

THEME 1 - SELF *SAMPLE LESSON

1.1 What Can Happen in a Moment?

Think of one moment in your life in great detail.

- Think of 5 things you could see
- 4 things you could hear
- 3 things you felt
- 2 things you smelled
- 1 thing you tasted in that moment

Collect your thoughts: Write a journal entry about the moment you remember.

1.2 My Moment, Your Moment

Without reading your notes, tell a friend about your moment. Can your friend determine if it was a cherished moment or traumatic memory?

Share: Form small groups (of 4 or more) and discuss different types of moments.

Past Tense:

- What moments were important to you in your own life in the past?
- What have you seen or experienced that surprised you?

Present Tense:

- What moments are important to you in your own life right now?
- Where are you living?
- What is your schedule like?

Future Tense:

- What moments may be important to you in your own life in the future?
- What are you looking forward to?



1.3 Moments — A Film

Watch the short film “Moments” about the seconds that make life special.

Discuss:

- What moments remind you of what was important to you in your past?
- What moments remind you of what is important in your own life right now?
- What moments remind you of what will be important to you in your future?
- What moments were worth filming and which ones were questionable?
- What moments would you like to capture on film during your trip?



1.4 One Second - Our Collaborative Effort

Check out Stephen Elliot's project, onesecondfilms.com. As an entire group (all classes), we will create a film where each student contributes a 1-2 second clip of your time in Canada.

- What type of moments should we collect?
- Is there anything off-limits?

1.5 Four Corner Debate - Success and Happiness

Turn to the Word Cloud image "Success and Happiness"

Predict: Discuss in small groups what you think the article is about.

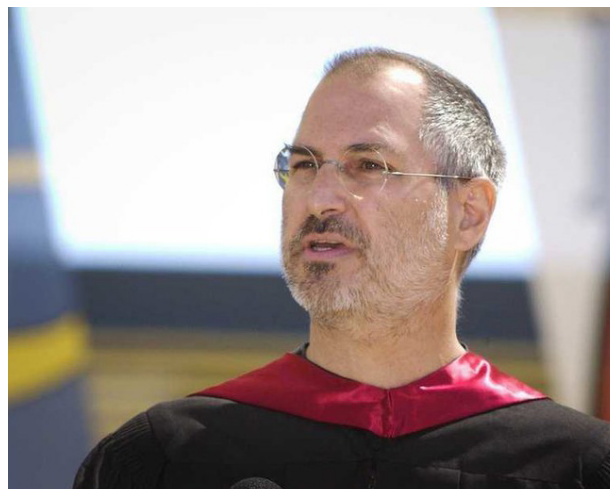
In small groups, read one section of the speech from Steve Jobs' commencement address. You will need to describe why your section is important to success and happiness. Elaborate on Jobs' ideas with specific examples as to why this is the golden key to happiness.

Decide: After all groups have described their position, students move to the team that matches their belief about life. Each group writes one paragraph together elaborating on their own argument for this perspective.

1.6 Word Cloud - Keys to Great Moments

Collaborate with your group to create your own word cloud that reflects your philosophy about life. Considering the important moments we discussed at the start of class, the vocabulary from Steve Jobs' commencement address, and the debate in class, draw, collage, paint, or write poetry that exemplifies your beliefs about what makes a good moment where happiness can thrive.

The product will be used in your poster presentations about Self at the culmination of this theme.



1.7 Ready for Dinner?

Tonight you will be attending dinner at host family homes. We'll listen to an interview on "How to be interesting" to help you out!

Prepare:

- What role do you typically play?
- Who is introverted? Who is extroverted?
- Who is the one who is likely to get out of hand?
- Find others in your group who can play the roles that you are not as well versed in.

1.8 Wrap-Up

You will be spending time in host families today. Make predictions on the following topics in your journal:

- What do you expect to see?
- What do you think will be different?
- What moments do you expect to share with a host family?
- What are some questions you would like to ask about life in Canada?
- What moments of your own life would you like to share?
- What facts about your own country culture do you think will surprise your hosts?

THEME 2 - THE WORLD *SAMPLE LESSON

2.1 The Emancipation of Prince

Watch The Emancipation of Prince, a short video about a dog who hates his owner.

The first time you'll watch without sound and work with your groups to write a voiceover text for the film from either the dog's or owner's perspective.

Share: Present your dialogue to the class as the film plays. Who was closest to Prince's thoughts?

Review any outstanding vocabulary or ideas from the film.

Should Prince be emancipated?

2.2 A Question of Ethics

Collect your thoughts: What are ethics? What are morals? Where do we get our sense of right and wrong?

Think about a time where you learned that you needed to change your behaviour in order to become a better person. What changed your thinking? How did you feel about yourself and your previous actions?

Write a short journal entry about a time when you learned about how to be a better human.

Share: In your small group, share your valuable life lessons.

2.3 Aldo Leopold's "Land Use Ethics"

Each small group receives a segment of the reading and uses a creative expression to present their part of the text. Classrooms are equipped with collage material, paper bag puppets, or material to act out a skit. In a group, decide how you will present your paragraph.

Prepare: Modal verbs are used to help us express advice and guidance. Review the following expressions and think about how Aldo Leopold guides us in the text.

Should

Should is used to give advice and make recommendations, and to talk about obligation, duty and what is expected to happen. Reference is to the past and future. Should is similar to must but not as strong as must.

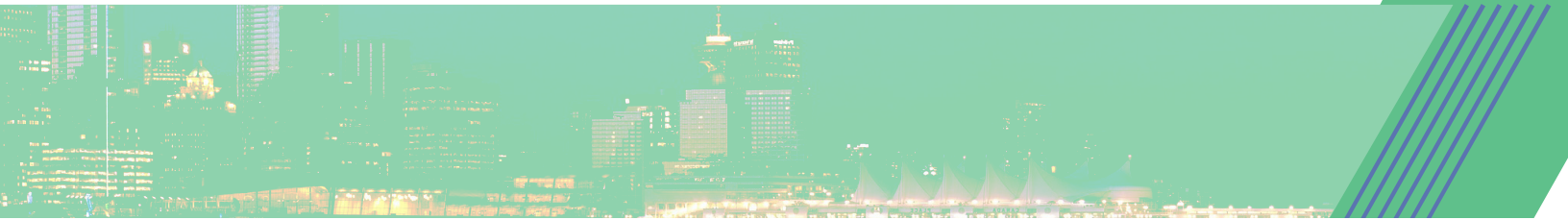
- We should consider whether animal testing is used before we buy beauty products.

Should and Should Have

Should combines with the perfect infinitive to form should have + past participle when we want to talk about past events that did not happen, but should have happened. We are talking about an expectation and referring back to past time.

- I should have walked to work instead of using fossil fuels to drive.





Would

If we want to talk about an unreal or unlikely situation that might arise now or in the future, we use a past tense in the if-clause and would + infinitive in the main clause.

Compare the following and note that would is often abbreviated to 'd:

- Aldo Leopold would applaud the growing interest in alternative energy.

Would Have

If we want to refer to the past and make a statement about things that did not happen, we need to use had + past participle in the if clause and would have constructions in the main clause. Note in these sentences that we can use 'd as the abbreviation for both had in the if-clause and would in the main clause:

- If we had considered the environmental cost, we wouldn't have invented disposable plastics.

Could

Could can be used to ask for permission, to make a request and express ability in the past. Compare the following:

- Changing our consumer habits could have made a significant impact on the environment.

Could Have

As with would have, and should have, could have is used to talk about the past and refers to things that people could have done in the past, but didn't attempt to do or succeed in doing:

- More species could have been saved if more governments had passed legislation on hunting.



2.4 What Does It Mean to You?

How do you view Aldo Leopold's philosophy?

Collect your Thoughts: Take a moment to make some notes for discussion. Use the following questions to guide you.

- What does "the environment" mean to you?
- Does the environment belong principally to the human race?
- Do your consumption habits destroy habitats of other species?
- Are your country's seas, rivers and/or lakes clean to swim in?
- What government and private campaigns are there in your country to protect and improve the environment?
- Are these campaigns motivated by concern for the lives and habitats of species other than our own?
- What are ethics? Are there any ethical guidelines in relation to nature in your culture?
- In what ways are animals and other species disturbed by human interaction? Do you have some examples?



2.5 Reading in a Fishbowl

Consider what you know about the following:

- What makes good conversation?
- How do we ask good questions?
- What does it mean to listen?
- Can you rephrase what others say and still be accurate?



Practice

Arrange the chairs in two circles with one small circle surrounded by one larger circle. One student from each group is put into the inner circle and they will discuss the purpose of the reading Land Use Ethic. This may include information from the text, thoughts about your own ethical development, or things you think should happen in the world.

After 2.5 minutes, new group members will take the center. If someone has already made your point, use rephrasing in order to agree with them. trade out all the people in the middle. Students in the outer circle can call “repeat” if they hear a repeated idea that is not rephrased.

2.6 Our Animal Friends

- What does it mean to have legal rights?
- Describe some of the rights you enjoy in your own country.
- Who is excluded from these legal rights?
- Who is included?

Collect Your Thoughts: Write a few notes about your knowledge of legal personhood.

Watch the short film that follows Steven Wise’s efforts to bring legal status to animals in the United States.

Discuss

- Do animals have enough legal protection under the law?
- What rights should be extended to animals that are not yet in place?
- Should these extended rights apply to all animals equally?
- How should we consider the differences between domestic animals, property animals and wild animals?

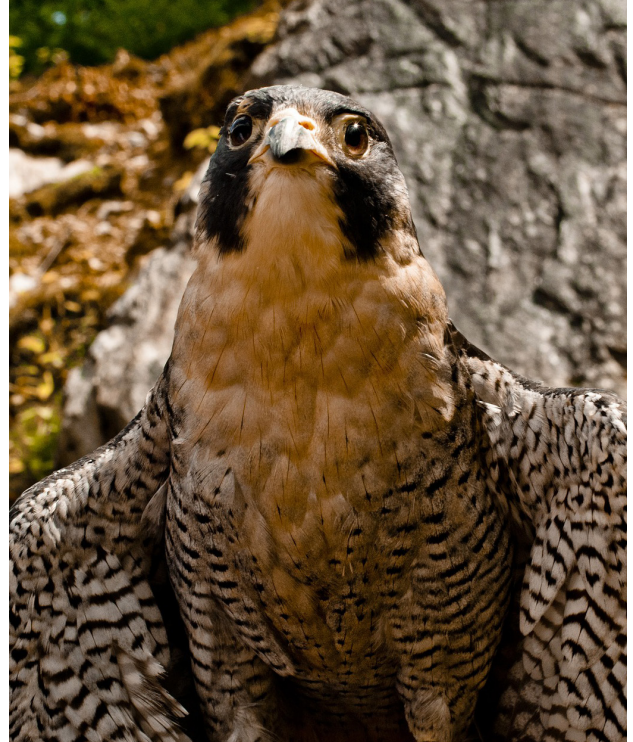
Are you aware that some corporations in the United States have some legal rights of personhood? How does this influence your position?

2.7 Wrap-Up

We'll be spending the afternoon with a group from the Raptor Rehabilitation Centre. This is a place where birds of prey are nursed back to health and, when possible, released into the wild.

Collect Your Thoughts

- What do you know about birds of prey?
- What do you think the greatest threats are to birds of prey in this area?
- Who should pay for the care of these animals?
- What kind of wild animals do you have where you live?
- Are there any agencies that protect them or provide health care when they are injured?
- What would make it easier for wild animals to live in your area?
- What is your responsibility?



THEME 3 - OTHERS *SAMPLE LESSON

3.1 Tell me a Story

Share

Discuss as a class:

- What are some of your favourite books from early childhood?
- Who were the main characters?
- What was the setting?
- What happened in those books?
- Could you picture yourself in those stories?

In small groups, choose one of the stories and reconstruct it from the perspective of a different character. How does the story change?

3.2 The Danger of a Single Story

Watch “The Danger of a Single Story” by Chimamanda Ngozi Adichie. Take notes on the central themes of her talk:

- storytelling
- stereotyping
- perspective

3.3 Think - Pair - Share

Adichie uses storytelling from her own life to illustrate the important topics in her presentation. Consider your own experiences and connect them to her themes of storytelling, stereotyping and perspective.

Pair with another student and share your experience. Did you choose the same focus? Are your stories similar in any way?

Form groups according to Adichie’s themes. Whose story is the most applicable to the theme? Present one story to the class for each theme.

Is it dangerous to only present one story?



3.4 The Canadian First Nations Story

Watch the trailer for APTN's First Contact series.

- What is the theme of the series?
- What are the perspectives that arise?
- Do you think that individuals will change their opinions throughout the experience?

Discuss

- What are the stereotypes presented in the trailer?
- What are the attitudes of the individuals on the show?
- What will happen on the series?
- Would you want to watch this show?

