



## Course Overview

### Grade 10

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<b>Overview</b>	
<b>Learning Goal</b> <p>Grade 10's curriculum is focused on the student's individual sense of agency. Over the course of these lessons, students will identify their own values, explore how they express those values through their actions, and go out into their communities to see how they can contribute to solving real-world problems.</p>	
<b>Lesson Scaffold</b>	
<b>Lesson 1</b>	My Self
<b>Lesson 2</b>	My Community
<b>Lesson 3</b>	Balancing Voices in Global Issues
<b>Lesson 4</b>	Our World
<b>Lesson 5</b>	Capstone Project
<b>Learning Objectives</b>	
<ul style="list-style-type: none"><li>• Students will think critically about how values relate to actions, and practice how they can promote their values in common scenarios.</li><li>• Students will engage with a real-world problem in their own community, talking to people and developing their own solution.</li><li>• Students will practice formal writing in their final paper.</li></ul>	



## Grade 10 Lesson 1 “My Self”

**Time Frame:** 60 minutes

**Subjects:** Art

**Standards:** End Poverty (SDG 1); Zero Hunger (SDG 2); Good Health and Well-Being (SDG 3); Quality Education (SDG 4); Gender Equality and the Empowerment of Women and Girls (SDG 5); Reduced Inequalities (SDG 10); Peace, Justice and Strong Institutions (SDG 16); Partnerships for the Goals (SDG 17)

**Designed by:** Sharon Jiae Lee

**Summary and Rationale:** In this lesson, students will draw their values and share them with the classroom and identify situations/places/events in the community and the world where those values are being lived out and are lacking. For instance, a student may value family support the most and through discussions, realize that the places family support is lacking the most are orphanages. In the following lessons, students will turn towards the community, the nation, and the world to find solutions to the problems they have identified, and finally, write a paper stating the problem and offering solutions to the problems they feel most passionate to solve.

### Instructional Goals:

- Students will be able to know themselves better by reflecting on the values that they have.
- Students will learn to have constructive discussions about the different values of other classmates and learn to respect those differences.
- Students will be able to identify gaps/problems in their community, country, and/or world where those values are lacking.

### Understanding Goals:

- People hold different values and they act on those values to make everyday decisions.
- Dissimilar values should be respected, and if some seem incompatible, students should be able to have constructive dialogues to understand and resolve conflicts.

### Essential Questions:

- What are values?
- What are your most important values in life?
- Why should we care about values?
- Where in our community, nation, and/or world do we see our values lived out or not?



## Student Learning Objectives (Students will be able to)/Assessment:

Objective	Conditions	Observable Skill/Behavior	Assessment
Learning what values are and why they are important	In class as a whole	Students will understand what values are and why they are important.	Can the student explain what values are and why they are important?
Reflecting on and identifying personal values	Individual work	Students will identify one important value in their lives.	Can the student identify one important value in their life?
Cooperating with other students in groups	Group work	Students will share their own values, listen to the values of others, provide constructive feedback, and ask helpful questions.	Can the student work together in groups?  Does the student respect different values of other students  Does the student provide constructive feedback and/or ask helpful questions?
Connecting students' personal values to the world	Group work	Students will identify problems in their community/nation/world that go against their values.	Can the student make connections between their personal values and the community/nation/world?

## Sequence of Activities:

Time	Activity	Questions
Opening (20 minutes)	Hand out a piece of paper to each student. Open the lesson by asking the questions on the right column	What are values? Why are they important?



	<p>to the students.</p> <p>After having several students answer the questions, ask them to reflect on their own values and draw one value on the piece of paper. They should draw a scene/event/object that best represents that value.</p>	
<p>Presentation/Group Discussion (20 minutes)</p>	<p>Have students split up into different groups (small enough where students have time to share their values to each other). Ask students to guess each other's values.</p> <p>Have students share their values. After students share their values within their groups, ask the questions on the right column. Have students discuss the questions within their groups.</p>	<p>Do you think everyone has the same values? Why or why not?</p> <p>Is it okay to have different values? Should all values be treated equal?</p> <p>What if some values are contradictory? What should we do in that case?</p>
<p>Group Discussion (15 minutes)</p>	<p>Ask the students about values in the community/nation/world, then ask the questions on the right column. Have students discuss in groups.</p>	<p>Where in our community do you see your value lived out or not?</p> <p>Where in the country do you see your value lived out or not?</p> <p>Where in the world do you see your value lived out or not?</p>
<p>Closing (5 minutes)</p>	<p>Have some volunteers present their drawings and their values to the whole class. Ask the question in the right column.</p>	<p>What do should we do when we see problems in the world that go against what we think is important in life?</p>



	Encourage students to be change-makers in their communities and in the world.	
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### Resources for Students:

- You and Your Values: <http://tiny.cc/G10L1R1>
- Choices and Values: <http://tiny.cc/G10L1R2>

### Resources for Teachers:

- Values Education Curriculum: <http://tiny.cc/G10L2R3>
- Activities for Teaching Values: <http://tiny.cc/G10L2R4>
- Lessons and Activities for Teaching Respect: <http://tiny.cc/G10L2R5>
- Character Education Lesson Plans: <http://tiny.cc/G10L2R6>
- Advocates for Youth Values Lessons: <http://tiny.cc/G10L2R7>



## Grade 10 Lesson 2

### “My Community”

**Time Frame:** 60 minutes

**Subjects:** Social Studies

**Standards:** End Poverty (SDG 1); Zero Hunger (SDG 2); Good Health and Well-Being (SDG 3); Quality Education (SDG 4); Gender Equality and the Empowerment of Women and Girls (SDG 5); Reduced Inequalities (SDG 10); Peace, Justice and Strong Institutions (SDG 16); Partnerships for the Goals (SDG 17)

**Designed by:** Quinn Lockwood

**Summary and Rationale:** Students will build on the first lesson in which they thought about their values and identified a problem facing the world that they feel passionate about helping to solve. In this lesson, students will prepare to go out into their local community and conduct interviews with individuals or perhaps several people who are members of an organization that is doing something to fix the problem that the student identified. This can be broadly defined (for example, there might not be someone in the local community doing work that addresses the student’s exact issue/problem).

#### Instructional Goals:

- Teacher will guide students in matching the problem they identified with someone/an organization in their community that is working to address that problem.
- Teacher will help students to develop their own interview protocol and make sure that students are able to practice being an interviewer (using classmates as the interviewees).
- Teacher can discuss issues like recording the interview, making sense of the information they get out of the interview, and how to incorporate interviews into their final paper.

#### Understanding Goals:

- Understand the value of talking to people about the work that they do.
- Understand how to develop questions to ask in the interview.
- Understand how to make connections between the work that people do on a local level and the way this work can impact societal issues.
- Understand the ways in which literature can both accurately and inaccurately represent social and cultural realities.

#### Essential Questions:

- What is the purpose of conducting interviews?
- What is the best way to reach out to people and explain what we would like to talk to them about?



- How can we think of questions that answer what we really want to know about the problem we identified?
- How can we make good use of the information that we get from the interviews?
- How can we make sure that we are respectful of others' time?
- What are some challenges that might arise during our interviews?
- What are some strategies we can think of to address those challenges?

### **Student Learning Objectives (Students will be able to):**

- Develop interview questions.
- Practice at least one mock interview.
- Produce a summary of what they found out in the mock interview.
- Create a list of questions for their interview with a community member.

**Assessment:** Students will complete mock interviews with classmates, including developing a list of questions and a short write-up of their findings from the interview. Students will submit their interview protocol and questions for the teacher to review before going out into the community to conduct the interview.

### **Sequence of Activities:**

- **Teacher Preparation:** Before the lesson, teacher should:
  - Identify community partners for students to interview based on the community issues that students identified in the last class.
  - Students will need to conduct some preliminary research about their topic before they can design effective interview questions. Let students know who their community partner is in advance of this lesson.
  - Give students a research assignment to complete before this class that will allow them to have a basic understanding of what their community partner does before attempting to design interview questions.
- **Introduce the Topic (5 minutes):**
  - Frame the lesson by letting students know they will be practicing their interviewing skills, as well as getting the chance to put themselves in the shoes of the interviewee.
  - Remind students that in the last class, they explored the idea of values and used their values to identify a problem in their community.
  - Let students know that you (the teacher) have identified some potential partners for students, whether they are organizations or individuals, who are working to address the issues that students raised during the last class. Students will be able



to interview these community members and use the information in their final papers. In order to practice for these interviews, let students know they will be able to practice interviewing their classmates.

- **Warm-Up (20 minutes):** Start students off with a quick interview practice. Put students into groups of four, and let one pair start while the other pair observes, then swap. Give each pair of students a list of sample interview questions (below in “Resources for Teachers”) and give each pair 10 minutes to interview each other (each student within each pair gets 5 minutes).
- **Reflection (5 minutes):** Give students the opportunity to talk in their group of four about what went well and what could have gone better during the practice interviews. Provide guiding questions for students, such as:
  - How did you feel when you were asking the questions?
  - What were some of the challenging things you encountered as the interviewer?
  - How about as the interviewee?
- **Developing Interview Questions and Protocol (10 minutes):** Pass out the handout (below in “Resources for Teachers”) with tips and best practices for interviewers. Go over the handout with students and let them share ideas about how to use these practices while developing their interview questions.
- **Interview Practice (10 minutes):**
  - Give each student their assignment/problem and give them the role of the person/organization who is working to address that problem.
  - Give each pair of students a few sample questions and then give them five minutes to develop some sample questions independently.
  - After 5 minutes of planning, give students 5 minutes to practice asking and answering the questions.
- **Sharing in Class (10 minutes):**
  - Give students a chance to share their questions and receive feedback from teacher and classmates. As homework, students should expand their list of questions and edit their questions based on feedback they received.
  - Students will be responsible for contacting their community partners to arrange the interview, with support from the teacher as necessary. Let students know that they have the opportunity to arrange phone interviews if in-person interviews are not possible.



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## Resources for Teachers:

- How to Conduct a Journalistic Interview: <http://tiny.cc/G10L2R1>
- Beyond Questions, Learning the Art of the Interview: <http://tiny.cc/G10L2R2>



## Grade 10 Lesson 3

### “Balancing Voices in Global Issues”

**Time Frame:** 60 minutes

**Subjects:** Geography, Social Studies

**Standards:** Zero Hunger (SDG 2); Good Health and Well-Being (SDG 3); Quality Education (SDG 4); Gender Equality and the Empowerment of Women and Girls (SDG 5); Clean Water and Sanitation (SDG 6); Industry, Innovation, and Infrastructure (SDG 9); Sustainable Cities and Communities (SDG 11); Life Below Water (SDG 14); Life on Land (SDG 15)

**Designed by:** Holing Yip

**Summary and Rationale:** In analysing global events, it is important to recognize that opinions and viewpoints around an issue highly depend on the perspective from which you inspect the issue. In this lesson, using the constructions of large dams around the world as case study, students will be given information from different stakeholders’ perspectives, and through discussion learn to consider the viewpoints of a wide range of stakeholders.

**Instructional Goals:** Students will practice making evidence-based arguments and understand that differences in opinion often stem from differences in perspectives of different stakeholders.

#### Understanding Goals:

- Students will understand that different stakeholder perspective breeds different viewpoints and logical conclusions.
- Students will also gain the sensitivity to spot and consider the missing voices in a discussion.

#### Essential Questions:

- Who are the stakeholders whose viewpoints are represented in the information packet you read? Whose opinion should bear more weight, and who gets to decide that?
- The arguments from different stakeholders are different, but are they all logical and well-supported?
- Whose voices are not heard?
- How should we consider the interests of non-human creatures?
- How should we ensure that more voices are heard?

#### Student Learning Objectives (Students will be able to):

- Extrapolate at least two argument are their corresponding supporting evidence from the information packet.



- Accurately name the main stakeholders whose opinions are represented in the information packet.
- Name at least one stakeholder whose interest is partially represented in the information.
- Name at least one stakeholder whose interest or viewpoint is not present in the information.

### Assessment:

- Quality of arguments made
- Evidence used to support the arguments
- Number and type of stakeholders identified from the information packet
- Breadth of stakeholders whose voices were not represented that were identified by the students in the last part of the activity

### Sequence of Activities:

- **Teacher preparation:** Before the lesson, the teacher will choose the building of a dam as the discussion topic for the class. The teacher will compile two information packets; Information Packet A focuses on the government's justification for building the dam and the problems it seeks to solve, and Information Packet B focuses on the perspective of inhabitants who will be affected and displaced by the dams.
- **Part 1 (5 minutes):** In the beginning of the lesson, the teacher will ask the students to be divided into small groups of 3-4. The teacher will explain that the lesson is to build the students' ability to back up their arguments with evidence, and that a country previously had plans to build a dam but a new government leader is assuming office and wants to reevaluate the dam project. The student groups' task is to advise the new government leader what their next step should be.
- **Part 2 (2 minutes):** Half of the groups will receive Information Packet A, while the other half will receive Information Packet B. The students are not informed that there are two sets of information packets.
- **Part 3 (13 minutes):** Students, in small groups, come up with three arguments for their advice to the new government leader, and back the argument up by evidence or viewpoints found in the information packet.
- **Part 4 (15 minutes):** Student groups then present their argument and evidence to the whole class.



# Global Schools Program

- **Part 5 (5 minutes):** Teacher discuss with the class the major differences in the advice given by different student groups. The teacher reveals to the students that different groups have been given information packets that are from the perspectives of different stakeholders.
- **Part 6 (10 minutes):** Student groups merge to form larger groups so that each new group has both students who read Information Packet A and students who read Information Packet B. The students discuss to identify the stakeholders whose perspectives and interests are represented in each information packet, and share this with the whole class.
- **Part 7 (10 minutes):** Students then brainstorm in small groups or as a whole class the stakeholders whose full perspectives may not have been represented in either information packet. They also discuss whose perspective they most personally identify with, and why.

## Resources for Students:

- Google Maps and Google Earth to inspect the dams

## Resources for Teachers:

- China's Three Gorges Dam: <http://tiny.cc/G10L3R1>
- The River Educator's Toolkit: <http://tiny.cc/G10L3R2>
- Modern China, the Dam Debate: <http://tiny.cc/G10L3R3>
- Cost-Benefit Analysis (China Dam): <http://tiny.cc/G10L3R4>
- Three Gorges Dam, A Catastrophe?: <http://tiny.cc/G10L3R5>
- Ethiopia's Gibe III Dam: <http://tiny.cc/G10L3R6>
- International Rivers, Gibe III: <http://tiny.cc/G10L3R7>
- Uneasy Choice: Where do We Stand on Gibe III: <http://tiny.cc/G10L3R8>
- Brazil's Belo Monte Dam: <http://tiny.cc/G10L3R9>
- Massive Dam Project Strikes Heart of Amazon: <http://tiny.cc/G10L3R10>



## Grade 10 Lesson 4

### “Our World”

**Time Frame:** 60 minutes

**Subjects:** Social Studies

**Standards:** All SDGs

**Designed by:** Eva Flavia Martinez Orbegozo

**Summary and Rationale:** In this lesson, students will connect the local problems they have identified and with which they have worked in the previous lessons to the SDGs.

**Instructional Goal:** Students will gain understanding of how global issues are connected to local problems and reflect on how their interest and knowledge about them can inform solutions.

#### Understanding Goals:

- Local issues can be a manifestation of global problems.
- Local solutions may have a large impact.
- Individuals can play a role in improving the world by being aware of global problems, knowing how they are reflected in their local context, and being involved in finding solutions.

#### Essential Questions:

- How are the problems on which students have been working related to the different SDGs?
- Which of the solutions explored through community interviews and research could potentially be adapted to other contexts?
- Which could be seen as global solutions?
- What are the reasons why they could work?
- What would be possible problems in other contexts?
- How does the understanding of the problem in which students have worked change when learning about SDGs?

#### Student Learning Objectives (Students will be able to):

- Connect local problems to the SDGs by linking each of their problems to the SDGs to which they relate, and justify these connections.
- Navigate between the local and global contexts by assessing the potential validity of the solutions they have encountered in previous sessions in other contexts in the world.
- Communicate the connection between local and global, and the possible difficulties when translating solutions in between contexts.



**Assessment:** News broadcast written and enacted in groups (and if possible, recorded)

## Sequence of Activities:

- **Part 1 (Feel):** Localization
  - Example of a successful local solution:
    - Students are shown a video about using plastic bottles filled with water and bleach to light up houses with no natural light or electricity.
    - Link to video: [https://www.youtube.com/watch?v=cQCHvO2H0\\_0](https://www.youtube.com/watch?v=cQCHvO2H0_0).
    - If there is no possibility to show the video, the story can be narrated and a few pictures can be shown.
  - Discussion and reflection: The teacher ask students to consider the following questions (first in pairs and then in a whole group discussion):
    - What are the different problems this solution is trying to address (e.g. lack of electricity)?
    - What are the big causes for those problems (e.g. poverty)?
    - The teacher can write down problems and causes that have to do with the SDGs (e.g. poverty, affordable and clean energy, sustainable cities, etc.).
- **Part 2 (Think):** The teacher should introduce the SDGs, paying attention to context.
  - Students are asked to think about the problems they have heard about and identify problems that are related to their community and the previous session.
    - Students answer the following question: How is your problem connected to the SDGs? Identify all the different SDGs to which your problem is connected.
  - The teacher will post headings with the name of each SDG on the walls around the classroom. Students will have small cards or post-its with the name of their problem, and they need to decide under which SDGs they can place their problem.
  - Students go around the classroom and post their problem under as many SDGs as they consider possible. The last two minutes of this activity will be used for the teacher to ask a few students to justify and explain how their problem relates to the SDGs they have chosen.
  - Teacher can ask students to discuss the following questions in pairs:
    - What problem did you pick?
    - Can you describe the problem?
    - Who is affected by this problem?
    - How do we know?



- Which SDGs strive to address this problem?
- How do they address it?
  
- **Part 3 (Act):** News broadcast on SDGs and local problem:
  - Preparation: Students will be asked to script a news broadcast which includes the following questions:
    - What problem did you pick?
    - Can you describe the problem?
    - Who is affected by this problem?
    - How do we know?
    - Which SDGs strive to address this problem?
    - How do they address it?
  - Students need to write the script as if they were reporting to their community news station (i.e., students need to cover the news of this problem and the call to action to solve the problem).
  - Part 3 should include a recording of the broadcast (if possible) and playing them for the classroom. Alternatively, the students can just enact them in front of the classroom.

#### Resources for Students:

- SDGs website (or printouts with the SDGs listed)
- Class notes from the previous lessons
- Deliverables from the previous lessons

#### Resources for Teachers:

- SDGs website



## Grade 10 Lesson 5

### “Capstone Project”

**Time Frame:** 60 minutes per lesson

**Subjects:** Creative Writing, Social Studies

**Standards:** All SDGs

**Designed by:** Madhuri Dhariwal

**Summary and Rationale:** The students will put together the research they have conducted in the previous lessons to produce one paper, with the aim of publishing it.

#### Understanding Goals:

- The world is interconnected.
- Little actions can have big impacts.
- Conducting research is essential and involves a process.

#### Essential Questions:

- How do we tie together different pieces of research?
- What is my role in solving problems in the world?

#### Student Learning Objectives (Students will be able to):

- Understand the connection between the values they hold and the problems they identify in their surroundings.
- Check whether the problems they think exist, actually exist in their community.
- Write papers of varying lengths for each lesson.
- Collate their writing into one cohesive piece.
- Edit their own work.
- Build a connection between themselves, their immediate surroundings, the world at large, and their role in solving world problems.

**Assessment:** Students will present a well-researched, well articulated final project which demonstrates their understanding of various global challenges and potential solutions. Teacher will grade at their discretion.

#### Sequence of Activities:

- **Introduction (5 minutes):** Explain that the students have to write one paper, building on the work they have done in the previous lessons.



- **Discussion About the Paper Framework (10 minutes):** Provide an outline of the framework for the paper:
  - Introduction and statement of problem
  - Methods (reviewing the different methods: interviews, secondary sources, main concepts discussed, etc.)
  - Importance of problem (How do you know that it is a problem? Why is it a problem? So what?)
  - Main ideas drawn from the interviews
  - Research on the positive deviant
  - Relation to a world problem
  - Proposed solution/s
  - References
  - Appendices
  - Alternative: The research can be presented as in any creative writing format — a story, picture boards, poetry, etc.
- **Starting to Collate (30 minutes):** Within their respective groups, the students will start to put together the work they have done. They will then break up the work among themselves and have a rough draft by the end of class.
- **Presentation (10 minutes):** Each group will have 1-2 minutes to present to the entire class their problem statement and their proposed solution.
- **Next Steps (5 minutes):** The students will be asked to refine their work at home and submit the draft within the next week. The teacher will review the drafts, hand them back with feedback, and the students will revise and submit. The teacher can then talk to the principal or try by themselves to get the papers published as a combined book. The students can also be involved in the process.