- There are now twice as many Indigenous children as Elders who can speak an Indigenous language.
- For more information, read CCUNESCO's publication on [Indigenous Languages in Canada](#).





During the more than 150 years in which residential schools operated in Canada, some 6,000 Indigenous children reportedly died, although five to seven times as many are believed to have never returned from residential schools. Many who survived suffered physical, sexual, emotional and psychological abuse at the hands of residential school staff, the effects of which continue to this day.

The residential school system has had a profound and lasting negative impact on Indigenous peoples, their communities and their languages. Its systemic trauma has also affected how many Indigenous peoples view schools as institutions. It has also resulted in prejudice against Indigenous peoples, stereotypes and racism that are still rampant in Canada today. That is why knowing about Canada's colonial history, supporting Indigenous education and initiatives, and respecting cultural differences and protocols are essential to reconciliation.

The [Truth and Reconciliation Commission of Canada](#) (TRC) was created in 2008 to educate Canadians about the history of the residential schools and share the experiences of former students and their families. Over the course of 6 years, the TRC heard from more than 6,500 witnesses and hosted seven national events across the country. In December 2015, the TRC released its [final report](#), which included 94 recommendations to further reconciliation between Indigenous peoples and other Canadians. To learn more about the history of residential schools, consult the [Indigenous Peoples Atlas of Canada](#).

Reconciliation in education

For too long, the story of this tragic chapter of Canada's past has not been adequately taught in our schools. In some eras, it was not spoken of at all. But education can play a meaningful role in reconciliation. Only by learning about our past can we work together to build a better future.

The challenge for many teachers is where to start. There are more than 70 Indigenous languages—and many more dialects—in addition to the various distinct Métis and Inuit groups. Every Indigenous group, nation and community also has its own history, culture, traditions and knowledge. The resources that follow will help teachers create the dialogue necessary to bring the history of our nation's Indigenous peoples into the classroom—and build a more equitable relationship between Canada's Indigenous and non-Indigenous peoples. This starts with relationships. [CCUNESCO's guide on best practices for engaging with Indigenous Peoples](#) can inspire you on how to start this process.

Here are some suggested activities and resources to get you started:

- Participate in the [KAIROS Blanket Exercise](#) to give students an understanding of the historic relationships between Indigenous and non-Indigenous peoples in Canada. By taking part in the exercise, students are able to better understand why reconciliation is needed. (The exercise takes about 30 minutes, and should be followed by a talking circle lasting another 30 minutes)

DID YOU KNOW?

During what is now called the “[Sixties Scoop](#),” more than 11,000 Indigenous children were taken from their homes and families, placed in foster homes, and eventually adopted by white families across Canada and the United States. By the 1970s, Indigenous children made up 40-50% of those taken into custody by welfare authorities in Alberta, 50-60% in Manitoba, and 60-70% in Saskatchewan.

“Education got us into this mess, and education will get us out.”

— The Honourable Justice Murray Sinclair,
Chair, Truth and Reconciliation
Commission of Canada



- Talking about the [Indian Hospital experience](#) is a powerful way to advance students' understanding of systemic racism and colonialism. Indian Hospitals were racially segregated hospitals for Indigenous peoples that operated from the nineteenth to late twentieth centuries. Many survivors experienced traumatic experiences and experiments, while others were left to die. For this activity, read more about this aspect of Indigenous history in Canada and then start a class discussion about it.
- Participate in the [Project of Heart](#), an inquiry-based, hands-on, collaborative, intergenerational, artistic journey for seeking truth about the history of Indigenous peoples in Canada.

ELEMENTARY CLASSROOMS

1. Challenge your students to learn common words and phrases in your local Indigenous languages. Give each group a list of common words and phrases and have them write and draw labels and stick them on items around the classroom in the Indigenous language spoken on the land where the school is located.
2. Watch the animated short [Namwayut: we are all one](#) about Chief Robert Joseph's experience as a residential school survivor. Ask students to put themselves in Chief Joseph's position and discuss how they would have felt. Have them write a letter of support to a residential school survivor.
3. Many Indigenous educators and organizations, such as Native Friendship Centres, offer workshops for schools. For example, the award-winning musical duo [Twin Flames](#) offers [custom workshops](#) for all ages in English, Inuktitut and French. They work with school staff, youth groups and other community outreach programs to determine the needs of students and which activities would best suit them.

SECONDARY CLASSROOMS

1. Watch the animated film adaptation of Gord Downey's album and Jeff Lemire's graphic novel [The Secret Path](#). The film tells the story of Chanie "Charlie" Wenjack, a 12-year-old boy who died while fleeing the Cecilia Jeffrey Indian Residential School 50 years ago. Use [The Secret Path lesson plans](#) to begin a conversation about what reconciliation means.
2. Invite an Elder and knowledge keeper into your classroom to share their expertise and knowledge. Be sure to do your homework by first learning about [Elder protocol](#). Before engaging with a First Nations, Métis or Inuit partner, it is important to be informed and respectful. Think about what you can do to show your support before you approach them. Before the Elder's visit, have the students prepare by learning about the Elder's nation culture. Ask them to draft a list of question to ask the Elder and review them as a group to identify potential biases and stereotypes.

THUNDER BAY'S FACELESS DOLLS PROJECT

In 2015, two Thunder Bay schools, Ecole Gron Morgan and Algonquin Avenue Public School, took up the Native Women's Association of Canada's Faceless Dolls Project. Lead by Helen Pelletier, from Lakehead University Aboriginal Awareness Centre, and Charmaine Romaniuk, Vice-President of Student Issues at Lakehead University Student Union, students in 13 classes from grades 2 to 8 created hundreds of small, felt, faceless dolls to represent the 582 known cases of Indigenous women and girls who have gone missing or been murdered in Canada. Find out how to do a [Faceless Dolls Project](#) at your school.



Réconciliation en | Reconciliation in

ACTION



3. Show students the video [Five ideas to support Indigenous language revitalization in Canada](#) (published by the University of Victoria) or read [CCUNESCO's publication](#) on why Indigenous languages are a fundamental right to defend. Ask students which ideas they would like to pursue. Encourage them to put together a presentation on their ideas and share it with the class later. Here are just a few possibilities:
 - Learn the name of your town or city in the Indigenous languages of your region.
 - Learn a greeting and a response in the Indigenous language of your region.
 - Introduce local Indigenous languages to your family using resources like [First Voices](#).
4. Have students create a Prezi or PowerPoint presentation, or write a short film script or news story, about the consequences of the Sixties Scoop or residential school system. Ask them to address both the short- and long-term consequences, and answer at least one of the following questions:
 - What roles do culture and language play in the lives of Indigenous peoples and their identities?
 - What impacts did the Sixties Scoop/residential school system have on the culture and identity of Indigenous peoples?
 - How can childhood trauma, such as that experienced during the Sixties Scoop/residential school system, affect the next generation and their identity?
5. Watch and discuss award-winning films by Inuit filmmakers, such as [ᐊᓂᓇ᜵ᑦ: ᓴᖅᑭᖅᑕᐅᖅ](#) (*Ananarjuat: The Fast Runner*) by Zacharia Kunuk, or the documentary *Angry Inuk* by Alethea Arnaquq-Baril. Take the opportunity to discuss cultural diversity among Indigenous peoples in Canada.
6. Encourage your students to think critically about colonization and how it is still happening today. Ask them how they can demonstrate good allyship in everyday life. Explore the [Indigenous Ally Toolkit](#) developed by the Montreal Urban Aboriginal Community Strategy Network for suggestions

HELPFUL RESOURCES

- Familiarize yourself with the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) with [this poster](#) and by watching [this video](#).
- Download the [UNDRIP Teachers' Guide](#) (by the Centre for Global Education and [TakingITGlobal](#)). You can print UNDRIP handout cards to help students better understand the content.
- To better prepare yourself to teach First Nations content, read the Assembly of First Nations (AFN) online resource called [It's Our Time: The AFN Toolkit](#).





- Visit the [Walking Together](#) website, a professional development resource for educators designed to help them understand the holistic nature of First Nations, Métis and Inuit ways of knowing and demonstrate these perspectives in teaching and learning experiences.
- The [Wapikoni Teaching Guide](#) offers an introduction to Indigenous cultures and realities and provides ready-to-use material that can be adapted based on grade level, covering subjects from the *Indian Act* to sustainable development to gender identity. Each subject is linked to short films made by young Indigenous filmmakers.
- The University of British Columbia has produced [K-12 curriculum resources](#) on Indigenous education.
- Queen's University has produced a website with [Indigenous content](#) that supports Ontario educators in integrating Indigenous perspectives across the curriculum.
- The First Nations Education Steering Committee and the First Nations Schools Association have developed the [Teacher Resource Guides: Bringing Indian residential schools and reconciliation in the classroom](#) for grades 5, 10 and 11/12.
- Historica Canada has produced an [Indigenous Perspectives Resource Guide](#) for use in middle and high school history and social science classrooms.
- [The Legacy of Hope Foundation](#) has many bilingual resources available to educators and students. They range from a DVD focusing on various aspects of residential schools to a full curriculum package consisting of six complete lesson plans with resources.
- The [National Film Board of Canada \(NFB\)](#) website has many films and documentaries made by First Nations, Métis and Inuit filmmakers.
- [The Learning Circle](#) is a series of guides produced by the federal government to help meet Canadian educators' growing need for elementary-level learning exercises on First Nations. It provides lessons for students [ages 4 to 7](#), [ages 8 to 11](#), and [ages 12 to 14](#) that integrate Indigenous storytelling, Indigenous heroes, and other aspects of culture into classrooms.
- Explore CCUNESCO's publication on [Indigenous ways of knowing](#), being and learning. Promote and support land-based education. Organize field trips with Indigenous organizations to highlight the good work Indigenous peoples are doing in their communities.





United Nations' International Days

The United Nations designates specific days throughout the year to promote awareness around issues of global concern, to mobilize political will to address these concerns, and to celebrate the achievements that have been made in many areas.

These international days act as springboards for awareness-raising actions and offer opportunities to organize activities related to the theme of the day. By marking these days, UNESCO schools can strengthen their teachers', students' and local communities' awareness of these significant issues.

September 8 – International Literacy Day

This day promotes literacy to empower individuals, communities and societies. It highlights the progress made in increasing literacy rates around the world and promotes innovative solutions to boost literacy in the future.

September 15 – International Day of Democracy

UNESCO promotes the peaceful development of societies by supporting democracy and democratic institutions. It focuses on civic engagement and human rights.

September 21 – International Day of Peace

This day celebrates the power of global solidarity to build a peaceful and sustainable world. The UN's Sustainable Development Goals set out a transformative roadmap to achieving this vision.

October 5 – World Teachers Day

Teachers are key to the achievement of the Education 2030 agenda. This day is an occasion to mark the progress and reflect on ways to overcome the challenges for the promotion of the teaching profession.

October 17 – International Day for the Eradication of Poverty

Ending poverty is not just about helping the poor: it means giving every woman and man the chance to live with dignity. The UN's 2030 Agenda for Sustainable Development promises to leave no one behind.

November 16 – International Day for Tolerance

In today's globalized world, tolerance is a prerequisite for peace. It is also a lever for sustainable development. This day encourages more inclusive and resilient societies that celebrate diversity.





November 20 – World Children’s Day

This is the date in 1959 when the UN General Assembly adopted the Declaration of the Rights of the Child. It is also the date in 1989 when the UN General Assembly adopted the Convention on the Rights of the Child.

December 3 – International Day of Persons with Disabilities

More than a billion people around the world live with some form of disability. To achieve progress and development for all, we must eliminate the barriers that keep persons with disabilities from having equal access to all aspects of society.

December 10 – Human Rights Day

This day provides an opportunity to renew the spirit of humanity’s long struggle for rights and dignity and to mobilize against poverty and inequality, violence, exclusion and discrimination.

December 18 – International Migrants Day

Millions of women and men around the word are on the move because they have no choice. UNESCO is investing in the development of sharper policies, stronger cooperation, and wider knowledge-sharing that will welcome refugees and migrants wherever they settle.

February 11 – International Day of Women and Girls in Science

Science and gender equality are both vital for the achievement of the internationally agreed development goals, including the 2030 Agenda for Sustainable Development. Over the past 15 years, the global community has made a lot of effort in inspiring and engaging women and girls in science. Yet women and girls continue to be excluded from participating fully in science.

March 8 – International Women’s Day

This day is an opportunity to recognize women for their achievements. It is also a way to build support for women’s rights and their participation in the political and economic arenas.

March 21 – International Day for the Elimination of Racial Discrimination

The fight against racism and all forms of discrimination is a mainstay of peace and social cohesion, especially in our increasingly diverse societies. This day shines a light on the need to work together to build a more inclusive, giving and fair world.

March 22 – World Day for Water

Water is a vital part of our daily lives, yet some 3.6 billion people around the world live in potentially water-scarce areas at least one month per year. World Water Day is an opportunity to learn about water-related issues and take action to conserve this precious resource.

CELEBRATE CANADIAN DAYS!

September 30 – Orange Shirt Day

This day commemorates the residential school system in Canada. It is an opportunity for Indigenous Peoples, local governments, communities and schools to come together in the spirit of reconciliation.

February 27 – Pink Shirt Day

The goal of this day is to help youth affected by bullying and to organize anti-bullying fundraisers. Although this day started in a small town in Nova Scotia, it is now celebrated around the globe.

June 21 – National Indigenous Peoples Day

This is a day to celebrate the unique heritage and diverse cultures of Canada’s First Nations, Inuit and Métis peoples.



April 22 – Earth Day

This day provides an opportunity to raise public awareness around the world to the challenges regarding the well-being of the planet and all the life it supports.

May 3 – World Press Freedom Day

It is an opportunity to celebrate the fundamental principles of press freedom, assess the state of press freedom throughout the world, defend the media from attacks on their independence, and pay tribute to journalists who have lost their lives in the line of duty.

May 21 – World Day for Cultural Diversity for Dialogue and Development

This day celebrates not only the richness of the world's cultures, but also the essential role of intercultural dialogue in achieving peace and sustainable development.

June 5 – World Environment Day

Each World Environment Day is organized around a theme that focuses on a pressing environmental concern. It is a chance to raise awareness of the need to take concrete steps for our personal well-being and the planet's future.

June 8 – World Oceans Day

We celebrate World Oceans Day to remind everyone of the major role the oceans have in everyday life. They are the lungs of our planet, providing most of the oxygen we breathe.

June 20 – World Refugee Day

This day is an opportunity to highlight the strength, courage and perseverance of the millions of refugees escaping the effects of natural or human-made disasters.

August 9 – International Day of the World's Indigenous Peoples

Although the world's estimated 370 million Indigenous peoples make up just 5% of the population, they account for 15% of the poorest. This day recognizes the need to take steps to protect their rights and maintain their distinct cultures and ways of life.

August 12 – International Youth Day

An annual celebration of the role of young women and men as essential partners in change and an opportunity to raise awareness of challenges and problems facing the world's youth.





Conclusion

This Toolkit draws on a variety of resources to give educators a range of activities, best practices and resources for students of all ages. Together, we can inspire the next generation of leaders in human rights and global citizenship, sustainable development, climate action and reconciliation with Indigenous peoples.

Our hope is that no matter where your students go when they leave your classroom, or what they ultimately do with their lives, they will recall and remain inspired by what they have learned through the activities in this Toolkit. We hope they will go forward as engaged global citizens committed to building peaceful societies and protecting the Earth.

We thank all of our participating UNESCO schools and the teachers and administrators across Canada who care enough about contributing to world peace and a healthy planet to share these values and concepts with their students.





Acknowledgements

The Canadian Commission for UNESCO (CCUNESCO) would like to offer its sincere thanks to everyone who contributed to the development, creation and revision of this first Teachers' Toolkit for the UNESCO Schools Network in Canada.

We would also like to extend our thanks to the numerous organizations and experts who provided feedback and suggestions on different versions of the Toolkit.

Finally, we would like to acknowledge the extraordinary work and engagement of the teachers, students, provincial coordinators, communities and individuals—who are deeply committed to promoting peace, human rights and sustainable societies.

Coordination: Cassandre Pérusse, Program Officer, Education, CCUNESCO and National Coordinator, UNESCO Schools Network in Canada

Research and content development: Cassandre Pérusse and Isabelle LeVert-Chiasson (CCUNESCO and UNESCO Schools Network in Canada, Prof. Lynette Shultz (University of Alberta), Patti Ryan and Sarah MacFayden (Southside Communications Inc.)

Writing: Patti Ryan and Sarah MacFayden (Southside Communications Inc.)

Graphic design and layout: Banfield Agency

In addition, we would like to thank the following people for their valuable contributions:

UNESCO Schools Network International Coordination team at UNESCO:

Sabine Detzel and Fouzia Belhami

UNESCO Schools Network Provincial Coordinators and

National Advisory Committee, Canada: Linda Connor, Robert Mazotta, Barb Ryeburn, Camille St. Amand, Lorraine Otoide, Éric Laroche and Mark Perry

UNESCO Schools, teachers and educators: Special thanks to Kimberly Bartlett (Pickering College, Ont)

Experts and contributors, Preventing radicalization and violent extremism

section: Special thanks to Prof. Vivek Venkatesh (UNESCO Co-chair in Prevention of Radicalization and Violent Extremism) and his collaborators at Concordia University: Danny Mamlok, Leah Snider, Emma Haraké and Kathryn Urbaniak; Aniqah Zowmi (Youth Advisory Group, CCUNESCO)



Expert and contributor, Gender identity and equality, sexual orientation and inclusion section: Special thanks to Caitlin Downie (Chair, Canadian Coalition for Inclusive Municipalities)

Experts and contributors, Indigenous education and reconciliation section:

Special thanks to André-Yanne Parent (Executive Director, Climate Reality Project), Katelynne Herchak (Youth Advisory Group, CCUNESCO), Katharine Turvey (Program Officer, Culture, CCUNESCO), and Dr. Onowa McIvor (Associate Professor and Co-lead, NETOLNEW, Department of Indigenous Education, University of Victoria)





Organizations whose resources are referenced in this Toolkit:

A Thin Line	Division for Sustainable Development Goals, United Nations	Google Earth
AFS-USA	Domo	The Gord Downie & Chanie Wenjack Fund
Alberta Teachers' Association	Earth Day Network	Government of Canada
Amnesty International	EcoSchools Canada	Historica Canada
Assembly of First Nations	Education International	International Committee of the Red Cross
Association of Fish & Wildlife Agencies (US)	Ellen MacArthur Foundation	Kahoot
BBC	Empathy Book Trailers	KAIROS Canada
Brightly	Enactus	Keewaytinook Okimakanak (KOBE)
Canadian Biosphere Reserves Association	Exploring By the Seat Of Your Pants	Kids Code Jeunesse
Canadian Commission for UNESCO	First Nations Education Steering Committee	Kyle Tredinnick
Canadian Encyclopedia	First Nations Schools Association	Learning for A Sustainable Future
Can Geo Education	FlackCheck	Legacy of Hope Foundation
CBC	Global Citizen	Let's Talk Science
Centre for Global Education	Global Education First Initiative	Mahatma Gandhi Institute of Education and Peace for Sustainable Development (MGIEP)
Centre for the Prevention of Radicalization Leading to Violence	Global Goals for Sustainable Development	Manitoba Council for International Cooperation
Challenge4Change	Global Partnership for Education	MediaSmarts
Common Sense, Inc.	Google Classroom	Micro:bit
Destination Tips		



National Centre for Truth and Reconciliation	Rainmaker	United Nations Library
National Film Board of Canada	Raptim	United Nations Office at Geneva
National Geographic	Scholastic	United Nations Office of the High Commissioner for Human Rights
National Inquiry into Missing and Murdered Indigenous Women and Girls	Statistics Canada	University of British Columbia
Native Women's Association of Canada	Stop A Bully	Sustainability and Education Policy Network of the University of Saskatchewan
The Nature Conservancy	Stop Bullying Now	#TeachSDGs
NFB Ocean School	The Story of Stuff Project	Teaching Tolerance
Nicky Case	Student Action for Refugees (STAR)	TAKINGITGLOBAL
Northwest Territories Human Rights Commission	Three Percent Project	Ontario Institute for Studies in Education
One Green Planet	Tree Canada	University of Victoria
Operation Blessing	Trent University School of Education	Wapikoni
Ottawa Water Study/Action Group	Twin Flames	Washington University in St. Louis
Precious Plastic	UN Refugee Agency	The Water Project
Project of Heart	UNESCO	We Are Teachers
Project Someone	UNESCO Associated Schools Network	Welcoming Schools
Queen's University	UNICEF	World Economic Forum
		World's Largest Lesson in partnership with UNICEF
		WWF

