



**British Columbia Teachers for  
Peace and Global Education**

*Provincial Specialist Association*

Winter 2008  
[www.pagebc.ca](http://www.pagebc.ca)



*Promoting Peace and Global Awareness*

*The Global Issues Club at South Kamloops Secondary organised this anti-poverty demonstration.*

Submitted by:  
**Donald Wilson**

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*“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

*Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Inter-cultural Education; being the global dimensions of Education for Citizenship.”*

**The Maastricht Global Education Declaration, 2002**

For more information about PAGE, visit our website: [www.pagebc.ca](http://www.pagebc.ca)

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Contact the editor by email, phone or letter by the following dates to ensure inclusion in upcoming issues – Sept. 15, Nov. 30, Apr. 15. Email submissions are preferred (attach text file using WORD or copy/paste text into the body of your email message). Graphics and photos are welcome, can be scanned and sent as an email attachment or mailed directly to the editor.

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### **Moved?**

Update your contact information with the BCTF via email.

Complete the forms at:

**www.bctf.ca/  
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### **To become a PAGE member**

Fill out an application at **www.pagebc.ca**. Our website also features information about upcoming events, lessons plans, resources, etc.

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## **To all of our Presenters and Participants of our Authentic Responsibility Conference,**

Thank you soooooo much for making our PAGE (BC Teachers For Peace And Global Education) conference such a wonderful success again this year! By all accounts and from all feedback thus far, this was a very thought-provoking, deeply inspirational and very moving and appreciated event for all who took part. From the musically powerful beginning that Solidarity Notes got us started with, to the creative and enthusiastic final moments of our day with Karen Gosetti, our conference was engulfed in engaging and meaningful dialogue and a vision for a brighter future for generations yet to come.

PAGE would like to express our very sincere and heartfelt thanks to Betty Krawczyk, Derrick Jensen, Derrick Corrigan, and all other workshop presenters and performers for their time, commitment and dedication to building a more peaceful, sustainable and better world, and for sharing their vision, wisdom and experience with the rest of us! We are honoured and very thankful to have you in our lives, and in our communities!!!

Our most sincere appreciation!  
In Peace & Friendship (and a forwarded hug from us all)

*Tina Anderson*  
On behalf of the PAGE Executive

## **Article Submissions for *The Global Educator***

**Contributions** to the editor and student work are welcome. Contact the editor by email, phone or letter by the following dates to ensure inclusion in upcoming issues – Sept. 15, Nov. 30, Apr. 15. Email submissions are preferred (attach text file using WORD or copy/paste text into the body of your email message). Graphics and photos are welcome, can be scanned and sent as an email attachment or mailed directly to the editor.

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# Editorial

Gudrun Howard

As some of you may have read in a posting on our PAGE Listserv, I have made the difficult decision to step down from my role as Editor this year. The past seven years have been extremely rewarding; I have honed my computer skills, developed more self-confidence, worked on issues very close to my heart along with dedicated, passionate teachers who willingly give of their time to further the PAGE vision. I have sought

and be part of the PAGE family as Editor of The Global Educator. And as so often happens, when a need presents itself, a solution appears. I am pleased to hand over the responsibility of PAGE Editor to Patrik Parkes, someone eminently qualified to fill this position. Currently, Patrik Parkes teaches English on a temporary contract at Moscrop Secondary in Burnaby. Previously he lived in Okayama, Japan, where he edited a monthly newsletter for international res-

## Calling All First Time PAGE Members

If you are a new PAGE member, you are entitled to a complimentary copy of **Green Teacher, Education for Planet Earth**. Please send an email to [editor@pagebc.ca](mailto:editor@pagebc.ca) and you will receive a password for accessing your complimentary issue online. New PAGE members also qualify for a slightly reduced subscription rate. See coupon below.

I am pleased to hand over the responsibility of PAGE Editor to Patrik Parkes, someone eminently qualified to fill this position

to share informative, inspiring websites, articles and lesson ideas with the intent of enriching and supporting your lives as teachers, activists and individuals, a process which has greatly enhanced my personal growth and wellbeing.

However, I haven't been actively teaching in the classroom for a number of years, and feel it is important that the PAGE Editor be someone who is more in touch with current classroom issues.

A fresh approach and new ideas keep a publication alive and relevant. This presents an opportunity for someone to step up with his or her own ideas

idents. Patrik has a strong interest in issues of peace and global awareness, and looks forward to deepening his connections within PAGE. He is humbled by the opportunity to work with so many outstanding and committed educators, and will do his best to keep The Global Educator informative and relevant. Patrik and I will be collaborating on the upcoming journal and invite submissions or queries from the membership. 🐦

In peace,  
Gudrun Howard

**\$2.00 off for new PAGE members**

Enclose this coupon when you order a subscription to *Green Teacher* and you'll get **\$2.00 off the regular price of a one-year subscription (4 issues) or \$3 off a two-year subscription. Or call our toll-free number at 888-804-1486 between 9am and 5pm EST, mention that you are a new member of PAGE, and you will receive the PAGE discount.**

**Editor's Note:** The September Global Educator newsletter included the article, Remembrance Day and School Ceremonies by Patrik Parkes. There was an error in the credits. Patrik Parkes is currently working as a TOC in the Burnaby and Coquitlam school districts.

## Introducing worldchanging.com



One of the perks of being PAGE editor, is the opportunity and necessity of surfing the internet to uncover new and helpful websites for our members. Through Patricia Pearson's CBC (okay, I admit it, I've become a PP fan) article, **A Little Good News, Green America**, I recently came across Seattle-based non-profit, **www.worldchanging.com**.

This website works on the premise that solutions to many of Earth's problems exist



but that links between the relevant parties are lacking. They state that *"the tools, models and ideas for building a better future lie all around us. That plenty of people are working on tools for change, but the fields in which they work remain unconnected. That the motive, means and opportunity for profound positive change are already present. That another world is not just possible, it's here. We only need to put the pieces together."*

Through their website, World Changing

## Introducing worldchanging.com

provides these links while educating us, sharing a host of advancements and offering positive news to offset the barrage of negative news to which we are all exposed on a daily basis.

World Changing is solution-focused, inviting ideas, suggestions and critiques from everyone.

Headings such as Shelter, Cities,

Community, Business, Politics and Planet feature a wide range of innovations from jellyfish houses, games about disaster reduction, an exchange program in Scotland where bus commuters trade used cooking oil to power buses run on biodiesel in exchange for reduced fares, to the controversial Miss Landmine Competition for women who have been

disabled or disfigured by landmines, a contest with the aim of raising awareness, empowering women and challenging concepts of physical perfection while raising global and local awareness of landmines.

**Stop Disasters** is an example of some of the material available at this site.

# Game Teaches Kids About Disaster Reduction (Perhaps Some Adults, Too)

Eleanor Lang

A game can't really protect you from a flood, and **Stop Disasters** can't prevent natural disasters – but it teaches kids the basic urban planning that can save lives and reduce the impacts of a natural disaster. **Stop Disasters** is free and it's Flash (so nothing to download). While it has on-site information for educators from kindergarten through high school, it's probably most appropriate for the 8 to 13-year-old crowd, who usually don't watch CNN, read *The New York Times*, or have an understanding of topography and building materials in other parts of the world.

**Stop Disasters** is a bit like a disaster-focused, diet version of **Sim City**, which designer Will Wright maintained was not a game but (as the name implies) a simulation. If **Stop Disasters** is a simplistic simulation, it's still perfect for its audience; short, with clear goals and the methods to achieve them, and results presented in a way that's easy to read and understand. The site also contains fact sheets on each major type of natural catastrophe represented in the game; information on building materials, terrain and basic concepts of public safety; and links and a list of the worst disasters in the 20th century.

There are five scenarios in the **Stop Disasters** game: flood, earthquake, tsunami, hurricane, and wildfire. Each level is timed at 25 minutes, and each gives the player a budget of \$50,000. There are also three possible map sizes

for each scenario, which translate into three different difficulty levels, since the time constraint remains the same. The mechanics to avoid disaster in each natural catastrophe scenario are nearly identical. The player must build a school and a hospital, protect the infrastructure, make sure there is sufficient housing for area residents and reinforce buildings in vulnerable areas – all of which is accomplished with a simple click of the mouse. Of course, there are some differences: in the flood scenario, the player must cover all wells, while in an earthquake area, retrofitting is most important, and on the hurricane-prone Caribbean island the seaport and shore need to be reinforced. After the disaster has struck, there's a newspaper page with a story about the disaster, and a report with a score based on death count, property damage, and completion of mission tasks.

This game isn't for very little kids. There's no way to prevent the oncoming natural catastrophe, and while you can minimize the damage, there is no way to avoid it completely. Even at the easiest level, it can be very difficult to accomplish the most obvious tasks within both the time or budget constraints; I found that I had enough money to minimize the effects of a flood, but ran out of time; in the earthquake simulation, I ran out of money long before the time was up. Despite the inherent grimness of these scenarios,

there are victories that will keep players going: the newspaper and report tell the player what aspects of his or her planning saved lives, and it's possible to grasp the game concepts easily and make a difference. For the player who thinks he or she has learned enough to do better, there is also the option of playing the scenario over again immediately.

**Stop Disasters** was developed for International Strategy for Disaster Reduction (ISDR), an organization that is part of the United Nations initiative to provide links between and coordinate disaster reduction activities around the world. The organization works on the assumption that while natural hazards, such as hurricanes, can't be stopped, careful planning and sound construction can minimize the loss of both life and livelihood they may cause. ISDR conducts disaster reduction activities and sponsors roundtable discussions and education around the world.

**Stop Disasters** may not be a game in the true sense, but it's a teaching tool, and a good one. Children will learn far more in a half an hour with this interactive activity than they would from a textbook or a classroom lecture. Some adults may find it simplistic...although then again, it might help key managers at FEMA to have a go with this simple teaching tool.\*

Worldchanging.com

"Changing the world is a team sport"

# What Would Gandhi Do?

## Chapter Four: The Big Picture (p.35-p.39)



Excerpt from *What Would Gandhi Do?* By Pummy Kaur



one source. Religious myths generally

**R**eligious and scientific creation myths have one fundamental feature in common; they all believe the entire cosmos has its origins in

to realize we are all children of a common parent. We share ancestry with every grain of sand, every creature, every plant, every drop of water, every galaxy in every universe. Everything that has ever existed, or ever happened anywhere in the Universe, or will exist or happen, influences everything through interconnection and interdependence of the energy that is the fundamental building block of all that appears to exist in space-time.

deaths due to war since the end of the last large scale European war than we had in both the European wars combined. The global rates of the following have risen to unprecedented gross numbers: homelessness, malnutrition, infant mortality, abuse of females, species extinction, cancer, incarcerations, executions, desertification, deforestation, climate change, environmental and social pollutants, union busting, fundamentalism, natural resource depletion, monoculture-ism, drug trade and trafficking, militarization, nuclear waste accumulation, deaths from preventable diseases, and slavery, to name only the major ones.

None of these horrors appeared unbid out of thin air; we, the human race, created them. They are all interconnected and are primarily the result of the lifestyles of The Western Minded, conceived just prior to colonization, given birth during colonial times and now thriving in neo-colonization. If the reader can learn to accept the interconnected nature of all in the Cosmos and begin to act with more awareness, then we can begin to see an end to the bleak future that no one can escape at present.

The major portion of this work is devoted to raising awareness, to making connections amongst seemingly disparate phenomena, and recommending simple actions we can all take to eradicate the bleak future that faces all of humanity if nothing is done. We created this and we can undo it, if the spirit is willing. Will your-self to just do it.

*What Would Gandhi Do? Kiss: Keep it Simple Solutions to Global Problems* is available by emailing Pummy at the address below, though Pummy prefers that people support local independent booksellers by asking them to order it. It is available in hard cover (\$33) or paper back, and also through Chapters and Amazon. Anyone wishing a signed copy should e-mail Pummy at: [whatwould\\_gandhido@yahoo.ca](mailto:whatwould_gandhido@yahoo.ca)

what matters is that we come to realize we are all children of a common parent

assert the source to be an all-powerful male being, and the science myth asserts it to be a single event before space-time. Spiritual and philosophical traditions such as Wicca, Buddhism and Confucian thought generally remain silent on the issue. Further to that, Western science has recently confirmed the ancient beliefs of pre-colonial peoples of Earth, that everything is connected.

Over the last century quantum science has not only verified that all that exist in our physical reality is in fact only energy, manifest in trillions of forms, but also that every manifestation effects every other one, regardless of distance, and perhaps even time. These things were known to our ancients for centuries, and are now being validated by the most advanced scientific methods we have. The most commonly known ancient teaching about the interconnectedness of all is that of Indra's Web in Hinduism, more recent is that of The Web of Life by Chief Seattle, and the most recently offered by quantum physicists, including Einstein, Bohr, Heisenberg, and Capra.

It matters not which myth one believes, what matters is that we come

These ideas can seem too farfetched to be true. However, consider this. If they are true, then how we each live has a profound impact on everything else. There is simply too much scientific evidence to deny they are true. There is simply too much at stake to live as if they were false. Unfortunately the latter is what we have been doing and the current situation is looking very bleak. It is bleak for all, without regard to socioeconomic standing, or geographic location, or culture, or anything else. Nowhere on this planet is anyone safe from nuclear fallout. Nowhere on this planet is anyone safe from the Sun's ultraviolet radiation. Nowhere on this planet is anyone safe from air, land and water pollution. Nowhere on this planet is anyone safe from epidemics such as H.I.V./A.I.D.S.. Nowhere on this planet is anyone safe from the newly, human created epidemic of extreme weather, and the not-so-natural natural disasters. At present there is no bank account large enough, no mansion grand enough, no island remote enough, no current faith system strong enough to protect the human race from itself.

We have more gross poverty than ever before in history. We have had more

# Chapter News

## PAGE Surrey

We have had a busy and interesting year. Some of our activities included:

- ◆ The 2007 Youth Action Award was given to the Strawberry Hill Elementary Peace Club for their work of creating a Peace video for their Remembrance Day ceremonies. Also they were involved in many other activities which are mentioned below. Consider applying for this year's Youth Action Award for schools throughout Surrey. **The deadline is May 15th.** Please send your applications to Navnit Dosanjh at [dosanjh\\_n@sd36.bc.ca](mailto:dosanjh_n@sd36.bc.ca)
- ◆ We continued our fundraising work to support the Olinda School in Brazil. Look for details about this year's annual dinner on Feb. 24th, 2008 in this issue of the Global Educator.
- ◆ On Oct. 2<sup>nd</sup>, PAGES sponsored a celebration of Gandhi's Birthday with the first annual "Gandhi Award" which was a chance for us to acknowledge someone who lives Gandhi-ji's principles of compassion, non violence, and seva (service). It was awarded by Victor Chan of the Dalai Lama Centre for Peace and Education to Semiahmoo Secondary student Cameron Mulligan.
- ◆ We co-hosted a meeting with Green Teacher – Surrey on Nov. 15th which was attended by approximately 12 people. Plans are afoot to meet again and continue to work on environmental issues in Surrey. One such issue is to make a more concerted effort to have all recyclables effectively collected from all Surrey schools. One of the members, Selena Metcalfe, going to meet with many of the key players from the district, Metro Vancouver, and others to look at the feasibility of doing this.

## Congratulations to the Strawberry Hills Elementary Peace Club - Winner of the PAGE Surrey Youth Action



Our Peace Club has focused on educating and raising awareness about various issues this year. In the fall 2006, they created peace posters and displayed them around the school. They created their own Peace Video which was showcased at our Remembrance Day Assembly. Peace Club members were involved in constructing a peace tree display representing our shared vision of a peaceful world. All staff, students and parents were encouraged to write a message of peace on a leaf and hang it on our tree.

In the winter term, students learned about their Human Rights and tried to share their knowledge with the school community. Students engaged in an educational campaign to inform fellow students about their rights through posters displayed all around the school.

In the springtime, the peace club gave back to the community by hosting a peace club table at our Fun Fair. Students painted symbols of peace on children's faces at the event. Students engaged in a UNICEF workshop about global citizenship as well. In addition, some members of the peace club planted trees on the school ground as part of the City of Surrey RELEAF program.

A great deal of accomplishments for a club still in its infancy stage. We are planning to use our winnings to send students to workshops and bring inspiring speakers to our school.

Navnit Dosanjh, Glenda Stewart-Smith,  
Sponsor Teachers

## PAGE Influence Spreads

PAGE members make up the majority of the new **BCTF Committee for Action on Social Justice-Peace and Global Education Action Group**, formerly the BCTF Social Justice Action Committee. A fifth strand has been added and features PAGE Vice-President Susan Ruzic (Coquitlam) appointed for a three year term, Janet

Stacey-Stephenson (Nelson) and PAGE Member-at-Large Greg Van Vugt (Surrey) appointed for two-year terms, and PAGE Conference Chair Tina Anderson (Burnaby) appointed for a one year term.

The Peace and Global Education Action Group will focus on further developing the War Toys to Peace Art

Project in conjunction with Unicef, gathering and creating additional lessons around the theme of Children's Rights, further developing The Primary Peace Curriculum as well as exploring the theme of Global Issues and the Environment.





Donald Wilson

P R E S I D E N T ' S M E S S A G E

# Impermanence: a lesson for peacemakers

Those who have experienced trauma, confusion and inconsolable anxiety know that, at least on a physiological or mental level, inner peace is truly as transient and impermanent as pain. As well-prepared and as well-cultivated as our sense of equanimity might be, we all find, or all will find, ourselves in situations that challenge our identities as peacemakers to the core of our being. Peace is fleeting. As peace activists, we need to be honest and humble enough to admit this.

Our peace of mind is fragile, no matter what our worldview or spiritual practice. I don't mean to sound pessimistic, but wherever you are physically, psychologically, socially or financially, nothing is permanent. The passage of human life is remarkable: we spend so much time growing up, maturing, addressing and overcoming neuroses and insecurities, tanning, working out and becoming beautiful, educating ourselves—so much time seeking to grow, expand, increase, overcome ... and then at some point our bodies start aging, our minds start losing their sparks, our skin wrinkles, our organs and bones weaken, we lose mobility and gain morbidity, and we ultimately cease, as egoic identities, to exist.

Considering the relatively peaceful and seemingly stable state of our own society, I often like to think about my current middle-class, privileged way of life against the foil of my ancestral story. Surviving the devastating religious persecution and martyrdom of the post-Reformation period, many of the low land Mennonites found an isolated haven in the untilled agricultural areas of the Ukraine. Evolving an ethic of *die Stille im Lande*—the quiet in the land—the Mennonites unobtrusively developed prosperous agricultural, religious communities. They lived industrious, peaceful and virtuous lives for over 200 quiet years. But suddenly, in the early 20th century, their placid culture was tested by the horrors of the Bolshevik revolution, the First World War, the Russian civil war, Stalinization, forced collectivisation, and the Second World War. Vilified for being foreigner, land-owning 'Kulaks' and preyed upon mercilessly during the civil war by the Machnovian anarchists, this large, docile, theologically non-resistant community was physically and morally almost destroyed. Long years of rape, murder and starvation replaced harmony, prosperity and joy. Through several decades of suffering, many fractured families made their way to Canada where they and their descendents are again leading lives of societal peace and wealth. This story highlights the episodic nature of history and our own lives. We live in social peace, and we may be at psychological peace, but such peace is as impermanent as the seasons. Indeed, for many communities in this country, violence and deprivation is a

current experience. But for those of us who have our middle class tap on the wealth that this society generates, we do well to recognise the fragility of what we probably take for granted. How many of us have already put behind us Derrick Jensen's well-expressed sense of desperation at our collapsing ecosystem? Things are fragile—our economy, the air we breathe, our peaceful society ostensibly held together by law, order and good government. So much of the aggression and hostility in this world is a neurotic attempt to preserve what is inevitably but unpredictably susceptible to change. Canada is at war in an attempt to preserve what are common interests with its ally the US. Property laws are enacted to preserve what's mine. Our interpersonal conflict preserving and protecting our egoic sense of identity, even though all of our experiences tell us again and again, to our horror, that our identities themselves are unstable constructs. Physicists confirm our worst suspicions: the closer you look at matter, the less material and fixed it becomes. Close your eyes for an hour and focus your attention on your bodily sensations. Even what you think of as your own flesh and blood reality evaporates before you in fluctuating waves. Yes, even our peace of mind is impermanent. Our minds, indeed, are the most labile, untameable, uncontrollable elements of our exist-

For justice is the one thing we all should find"—this is the line that provoked a kind of insight for me.

ence. We are avid for distraction to avoid having to live with our minds. Close your eyes for an hour, try to merely observe bodily sensations, and see what tormented beasts our minds are. Recognising impermanence is a crucial key to becoming a global educator. Recognizing impermanence is an important step in authentically discovering our interconnected relationship to others and to all things. Recognising impermanence leads us away from the craving and greediness and aversive hatred that results from the need to protect and calcify a rigid ego. Psychiatrist Paul Fleishman uses the Pali term for impermanence, *anicca*, in discussing the impact of this recognition on our way of relating to others:

The realization of *anicca* is a deep insight into ourselves and the world around us. It exposes the absurdity of clinging to a passing life in a passing world. It relaxes the clenched, false hopes of narcissism and enables the flow of spontaneous identification with all other transient lives. From the experiential realization that all things are *anicca*, that I am *anicca*, comes the deepest empathy possible: a kinship with

# Impermanence: a lesson for peacemakers

## PRESIDENT'S MESSAGE (cont.)

all beings who suffer alike from the pain aroused by the illusion of separate self; a feeling of fellowship with all beings who yearn for liberation from the agony of separation, dissolution, and death.

Let's give up the pointless fight against the inevitable, and join our fellow beings in this beautiful flowing river of life.

Accept this present moment—be it a blissful, anxious or traumatic moment. Accept this moment as it is, not as you want it to be. Work with this moment, not against it. Observe the transformation, the evolution, the regeneration, the dissolution. Observe. 🐦

*Donald Wilson*

“Reach in towards your own wholeness, reach out towards the world's needs and try to live your life at the intersection of the two.”

*Parker Palmer*

### BC Teachers for Peace and Global Education Annual General Meeting

The PAGE AGM will be held on **Thursday, April 3, from 5-6:45 pm** at the **Hotel Vancouver** during the BC Federation of Labour Human Rights Conference. Information regarding the room number will be available at the conference as well as via the PAGE listserv when these details are arranged. There will be a number of executive positions available so consider lending your skills and enthusiasm to our dedicated group. As always, new members are warmly welcomed. As the need for teaching peace and global education continues to rise, we need your support to ensure that PAGE remains a strong voice for the inclusion of peace and global issues lessons in our curricula. Keep the PAGE profile strong by volunteering for our provincial executive.

### PAGE Current Financial Statement for Five Months Ending November 30, 2007

<b>INCOME</b>	<b>Current YTD</b>	<b>% Used</b>
Income surplus	7,773.51	100.0
Membership/subscription fees	453.92	17.8
Interest Income	122.69	
Other	695.00	
Conference Grants	2,000.00	
<b>Total Income</b>	<b>11,045.12</b>	<b>45.6</b>
<b>EXPENSES</b>		
Meeting-executive	0.00	0.0
Meeting-subcommittee	0.00	0.0
Meeting-other	0.00	0.0
Publication-journal	362.97	9.1
Publication-newsletter	0.00	0.0
Publication-other	0.00	0.0
Operating	0.00	0.0
Chapter support	0.00	0.0
Miscellaneous	25.00	1.1
Conference-operating	381.72	25.4
Conference-facilities	0.00	0.0
Conference-promotions	0.00	0.0
Conference-speakers	0.00	0.0
<b>Total Expenses</b>	<b>769.69</b>	<b>3.2</b>
<b>Total</b>	<b>10,275.43</b>	

# A Perfect Summer Day

## UNICEF Lesson on The Convention of the Rights of the Child

LEVEL: MIDDLE/HIGH SCHOOL

- 1 Please begin by quietly thinking back to when you were a child and try to envision a perfect summer day. If you had to take a picture of this day, what would that image look like? What would you be doing? Who would you be with? How would you feel? And what senses beyond vision would be involved? Try to distill your thoughts down to one paragraph, as if you had to somehow capture this moment in a single image.
- 2 Once you've written about your vision of a summer day, turn to a couple of classmates sitting next to you and share your memory and discuss any similarities and differences. Together, on a large sheet of paper, generate a list of common characteristics of a perfect summer day.
- 3 After your group generates a set of characteristics for a perfect summer day, ask each other to imagine an ideal world for children in the future. What would it look like? Anything like your perfect day? What would children be doing? How would children feel in this world? Ask each other to imagine the things that are essential to ensuring the well being of children in this world you envision. Together, brainstorm a list of these "childhood essentials."
- 4 After gathering a list of childhood essentials ask each other, does every child in the world today have all of these things now? Refer back to your list and ask if these essentials can be considered rights? It may be necessary to go through the list one by one. After this discussion, ask each other which essentials should be included in an international convention of rights for children? Rewrite your ideas as guidelines which would guarantee that all children would share these essentials.
- 5 Examine the legal instrument created by the United Nations - the Convention on the Rights of the Child. Are there any articles in the Convention in relation to your memory of a perfect summer day? Are there any articles in the CRC that match your vision of a perfect childhood world in the future? Try to draw parallels to the childhood essentials you brain-stormed as a group.
- 6 After this final group activity, a representative from your group should go to the chalk board and list your childhood essentials which were rewritten into guidelines and their parallel rights from the Convention on the Rights of the Child. Close the workshop with a general discussion of how your memories, experiences, childhood essentials, and visions are related to the normative standards of human rights for children.

Peter Lucas – [www.unicef.ca](http://www.unicef.ca)  
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## It's All About Perspectives

One day, the father of a very wealthy family took his son on a trip to the country with the express purpose of showing him how poor people live. They spent a couple of days and nights on the farm of what would be considered a very poor family.

On their return from their trip, the father asked his son, "How was the trip?"

"It was great, Dad."

"Did you see how poor people live?" the father asked.

"Oh yeah," said the son.

"So, tell me, what did you learn from the trip?" asked the father.

The son answered: "I saw that we have one dog and they had four.

We have a pool that reaches to the middle of our garden and they have a creek that has no end.

We have imported lanterns in our garden and they have the stars at night.

Our patio reaches to the front yard and they have the whole horizon.

We have a small piece of land to live on and they have fields that go beyond our sight.

We have servants who serve us, but they serve others.

We buy our food, but they grow theirs.

We have walls around our property to protect us, they have friends to protect them."

The boy's father was speechless.

Then his son added, "Thanks Dad for showing me how poor we are."

# Promote Peace and Global Security in High School Classrooms

website source

The Right Livelihood Foundation, together with the Swedish Ministry for Foreign Affairs, has created a 24 page downloadable booklet for free use in classrooms. Intended for young people aged 15 and older, *Pioneers for Peace* addresses the issues of peace, conflict resolution, rebuilding societies, nuclear disarmament and human rights. It provides information on various conflicts in the world – from Israel/Palestine, South American dictatorships, the civil war in Africa between Hutus and Tutsis, to the status of nuclear weapons arsenals.

The aim of *Pioneers for Peace* is to further peace and global security through education and motivation. While the booklet describes conflicts in all their terrible aspects, it also describes existing solutions, and paths to peace taken

by courageous people from all over the world. Their compelling stories present an optimistic, forward-looking approach to politics and global security.

The booklet is divided into three chapters, each featuring people who have challenged injustice, demonstrating how to overcome oppression, war, poverty, the destruction of our environment, and a widespread sense of hopelessness and fear. The three chapters deal with:

- ◆ Conflict Healing
- ◆ Nuclear Disarmament
- ◆ Human Rights

The text is accompanied by boxes providing background information on



the specific topic. Questions encourage students to think about and discuss what they have read.

*Pioneers for Peace* is available at: [http://www.rightlivelihood.org/publications\\_brochures.html](http://www.rightlivelihood.org/publications_brochures.html)

The Right Livelihood Foundation established an annual award in 1980 to honour and support those “offering practical and exemplary answers to the most urgent challenges facing us today.” Widely known as the ‘Alternative Nobel Prize’ they now have 128 Laureates from 56 countries. The award is generally given to four recipients annually, honouring those giving hope for tomorrow and working for a world in peace and balance.

More information about this organization is found at: [www.rightlivelihood.org](http://www.rightlivelihood.org)

## The art of making peace – an interview with Johan Galtung

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### What is a conflict and how can it be resolved?

A conflict means that parties have incompatible goals. It is not to be confused with violence – as is often done. To resolve it, the first step is to try to understand exactly what the parties want. Then you have to sort out the legitimate goals from the illegitimate ones: That means as mediators we do not compromise on slavery, terrorism or state terrorism! And the third and final step is the tricky one: a kind of artistic effort to bridge the different parties’ legitimate goals and try to find a formula with which all sides can live.

**We talk about violent conflicts between states or different groups in a state. But what about our daily conflicts – quarrelling with parents and friends: Is there any difference compared to conflicts in which people kill each other?**

There is no particular difference. You can come very close to killing with words. You can hurt and harm in either case: So identify the underlying conflict and try to solve it! Take a teenager, for instance, who wants to move out of his family home and his parents think he is not ready for it. One possible solution – which would cost a little bit of money – is that he gets a separate entrance to the house. In other words, he is half in half out. And all that is needed is a little bit of architectural imagination. But remember: Conflict transformation is not a question of the two sides sitting down together and being nice to each other. The conflict would still be there: He wants independence; they want control. And the gap between independence and control has to be bridged.

**Is there anything young people from countries outside the conflict could contribute to make peace?**

You could demand from your schools to teach you mediation skills. You can contact pupils in states in conflict and discuss their country’s situation with them. But you have to have some kind of idea of what the solution is: To believe that you get peace just because you have a camp bringing together Israeli and Palestinian children is very naive. If you create good relations that is fine, but the conflict is still there and will explode one day or the other.

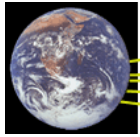


JOHAN GALTUNG received the *Right Livelihood Award* in 1987. He is regarded as the founder of the academic discipline of peace research: He is not only famous as a scholar, but has mediated in around 60 conflicts, among others in Israel and Palestine as well as in former Yugoslavia.

# Grains for Growth- The Global Education Network

website source

The Global Education Network consists of teachers, students, and members of the Community at large who believe that teaching and learning must integrate the interdependency of the social, economic, environmental, and political aspects of our world. As citizens of the world we have responsibilities towards our global community; a global education approach to teaching focuses on the students' place in the world community. Globally aware students will be more inclined to take responsible action to change their world for the better of all.



This website is produced with the support of the Government of Canada through the **Canadian International Development Agency** and offers a plethora of lesson plans for primary to secondary levels as well as links to related sites. **Grains for Growth** is a sample lesson idea for primary students.



## Grains for Growth!

**Level:** Primary

**Human Rights:**

- ◆ The Right to have Food
- ◆ The Right to be within a Family
- ◆ The Right to an Education

**Learning Activity:** 1x40 minute lesson or 2x20 minute lessons

**a) student sheet**

- # 1 - story and picture to colour
- Gr. 1 & 2: teacher can read to the class.
- Gr. 3: students can read in a Language Arts lesson with an older grade for Reading Buddies.

**b) stick puppet show**

**Materials:**

**student work sheets:**

- # 2 - puppet heads
- # 3 - puppet show script
- Popsicle sticks
- crayons
- glue

1. Divide the class into 4 groups representing Kenya, Pakistan, El Salvador & Canada.
2. Students draw in features and colour the photocopies of puppet heads. Discuss use of appropriate skin, eye and hair colour. Students decide if their puppet is male/female, child/adult/elder (see student work sheet #3 - "scripts").

3. Students cut out puppet heads and glue onto Popsicle sticks. \*\*\* suggestion: play World Music while making puppets.

Students use suggested script (student activity sheet) and perform the puppet show.

**c) sharing a snack:**

- corn nacho chips
- rice cakes
- whole wheat crackers
- (optional: dips)

**Possible extension activities:**

- a) Prepare an experience chart and vocabulary building from the story.
- b) Discuss similarities and differences between Canadian, Kenyan, Pakistani and Central American foods and farms: shopping for food in local markets, stores or supermarkets. Invite guest visitors: local farmer to discuss growing grains and/or speakers representing any of the puppet show countries.

**Learning Stations, as available, for background information:**

library books, pictures of farming practices, pictures from Ghana, musical instruments, musical tapes/CDs of West African music, woven cloth, internet sites for computer research.

continued on page 10

# Grains for Growth - The Global Education Network

## Student Activity Sheet #1

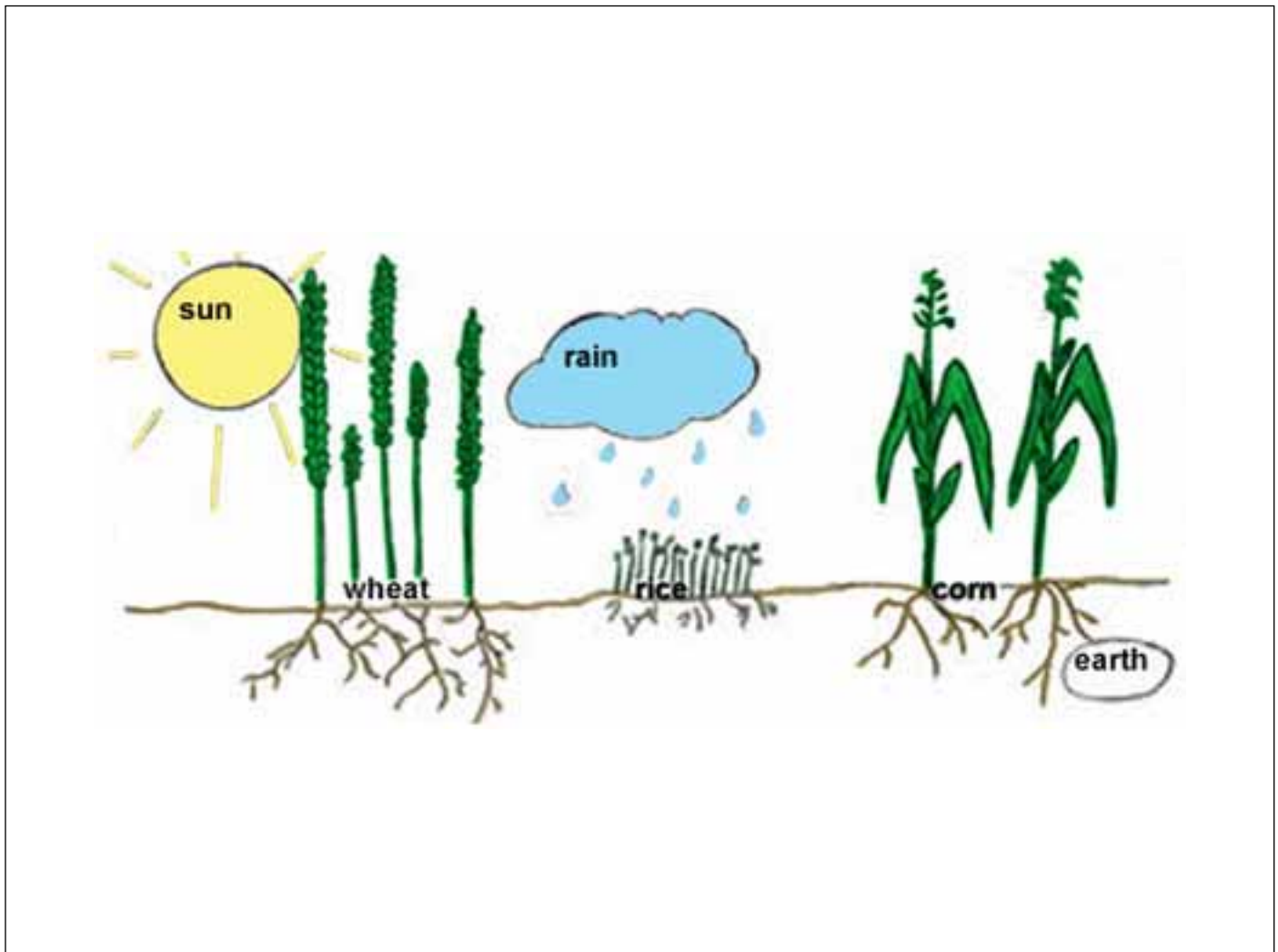
Grains are plants that can be ground into flour to make bread. People all over the world eat different kinds of grains as their daily bread. In Canada we grow **wheat** for our bread, bagels, muffins, and pies and cakes. In many African countries like Kenya, and Asian countries like India, farmers grow **rice** as the grain that is used. In Central American countries like El Salvador, farmers grow **corn** that is ground into flour to make tortillas and nachos.

On the farms in Canada, farmers use big tractors and other machines to help plant and harvest the wheat. In other countries, farmers may do most of the work by hand.

In Canada, all the farmers are adults. Enough food is grown and sent to the stores and supermarkets for us to buy.

In countries like Kenya, India and El Salvador, mothers, fathers, grandparents, and even children help with growing grains. It is harder for the families in these countries to grow enough food for their family. Sometimes the children have to miss school to help take care of the farm so the family can have enough to eat. Some Canadian agencies, such as CIDA (Canadian International Development Agency) help the farmers and their families in other countries so the children can go to school.

No matter if the farms grow **wheat**, **rice** or **corn**, the plants all need the same three things: **sun**, **rain** and **good earth** to grow in. Can you colour the picture below?



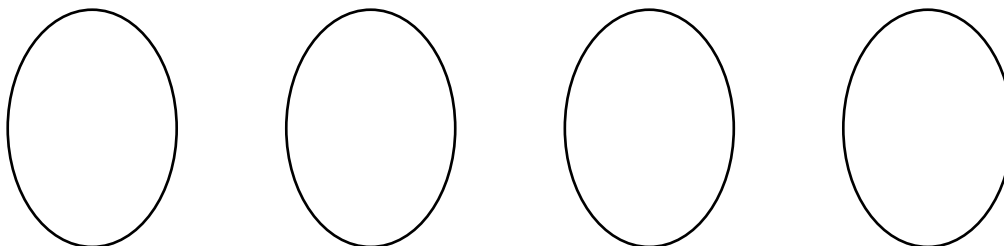
# Grains for Growth - The Global Education Network

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## Student Activity Sheet #2 (Puppet heads)



*Grains for Growth!*



## Student Activity Sheet #3

Scripts for Puppet Show can be changed according to group size. Children in all countries and their families take their education very seriously, but sometimes the families need the children to help out at home or on the

farms during certain times. Note that children in some countries go to schools that have been given assistance from Canadian agencies.

### Canadians:

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- Grandpa:** "Did you get a new tractor to help you harvest the wheat?"
- Father:** "Yes. I am glad we were able to grow enough wheat to send to other countries this year."
- Mother:** "Who wants some toast with their breakfast?"
- Boy(s):** "I would like a bagel instead."
- Girl(s):** "I would like cheese and jam on my toast, please."
- Grandma:** "I will make muffins with you kids after school today."

### Kenyans:

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- Father:** "You are going to have to stay home from school and help to get water for the farm today."
- Boy(s):** "I want to go to school so I can learn to read and write."
- Grandpa:** "We all need to help. I will hitch the plow to the ox."
- Mother:** "I traded my sewing at the market for a bag of seeds."
- Girl(s):** "I will help you plant the seeds."
- Grandma:** "I will make breakfast so you can all work hard."

### Indians:

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- Mother:** "Your Grandma is sick. Stir the rice soup for her breakfast."
- Grandma:** "Thank you. The rice will make me feel better."
- Grandpa:** "I better have some too. I am not feeling too well either."
- Girl(s):** "I will stay home from school to help take care of you."
- Father:** "I will go to the fields to plant more rice."
- Boy(s):** "I will come and help you."

### Salvadorans:

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- Mother:** "Get up! It's 5:00 in the morning. We have to take the corn to the molina\* to be ground for the breakfast tortillas."
- Girl(s):** "I'm tired! It's so far to walk to the molina with the corn."
- Grandma:** "I will begin to make the tortillas with yesterday's corn meal."
- Father:** "We have to plant more corn today. The patron\* wants to sell more corn to the United States."
- Grandpa:** "We hardly have enough corn for our own family!"
- Boy(s):** "I will help you clear some more land for our family's corn."
- \* molina - mill, patron - boss

# Grains for Growth - The Global Education Network



## Assessment Tools

### Suggested Student Assessment Rubrics

1. Students can write about the plants unit lessons for the daily journal.
2. Teacher can keep notes of observed student learning during activities.

Students can fill in the following rubrics, working with a partner.



## Grains for Growth!

**Circle 1 for good, 2 for tried hard, 3 for could be better**

My puppet shows who it is .....	<b>1</b>	<b>2</b>	<b>3</b>
<i>Peer assessment</i>	1	2	3
I acted my part in the play well. ....	<b>1</b>	<b>2</b>	<b>3</b>
<i>Peer assessment</i>	1	2	3
I co-operated in my group .....	<b>1</b>	<b>2</b>	<b>3</b>
<i>Peer assessment</i>	1	2	3
I shared the snacks with the others .....	<b>1</b>	<b>2</b>	<b>3</b>
<i>Peer assessment</i>	1	2	3

**Since the United Nations proclaimed the Universal Declaration of Human Rights 60 years ago in 1947, some rights, like the Right to Food, have been overshadowed by those receiving more political and public support, yet severe food insecurity affects at least one-seventh of the world's human population.**

On 16 October 2007, the Food and Agricultural Organization of the UN celebrated **World Food Day** with the theme **The Right to Food**. The **Right to Food** is the right of every person to have regular access to sufficient, nutritionally adequate and culturally acceptable food for an active, healthy life. It is the right to feed oneself in dignity, rather than the right to be fed. With more than 850 million people still deprived of enough food, the Right to Food is not just economically, morally and politically imperative - it is also a legal obligation.



# Lesson Plan: Fair Trade

## Global Education for Intermediate Students

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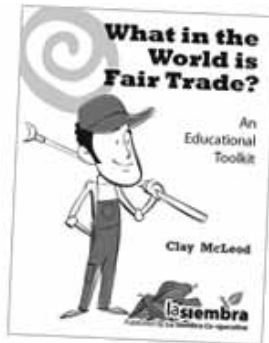
**PAGE member, Clay McLeod and La Siembra Cooperative (a Canadian Fair Trade worker co-operative and creators of Cocoa Camino Fair Trade products, [www.lasiembra.coop](http://www.lasiembra.coop)) have collaborated to create a toolkit of lesson ideas and background information on Fair Trade for teachers and youth leaders. The toolkit features lessons for primary, intermediate (see below) and secondary students, complete with accompanying photos and handouts.**

### Global Education for Intermediate Students

In today's hyper-connected world of global communication, travel, cultural interaction, and trade, today's children are destined to become truly global citizens. As children grow older and develop more sophisticated understandings of the world, it is crucial that they be given the tools to truly understand the processes and implications of the phenomenon of globalization and to respond constructively to the challenges posed by current conditions in the world. Given the profound interdependence that we experience with people in faraway places, it is crucial that children develop the knowledge, skills, and attitudes necessary to meaningfully and positively meet their responsibilities as global citizens.

Global education is an approach to education that allows children to chart a course towards informed, constructive, positive, and active global citizenship. David Selby, Professor for Education for Sustainability at the Centre for Sustainable Futures, University of Plymouth, in the United Kingdom, defines it this way:

Global education is an approach to education that's based upon the interconnectedness of communities, lands, and peoples, the inter-relatedness of all social, cultural, and natural phenomena, links between past, present and future,



and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of development, equity, peace, social and environmental justice, and environmental sustainability.

Global education is not an expectation to "do it all;" rather it focuses on the fact that "every little bit helps."

It encompasses the personal, the local, the national and the planetary. Along with these principles, its approach to teaching and learning is experiential, interactive, child-centred, democratic, convivial, participatory, and change-oriented.

Although this sounds like a tall order, global education is not an expectation to "do it all;" rather it focuses on the fact that "every little bit helps." By focusing on the aspects of global education that fit with the curriculum or program that you are trying to implement and that motivate you and the children you work with, you can use global education to help you address learning outcomes or meet program goals while teaching your students how to be responsible and positive global citizens more meaningfully and effectively.

### Chocolate Choices: The Game

This activity is a board game that has been designed as a teaching tool. The game is designed to represent many of the aspects of cocoa harvesting and the delivery of chocolate to the final consumer, comparing and contrasting the conventional cocoa harvester-to-consumer chain to and with the corresponding Fair Trade chain. It is designed to engage students in a learning experience that will demonstrate relevant relationships in a meaningful way. Because of the nature of a board game, some of the more complicated "facts" and relationships have been simplified in order to clarify points about cocoa production and Fair Trade.

For instance, in the game, the Fair

Trade farmer and trader partners share money equally, and this is not true in reality. In reality, distribution costs, variable costs of other ingredients besides cocoa, exchange rate fluctuations, sensitive manufacturing cost information, and variations in the cocoa content per bar make it impossible to generalize about what percentage of the price paid for a Fair Trade Certified chocolate bar goes to the cocoa harvesters. Despite these complexities, Fair Trade Certified cocoa prices are always at or above the world market cocoa prices, which means that cocoa farmers always get more money for their product in the Fair Trade system.

To assess fairness in this complicated relationship, one needs to consider many factors, including the nature of the relative economies and costs of living in cocoa-producing countries in the global South (like Dominican Republic) and chocolate-consuming countries in the

## Lesson Plan: Fair Trade - Global Education for Intermediate Students

global North (like Canada), the other costly steps in the harvester-to-consumer chain (transportation, processing, distribution, and retail costs, etc.), and the composition of the end product (not all chocolate bars have the same ingredients or percentage of cocoa solids; nor are they all created equal). Moreover, there are elements to the relationship between Fair Trade producers and traders that go beyond money and can't be measured in dollars and cents. Obviously, a simple board game cannot accurately represent all of these factors and relationship elements, so some parts of the game have been simplified for the sake of both ease of play and clarity for the children playing the game.

Before playing the game with children, you will need to do some preparation by printing out and cutting up game cards and money, and you will need to supply dice and tokens (playing pieces or player markers) for the children playing the game. Therefore, instructions for preparing the game components precede the game instructions below.

### Preparing Game Components for Game Play

1. The game components can be found in Appendix 3 of this toolkit. These instructions will produce enough game components for one game that can involve 4-8 players. Repeat the instructions (e.g., make extra copies of each set of game cards) for each game group that you would like to involve in the game activity. For instance, if you have 24 children in a group, you may wish to create three sets of game components to involve all 24 students in three concurrent or simultaneous games involving 8 players each.
2. Included in Appendix 3 is a game board to use with this activity. Print it out. You may wish to enlarge it and laminate it before game play.
3. Included in Appendix 3 are several sets of cards. The sets of cards are as follows:

- a. Fair Trade cards;
- b. Big Profit cards;
- c. Co-operation cards;
- d. Conflict cards;
- e. Clean-Earth cards; and
- f. Pollution cards.

4. The Fair Trade and Big Profit cards have two sides – a name side (describing the card type) and a side with directions to follow or a picture representing a teaching/learning point. Print out these cards double-sided. Or print out both sides of each set of cards, and photocopy one side of each set of cards onto one side of a piece of paper and the other side of each set of cards onto the other side of the same piece of paper.
5. The remaining sets of cards have a name and graphic on the same side. Print out these sets of cards.
6. Cut the cards out from the paper.
7. Included in Appendix 3 are sets of bills (\$10, \$20, \$50, & \$100) to be used as play money. Print out three sets of bills.
8. Cut the bills out from the paper, and organize them in piles by denomination (e.g., a pile of \$100 bills, another of \$50 bills, etc.).
9. Get two six-sided dice.
10. Get a token, or playing piece, for each pair of players (you can use an eraser or coin as a token).

Before describing the instructions for game play, it is important to point out that this is not a traditional board game, in that the object is not for any team of players to “win” the game; rather, the idea is to play the game for a period of time, with players participating in and observing the dynamics of relationships (between farmers and traders and between Fair Trade pairs and Big Profit pairs) that arise as one plays the game. The game has been designed to provide a learning experience, rather than a strategic challenge and an opportunity for competition between players. As a result, it is crucial

that all players listen as information on cards is read to the group of players and that all players participate as active listeners and contributors to discussions that arise out of the game (throughout the game, certain cards drawn through game play will pose questions for consideration and discussion).

### Instructions for Playing the Game

1. The game is best played with either 4 or 8 players, though there can be some flexibility.
2. Before game play starts, you may wish to distribute the instructions for the players included in Appendix 3, or you may prefer to explain the instructions orally.
3. Before game play starts, place the cards into piles on the game board according to card type with the name side describing the card type face up and the directions or teaching picture face down (i.e., a Fair Trade card pile, a Big Profit card pile, a Clean-Earth & Pollution card pile, and a Co-operation & Conflict card pile) and place the bills into piles near the game board according to denomination.
4. Break the players into pairs. In each pair of players, one player will be a trader, and the other will be a farmer. If there are an odd number of players, make a team of three (with either two farmers or two traders) rather than allowing one player to play by him or herself. Have the players determine who will fulfill which role.
5. Each game will need at least one “Fair Trade” pair of players and one “Big Profit” pair of players. There can be as many as two pairs of each. Assign each pair of players to be either “Fair Trade” or “Big Profit.”
6. Each pair of players will share one token or playing piece. All pairs start the game with their token on the “Start” square.
7. When it is a pair's turn, the pair will

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## Lesson Plan: Fair Trade - Global Education for Intermediate Students

roll a single six-sided die, and the value of the number rolled will determine how many squares in a counter-clockwise direction that pair will advance their token on the game board.

8. Once that pair's token has been advanced to the appropriate square on the game board, that pair should follow any additional instructions on the square that the pair landed on.
9. Once the pair has landed on a final square for the present turn, they should take either a "Fair Trade" card or a "Big Profit" card (according to which type of pair you assigned them to be: Fair Trade pairs will take Fair Trade cards, and Big Profit pairs will take Big Profit cards) from the appropriate pile and read the directions on the underside of the card out loud so that all players can hear.
10. Once the pair has read the card out loud to the group, they should put the card back in the bottom of the pile they took it from and follow the instructions on the card and either take an amount of money to be distributed amongst the partners as directed or another type of card as directed from the appropriate pile on the game board. If the card has a question instead of instructions, the entire group of players should take time to briefly discuss the question raised.
11. Once a pair has completed its turn, it becomes the next pair's turn, and that pair repeats these instructions.
12. Game play continues either until all pairs have advanced their tokens to the "End" square or until you think that all players have played long enough to be able to meaningfully discuss game play.
13. At that point, it is crucial to discuss the results of the game and the players' thoughts and feelings about the various dynamics that arose during game play.

### Debriefing the Game

1. If you split your class or group of participants into smaller groups in order to play this game, you can bring the smaller groups together and debrief or discuss the game as a whole group.
2. Ask each of the pairs to count the money that they have, making note of how much money the trader has compared to the farmer. After a representative number of pairs have shared with the whole group how much they have and how it was distributed, ask some players to share how they feel about the amount of money they have compared to their partner. The instructions on the cards were designed to make it so that Fair Trade traders and farmers would have equal amounts of money and Big Profit traders would make at least three times as much money as their farmer partners. Make sure that players' contributions make this clear, and allow them to respond to this. You may wish to ask the following questions:
  - a. How much do Big Profit farmers make compared to Big Profit traders?
  - b. How much do Fair Trade farmers make compared to Fair Trade traders?
  - c. How do you think Big Profit farmers feel about this? How about Big Profit traders?
  - d. How do you think Fair Trade farmers feel? How about Fair Trade traders?
  - e. How would you feel if you knew that a chocolate bar you ate led to a situation like that of the Big Profit pairs? Would you feel different if you knew your chocolate bar led to a situation like the Fair Trade pairs?
  - f. Would you choose to buy a Fair Trade chocolate bar or a Big Profit bar? What if the Fair Trade bar cost more than a Big Profit bar – would it be worth paying more?
3. Ask each pair to look closely at the cards that they picked up (the Co-operation, Conflict, Clean-Earth, and Pollution cards). Explain to the players that these cards are meant to represent the aspects of Fair Trade that cannot be measured by counting dollars and cents, and ask them to think about what those aspects might be. The Co-operation cards represent the spirit of solidarity and ongoing, respectful relationship that exists between Fair Trade farmers and traders, and the Conflict cards represent the exploitation that occurs in conventional trade chains. The Clean-Earth cards represent ecologically sustainable agricultural practices followed by Fair Trade producers, and the Pollution cards represent the use of pesticides and non-organic agricultural practices in conventional production. If possible, try to elicit ideas like this from the players. You may wish to ask the following questions:
  - a. What is the picture on the Conflict card? What do you think this represents? What does this make you think of the relationship between Big Profit farmers and traders or Fair Trade farmers and traders?
  - b. What is the picture on the Co-operation card? What do you think this represents? Does this make you think of the relationship between Big Profit farmers and traders or Fair Trade farmers and traders? Why?
  - c. What is the picture on the Pollution card? It represents pesticides that some farmers use to keep pests from eating their crops. Unfortunately, pesticides are harmful to people, too, including the farmers that work in the fields harvesting crops, and they have other negative impacts on ecosystems. What do you think about these things? What do you think of the fact that Fair Trade

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## Lesson Plan: Fair Trade - Global Education for Intermediate Students

cocoa farmers avoid using pesticides and other “agrochemicals?”

- d. What is the picture on the Clean-Earth card? What does this make you think of? How does this relate to organic agriculture and ecologically sustainable agricultural practices (once translated by students of mine as “farming practices that don’t hurt the Earth”)? Which kind of chocolate – Fair Trade or Big Profit – do you think does more to help protect the Earth?
4. Discuss how the game simplifies some of the real-life aspects of the relationship between cocoa traders and farmers. In reality, the money paid for chocolate in a Canadian store goes many places and supports many jobs, including the cashier, store manager, and other workers at the store, the various workers who transported the cocoa to Europe and the chocolate to Canada, the workers in Europe who processed the chocolate, the farmers and workers responsible for other ingredients in a chocolate bar, like milk and sugar, and so on. In addition to this, Fair Trade certification guarantees that the prices paid to cocoa farmers allow them to make enough to support a sustainable lifestyle, which includes education for their children. In discussing the complexity of the

relationship, you may wish to draw the players’ attention to some of the following cost factors in the harvester-to-consumer chain for cocoa:

- a. shipping raw ingredients from origin to processing facilities in Europe,
  - b. transforming beans to cocoa butter and cocoa mass,
  - c. shipping these semi-finished products to a chocolate manufacturer in Europe,
  - d. purchasing additional ingredients (e.g., organic milk, organic almonds),
  - e. manufacturing (because Fair Trade production is on a smaller scale than traditional chocolate production, Fair Trade chocolate is more expensive to produce),
  - f. producing labels and display cases,
  - g. shipping finished chocolate bars (from Europe to North America),
  - h. warehousing product,
  - i. marketing,
  - j. shipping to regional distributors,
  - k. shipping to retailers, and
  - l. retailer margins (which go, in part, to support workers in the retail industry).
5. Discuss what the players have learned in general while playing the

game. You may wish to ask the following questions:

- a. What did you learn about where chocolate comes from?
- b. What do you think about the way that non-Fair Trade cocoa trade works?
- c. How does this make you feel about buying chocolate?
- d. How does Fair Trade help farmers who grow cocoa? How does it help their families?
- e. How does Fair Trade help consumers?
- f. What can you do to help farmers who grow cocoa?
- g. Now that you know about Fair Trade, what kind of chocolate do you want to buy?
- h. What can you do to support Fair Trade?

After playing the game with your students, you may wish to read with your students the handouts describing where chocolate comes from and Fair Trade (the handouts can be found in Appendix 4). © The entire Educational Toolkit can be downloaded free of charge at:

*What in the World is Fair Trade? An Educational Toolkit*, Clay McLeod, published by La Siembra Cooperative  
[www.cocoac Camino.com/en/toolkit.php](http://www.cocoac Camino.com/en/toolkit.php)

## Research Links Social-Skills Programs to Gains in Academic Subjects

An article in Education Week by Debra Viadero states:

“A forthcoming research review offers some counterintuitive advice for educators: Take time out of the curriculum to teach students to manage their emotions and to practice empathy, caring, and cooperation—and their academic achievement could improve in the bargain.

The new findings, discussed last week at a national forum (in New York

on social and emotional learning, are based on a not-yet-published analysis of 207 studies of school-based programs designed to foster children’s social and emotional skills.

“In the past, when people would say, ‘You’re taking away from academic time for these programs,’ we would say, ‘Well, it’s not going to hurt learning,’” said Roger P. Weissberg, the president of the *Collaborative for Academic, Social, and*

*Emotional Learning*, or CASEL, the Chicago-based group that sponsored the four-year study. “What we find now is that when you have these programs, academics improve.”

The results come at what some see as a critical juncture in the movement to promote social and emotional learning.”

For information about an internationally flourishing social skills program, see [www.livingvalues.net](http://www.livingvalues.net)

# What Should Be Done About Child Soldiers?

unicef.ca



Adolescent boys wearing civilian clothes walk away from the weapons they once carried as child soldiers after being evacuated from a combat zone in Sudan. More than 2,500 former child soldiers have been airlifted out of conflict zones in Sudan and brought to safe areas where rehabilitation and family-tracing programmes are now underway. Ranging in age from 8 to 18 years, the children were demobilized from military camps run by the



rebel Sudan Peoples' Liberation Army (SPLA). According to the latest report from the the UN Secretary-General on children and armed conflict in the Sudan (2006), there are still thousands of child soldiers in various armed groups throughout Sudan.

Around the world today, children are not only the victims of war, but also the participants. At any one time, more than 2500,000 girls and boys under the age of 18 are fighting in armed conflicts. These young soldiers are part of government forces and armed opposition groups in more than 30 locations worldwide. And while many child soldiers are between the ages of 15 and 18, some are as young as 7 years old.

## United Nations Cyberschoolbus.home presents:

**Child Soldiers: A WebQuest** is an inquiry-based activity in which most of the information that students use to complete a task comes from resources on the Internet. Students analyze information, transform it in some way, and then demonstrate knowledge of the material by creating something to which others can respond.

Before beginning this unit, it is suggested reading *Marie, in the Shadow of the Lion, A Humanitarian Novel* by Jerry Piasecki. It follows the life of Marie, a 13-year-old girl in Africa, who gets caught in the horror of armed conflict. Everything that happens to Marie, her best friend Joseph, and their families actually happened and is happening to people all over the world today. Imagine waking up tomorrow to find that everything in your life has changed— your home, your school, your friends—everything. One day you are racing home school, the next...

*Marie, in the Shadow of the Lion* is available as a free download at

<http://www.cyberschoolbus.un.org/childsoldiers/whatsgoingon/Marie/pdf>

Each of the following subtopics is introduced and explored through an interactive activity available on-line.

- ◆ Setting Age Limits
- ◆ Exploring Children's Human Rights
- ◆ Choosing a Country
- ◆ Researching why Child Soldiers are Used
- ◆ Developing a Policy
- ◆ Conducting a Legislative Assembly
- ◆ Taking Action

To obtain these lesson plans free of charge, see: <http://www.cyberschoolbus.un.org/childsoldiers/webquest/>

UNICEF Canada works with teachers and school districts to support their interest in bringing global education issues into every school.

### They offer:

- ◆ Free teacher workshops that explore a variety of issues relating to children around the world and in Canada
- ◆ Free classroom presentations and workshops (Child Labour, Emergencies, Children's Rights, etc.)
- ◆ On-line collaborations to connect interested teachers and students
- ◆ Support for school-based global education and social justice clubs and events
- ◆ Teacher resources including a large number of free resources at [www.shopunicef.ca](http://www.shopunicef.ca) and select Education resources
- ◆ Partnership and collaborative opportunities

For more information, contact:  
Paula Gallo, Manager, Education for Development – BC  
604-874-3666, Extension: 227,  
[secretary@unicef.ca](mailto:secretary@unicef.ca)

# Teaching Bio-Ethics – A Core Bio-Ethics Curriculum on the Way

Gudrun Howard

*'Ethics in science and technology have a crucial role to play right at the heart of UNESCO's mandate for peace and the eradication of poverty. While it is becoming more and more common to take into account, the social dimensions of sustainable development, emphasis was also put on COMEST's mandate and objectives which relate to, the responsible use of natural resources and the fair distribution of technology and its benefits.'*

Unesco Social and Human Sciences Sector Magazine #18, October – December 2007

Two years of work at the international level has generated a draft curriculum based on the principles of the **Universal Declaration on Bioethics and Human Rights**, adopted in by Unesco in October 2005. The curriculum comprises two introductory units (What is ethics? What is bioethics?), followed by fifteen units directly related to the bioethical articles of the Declaration.

## Article 2 – Aims

The aims of this Declaration are:

- a) to provide a universal framework of principles and procedures to guide States in the formulation of their legislation, policies or other instruments in the field of bioethics;
- b) to guide the actions of individuals, groups, communities, institutions and corporations, public and private;
- c) to promote respect for human dignity and protect human rights, by ensuring respect for the life of human beings, and fundamental freedoms, consistent with international human rights law;
- d) to recognize the importance of freedom of scientific research and the benefits derived from scientific and technological developments, while stressing the need for such research and developments to occur within the framework of ethical principles set out in this Declaration and to respect human dignity, human rights and fundamental freedoms;
- e) to foster multidisciplinary and pluralistic dialogue about bioethical issues between all stakeholders and within society as a whole;
- f) to promote equitable access to medical, scientific and technological developments as well as the greatest possible flow and the rapid sharing of knowledge concerning those developments and the sharing of benefits, with particular attention to the needs of developing countries;
- g) to safeguard and promote the interests of the present and future generations;
- h) to underline the importance of biodiversity and its conservation as a common concern of humankind.

The Declaration addresses subjects such as Human Dignity and Human Rights, Benefit and Harm, Consent, Privacy and Confidentiality, Respect for Cultural Diversity and Pluralism, Social Responsibility and Health, Sharing of Benefits, Protecting Future Generations and Protection of the Environment, the biosphere and bio-diversity.

The curriculum is geared for university level and will be piloted in ten universities in 2008. Multimedia resources are currently being created to accompany this project.

For more information, contact Henk ten Hae, [h.tenhave@unesco.org](mailto:h.tenhave@unesco.org)

I can do no other than be reverent before everything that is called life. I can do no other than to have compassion for all that is called life. That is the beginning and the foundation of all ethics.

- Albert Schweitzer

# Green is the new black



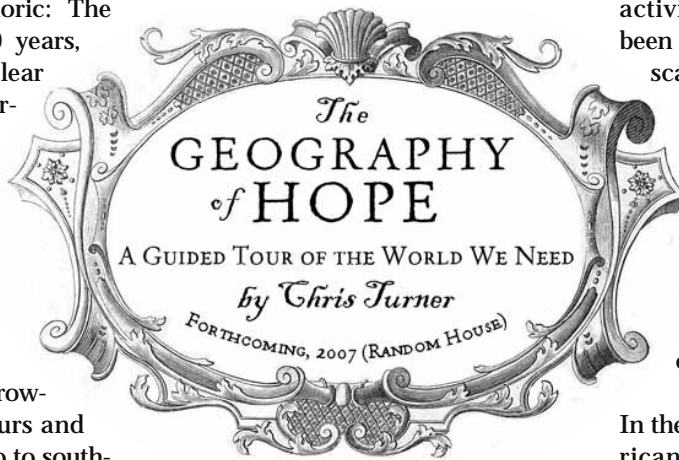
Patricia Pearson

Feel free to think of that in terms of the sudden, all-over-town popularity of environmental causes – seemingly as faddish as a fashion trend. Or consider the notion to be more deeply metaphoric: The dark despair of the past 40 years, starting with visions of a nuclear winter and then shaded further by Rachel Carson's *Silent Spring* and Bill McKibben's *The End of Nature*, among other dire pictures of humanity's amoral rape of the planet, have yielded to a spring-like greening of hope.

There is, quite tangibly, a growing sense among entrepreneurs and social innovators from Toronto to southern India to Amsterdam that maybe we can do this. Maybe, through ingenuity and inspired vision, we can avert the planetary apocalypse after all.

This coltish, still tentative hopefulness was encapsulated last year in the Canadian book, **Getting to Maybe: How the World has Changed**, which became a grassroots bestseller in spite of receiving scant media attention. Its three business school authors laid out

examples of individuals and groups who were setting out uncertainly with visions of change, of betterment, without guarantee of success, and who were finding that they



could, in fact, make the needed difference where they lived. The book clearly tapped into a hunger for inspirational examples – as opposed to disempowering threats of catastrophe.

As the Calgary journalist Chris Turner points out in his ambitious new book, **The Geography of Hope**, Martin Luther King Jr. didn't stand up in Washington all those years ago and intone:

"I have a nightmare." He had a dream. Leaders lead through their dreams, and we have had very few such leaders in the last two decades. Instead, we have had fear-mongers – in both politics and activism. Environmentalists have not been rousing the rabble. They have been scaring it to death.

The result has been to coax people to hunker down to proven pleasures until the end is nigh. Ignore the bad, bad, baaad news – more cancer! terrorists a-terroring! polar bears going extinct! – in favour of watching cooking shows, and calling in votes to Canadian Idol. But, wait. Something has changed. In the last few years, arguably after Hurricane Katrina, the citizenry itself ditched the dithering politicians and gloomy activists and quietly begun taking the lead. This is the gist of Turner's densely reported book.

REPRINTED WITH PERMISSION.

Check out Patricia's weblog, [www.pearsonspost.com](http://www.pearsonspost.com) for more witty, inciteful writing.

"education about children's rights affects the learner ... through imparting the attitudes and values upon which the practice of citizenship and democratic living is based, children are taught respect for the rights of others, social responsibility, and to support justice and equality."

from *Empowering Children: Children's Rights Education as a Pathway to Citizenship*

# My Trip to Brazil 2006 - 2007

Cheryl Spracklin

My trip to Brazil was amazing, challenging, and scary – a major eye-opening, learning experience. The trip started in Vancouver on December 8, 2006. I traveled via Los Angeles to Miami where I had a 13.5 hour layover. Later that night, I boarded my plane for Sao Paulo. En route I ate a gluten free meal expecting that my many food intolerances wouldn't be affected. Four hours later, I was on the floor, flight attendants hovering over me. Through broken Portuguese and English, I got my message across... they also called for a doctor who assessed my situation.

Upon arriving in Sao Paulo, I was taken by ambulance to the airport hospital. I got oxygen and a doctor rubbing my hands and, reassuring me everything was OK. Yes, a Brazilian with red hair, pale skin and glasses. Not my first thought of what a Brazilian would look like. I soon found out, Brazilians have many looks and have many different backgrounds: Black (African), Native, European, Japanese, and others.

Once coherent, I flew on to Recife. Total travel time was about 48 hours - from Vancouver to Olinda, my home in the north of Brazil (a neighbouring city to Recife).

Who says that people speaking different languages cannot carry on meaningful conversation?

In Recife, I was met by a lady and her boyfriend (both work at the Olinda school). I finally arrived at the door of Juliana and Magda Rangel's – my home-stay family. Juliana is my age and Magda is her mother. I was to stay at their home for two weeks while I volunteered at AMO, the Olinda School.

At the Rangel's home I received my own bedroom in their apartment on the

second floor. It was a building that requires you to open up three separate barred doors. In the apartment, there were bars on all the windows, too. This is common in Brazil. Despite the bars,

language of the hands, body and creativity of the mind. I now understand the importance of teaching children to act, practice charades, draw objects on paper and in the air. These skills are necessary



United Nations International Day of Peace Rally celebrated by the children of AMO in Olinda, Brazil.

the house and the love inside the home was beyond anything I could have imagined. Simple decor, basic necessities and lots of love from the family, I was happy,

for traveling in countries where they don't speak English. I also learned that synonyms, antonyms AND creativity are extremely important when learning another language. If you explain something in e.g. Portuguese and the listener does not understand you, you can use another word to say the same thing and communication may be complete. My writing training in high school has stuck with me, "Paint pictures with your words." Doing this in many different ways using your creativity, you will fare much better traveling.

I stayed two weeks in Olinda and learned many things about daily life in the north east of Brazil - the environment, school experiences, traveling around the city, beach characteristics, and health issues.

Daily life in northeast Brazil was considerably different from Vancouver. The

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## My Trip to Brazil 2006 - 2007

sun rose at 6 am – a time when people were usually up or just getting up. It was normal for someone to park outside the apartment with the music full blast, no driver in the seat. It was normal for street vendors, who sold cds, to drive by on their bicycles with two speakers on the bike, music FULL BLAST!! Street vendors would be setting up their stands at 7 am, preparing for the morning traffic – fruit, vegetables, hats, agua de coco (coconut water), etc.

I would wake up to sunshine and/or thundering rain that would flood the city. My eyes would be puffy due to loss of water in the night. My breakfast usually consisted of eggs, rice, and fruit: watermelon meloncia, maracuxa, apple, pineapple, goiaba. Brazilians typically breakfast on tea and bread.

Afterwards, I would walk 30 minutes to the school. Streets were busy and full of cars; bus stops were packed with people, streets were noisy and fruit stands

purse snatchers. “Be careful, people can tease you with their beautiful babies just to get into your purse unsuspected,” others said. I was also told that if I was aware of my surroundings, minding my own business, and not responding to

waterfalls, red earth, and trees. The environment vibrated with a similar mysterious energy.

For two weeks I volunteered at AMO. This means LOVE in Portuguese. The school was opened 15 years ago by



AMO means  
LOVE in Portuguese

men’s whistles, I would be fine. I was more of a minority in the northeast, with pale skin and blue eyes. Many people in the area were a mix of native and black. Beautiful mixes to make mocha chocolate skin.

With all of this activity, the environment and weather were quite different from Vancouver. Day temperatures ranged from 32 – 40 degrees Celsius due

Bob Bussanich, a retired Canadian teacher. He fundraises for AMO in Canada. He has also built 18 homes for school families from the favellas (slums). The families are poor - their income extremely small. They send their children into the streets for work and money. Many children are illiterate and end up keeping this cycle going, generation after generation. Bob opened the school to get the children off the street, feed them, clothe them, and teach them literacy skills. Once children achieve a certain level of literacy, they go to public schools. Educated children have a greater chance of better jobs and moving their families out of the favellas. This year there were about 50 children attending AMO.

Upon arriving at the school, the teachers and children were very welcoming. They greeted me with a song in Portuguese. Children were full of questions in Portuguese, hugs and many smiles. They were very, very curious. It was hard for many of them to understand my saying, “Eu nao falo Portuguese. Eu nao entende.” (I don’t speak Portuguese. I don’t understand.) They would speak louder, faster, slower, or look at me as if I were from a different planet. Soon they understood that they needed to teach me Portuguese, word by word. Interestingly, adults did the same thing – I wasn’t deaf – I just didn’t speak their language well. Is it common for people to treat ESL students this way?

I taught many lessons in drawing, and origami. They loved making snowflakes!! We hung them in the school for the



AMO students celebrating National Children’s Day along with youth from Colégio Desafio.

were full. It was common to see men or women pulling trailers, minus the horse. These trailers would be full of garbage and/or other supplies. It was also common to see boys riding bareback on horses right alongside the cars.

While walking, I needed to be conscious of my purse. People advised me to carry money in two places, always hold onto my purse and look out for

to our proximity to the equator. It was completely normal to sweat day and night. We slept with fans on and windows open. The earth was a reddish hue, similar to South Africa. Yes, I believe that once upon a time when the land of the earth was joined and called Pangaea, Africa and South America were connected. The environments are very similar in many ways; especially with the

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## My Trip to Brazil 2006 - 2007

Christmas party. Yes, snowflakes at the equator! I also taught English, Capoeira, soccer, Samba, and Frevo dance lessons and attempted to teach Ghost in the Graveyard – the laughing game – it is harder than I thought to teach a game when I don't speak their language well.

Overall, it was a wonderful experience; I learned more Portuguese, and how lucky we are in Canada. The children there seem very, very happy. They don't have as many choices as we have, often it is, "What you see is what you get." Many were barefoot at school, because shoes needed to last a long time. For snack they got porridge. For lunch they got – beans, rice, salad, noodles, and soya mix. There was a little variation but overall, if the children were hungry, they ate what was in front of them. Before every meal, they washed their hands and face. After lunch, they cleaned up after themselves and brushed their teeth at a communal sink. This was a very social time. After lunch, the children had quiet time/meditation. It was not uncommon to see kids sleeping on their desks during the school day; they may not have gotten much sleep the night before due to the small living areas of the families. Over the years I have met children from around the world. To me, children are children – curious, lovable, and eager to learn. They all have different opportunities. The bottom line is they are all human: they need food, shelter, clothing, water, safety and love. When children have their basic needs met, there is a greater chance of successful survival. 'Wants' are good in some respect but too much of anything can have a negative impact. 'Balance' keeps playing in my mind. Play and work. Healthy foods and desserts. Outside play and inside play. Family time and alone time.

After work, I walked home, about 30 minutes, often stopping for groceries. It seemed safer to carry shopping bags than a backpack. I had to ensure I left school by 5pm as the sun was down by 6pm. Many things become very unsafe after dark, especially for a white woman who doesn't speak the language well. After

dinner, I would go for a walk or run with Juliana. The nearby beach made for an incredible workout environment. Other nights I would go to the local gym and take dance classes.

On weekends, I went downtown

take part in many extracurricular areas, and are generally safe. Most Canadians have access to cars, extra money to spend on extra wants, green space close to their homes, and access to sea, forest and mountains. Canadians, in my



Children using the new computer lab at AMO

with friends from my Canadian Capoeira group. They would pick me up at my house and escort me downtown on the bus. No one wanted me to travel alone. It was great that everyone wanted me to be safe but it is a hard adjustment when I was used to complete independence.

The beach was like other Caribbean beaches – white sand, and blue water – vendors selling pineapple, coconut water, other drinks, shrimp, earrings, etc. with one difference, the signs warning of SHARKS. You could go into the water up to your waist but beyond wasn't advisable.

After completing my stay in Olinda, I spent the remainder of my trip visiting friends in Sao Paulo and Curitiba.

Looking back, I had a wonderful trip. I learned a lot, danced, practiced Portuguese and met many warmhearted, kind loving people of all ages. This trip also tested my patience, my mind, and my body. I have been blessed to live in Canada. In Canada, we can *generally* afford health care and dental care. We can buy fruits and vegetables – they are affordable. We have choices in the food we eat, where we live, we can travel,

mind, are very privileged. I am grateful to be born into this wonderful country that seems to have an amazing reputation around the world....as my travels have confirmed.

If I can offer any insights to future travelers, I would say: learn as much as you can about the country, bring two credit cards, have alternative methods for getting money and help. Play charades with your family and friends, Taboo, and other games that require using actions, synonyms. This helps prepare for your trip to a country that does not speak English. Develop a mantra to use when traveling gets tough. The mantra I used to help my spirit stay calm was: 'I trust the process of life, I am safe.'

If you have questions about volunteering at Olinda, Capoeira (a Brazilian martial art), Brazilian dance, seeing Ache Brazil perform (a group I dance for professionally), experiencing Brazilian Carnival, please email me at [dancingvanilla@yahoo.ca](mailto:dancingvanilla@yahoo.ca). I can direct you to websites and videos on YouTube that show more of the culture.

# Fifth Annual Olinda Fundraising Dinner

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Join us for a wonderful evening of fine dining, silent auction, raffle and door prizes

**When: Sunday, February 24 from 5:00 to 7:30 pm**

**Where: Jim's Hideaway Restaurant**  
12868 – 96<sup>th</sup> Avenue, Surrey  
(In Cedar Hills Plaza, S.E. corner of 96<sup>th</sup> Avenue and 128<sup>th</sup> Street)  
**604-588-0472**

**Cause:** Olinda Children's Association (AMO),  
school for street youth of Rio Doce, Olinda, Brazil

**Sponsor:** PAGES – Peace and Global Educators of Surrey, BC

**Cost:** \$25 or **\$50\*** per person, depending on income

**Menu: Four dinner choices:**

- a) Vegetarian Platter
- b) Wiener Schnitzel
- c) Fish and Chips
- d) Vegetarian Lasagna
- e) Chicken Souvlaki and Greek Salad

- ◆ Included in the price are salad, dessert, tea and coffee.
- ◆ No host bar
- ◆ Silent Auction, Raffle and Door Prizes will be part of the fun.

**Contact:** Beata Hittrich at **604-433-9765** or **bhittrich@hotmail.com** to reserve or purchase tickets or to contribute items to our Silent Auction.

**NOTE:** For people purchasing tickets at the door, please pay by cash or cheque (made out to Olinda Children's Association) only.

\* A tax deductible receipt of \$30 will be issued to those paying **\$50**

# Creating a Culture of Peace for Children

Sam Phillipoff

Creating a culture of peace for children through education is the main intent of the Peace Education Project (PEP), Acts of Transformation: from War Toys to Peace Art. It has developed and grown from three overlapping global peace initiatives: the 2006 Vancouver World Peace Forum, the United Nations International Decade for a Culture of Peace and Non-Violence for the Children of the World and the Olympic Truce that will be invoked during the 2010 Vancouver Olympic Games.

Experience has taught us that during our lives unique opportunities present themselves to us to make a fundamental difference for positive, peaceful and transformative change. We only need to recognize them and then have the courage to act. Here are three examples from the City of Vancouver: Greenpeace, David Suzuki, and the City of Vancouver declaring itself a Nuclear Weapons Free Zone. We can make a similar positive, peaceful and transformative difference for children by shifting and changing our focus from a culture of war and violence to creating a culture for peace and non violence for children by simply talking about war toys and the values they teach. Are we willing to continue to prepare children to become child soldiers? Either real soldiers or pretend soldiers?

5000 people gathered in Vancouver from across the world to discuss Cities and Communities: Working Together to end war and build a peaceful, just and sustainable world at the 2006 World Peace Forum (WPF). After a week of deliberation, they issued the Vancouver Appeal for Peace 2006 that restated the challenges faced by the world's people: massive poverty, homelessness, deteriorating health care, increasing economic inequality, lack of schools for many children and unprecedented escalating military spending for wars. The WPF participants concluded that a world without war is achievable if we begin to

educate our children and youth to cultivate a culture of peace. Simultaneously, civil society will need to mobilize cities, communities and citizens to promote cultures of peace through education, the arts and the media.

Peace is in our Hands! declared the Nobel Peace Prize Laureates when they issued Manifesto 2000 on the occasion of the celebration of the 50th Anniversary of the Universal Declaration of Human Rights. Manifesto 2000 emphasized six values for creating cultures of peace:

1. Respect all life and understand that diversity sustains life;
2. Reject violence in all its forms and practice peaceful conflict resolution;
3. Share with others to decrease economic inequality on our planet;
4. Listen to understand that there are many possible solutions to the challenges we face;
5. Preserve the planet by learning to be a responsible consumer;
6. Rediscover solidarity by building community with full participation of everyone.

The Nobel Peace Prize Laureates then pursued the UN to declare 2001 to 2010 to be the International Decade for a Culture of Peace and Non Violence for the Children of the World built on the values of Manifesto 2000.

The Olympic Truce is a call for all nations to cease fighting and stop war one week prior to the Olympic Games, during the Olympic Games and one week after the games so that the Olympic Games may be conducted in an environment of peace, friendship, solidarity and fair play. The 2006 Torino Olympic Games added the Paralympic Games to be included within the Olympic Truce. For the 2010 Vancouver Olympic Games, February 12 - 28 and the Paralympic Games March 12 - 21 this would bring 46 days for a world at peace free from warfare! What a wonderful oppor-

tunity to teach children about the benefits of a culture of peace! Asking children to surrender their war toys would certainly serve to promote dialogue and mobilize youth of the world to demand an end to child soldiering. The work of the Olympic Truce Centre is to develop initiatives that lead to the global support and observance of the Olympic Truce and motivating the development of grassroots peace-making through educational and cultural activities.

Acts of Transformation: From War Toys to Peace Art provides an avenue for children and youth to engage in extending safe school environments into their communities. Most schools have participated in determining the values and standards they desire for their school community. This Peace Education Project (PEP) encourages the process for cultivating cultures of peace and non violence for children by examining the socialization attributes of children's toys. Why do children play with toys? What values do war toys teach? Link this to the practice of child soldiering on our planet. At any one time, there are more than 300, 000 children actively engaged in fighting as soldiers, child soldiers. Is this our world view for all children?

How do we encourage respect, caring, empathy and compassion? We want our children to become responsible adults who value all human beings as equals. We want them to care about others and to learn to resolve conflict through dialogue, mediation and non violent means.

As a legacy for the 2010 Vancouver Olympic Games we hope to establish a permanent Centre for a Culture of Peace for Children. The Centre would exhibit Peace Art, develop a peace education curriculum for children, promote activities that creating cultures of peace for children, advocate for children's welfare and well being and find ways to eliminate child soldiering on our planet.

May Peace Prevail for our Children and Grandchildren!

# Calendar of Events

## “Human Rights, Workers Rights, and Social Justice: The Role of Unions in Creating a Better World”

A BC Federation of Labour Human Rights Conference

PAGE is a significant contributor to this conference as our members of the BCTF Committee for Action on Social Justice-Peace and Global Education Action Group are involved in planning and presenting workshops at this event.

Dates: April 3 (evening), April 4 and April 5  
 Location: Hotel Vancouver  
 Registration: visit BCTF website for more information

### **Preliminary conference overview**

**April 3** (Thursday evening) - a comedy/musical group followed by keynote speaker

**April 4** BCTF day: 8:45 am start with 7 workshop choices:

- ◆ Social Justice in the Classroom;
- ◆ Human Rights and Children: No War;
- ◆ Women in Global Education; Environmental Education;
- ◆ Technology, Media and Social Justice;
- ◆ Poverty;
- ◆ “It’s So Gay” is not OK.

1:30pm to 4:30pm: Round Table discussion to help contacts organize social justice in their locals.

Friday Evening Keynote and Social

**April 5** **Saturday:** BCTF and BC Fed day. Info to follow on BCTF website.

Saturday evening keynote speaker is Stephen Lewis.

# A Celebration of Non-Violence

Pummy Kaur

On Oct 2<sup>nd</sup>, 2007, members of PAGE B.C., Surrey PAGE, The City of White Rock, White Rock Library, White Rock First United Church, and the Surrey Teachers Asso-

peace and non-violence promoting organizations. The local library had a major focus on resources on Gandhi, non-violence, and peace, and the Mayor proclaimed Oct 2<sup>nd</sup> Gandhi Day.

becoming involved in this year's Mahatma Gandhi Birthday Celebrations. Readers are encouraged to introduce this day with at least as much effort as goes into Remembrance Day.



Photo credit: Susan Ruzic

Gandhi Peace Award Ceremony, October 2007  
Left to right – Cameron Milligan, Jihoo Lee, Karen Heford, Victor Chan and Greg Van Vugt.

Cameron Mulligan, a local high school student was selected for The 2007 Gandhi Peace Award from nominations received prior to Oct 2<sup>nd</sup>. Cameron was presented the award by Victor Chan, co-founder of The Dalai Lama Center for Peace and Education, consisting of a plaque, and a copy of the book **What Would Gandhi Do?** Other nominees received smaller plaques, books, and their par-

## **Mahatma Gandhi's Birthday October 2nd: Focus on Peace and Non-Violence**

### **Objectives:**

To raise awareness of peace oriented leadership role models, to honour those living by principles of peace, non-violence, and compassion, and to promote actions consistent with non-violent living.

### **Activities:**

High school teachers - several months prior to Oct 2, think about nominations for the **Gandhi Peace Award** among the current Grade 10, 11, and 12 student body. See nomination information in this journal (**2008 Gandhi Award**).

Elementary teachers, consider participating in the **War Toys to Art Project** during the week preceding Oct.2 Contact Susan Ruzic at or call 604-936-0478 to make arrangements.

Plan on taking in the displays at the White Rock Public Library on or around Oct. 2, 2008.

ciation organized an event on the birthday of Mahatma Gandhi as the first annual celebration of non-violence.

Students from local elementary schools participated in The War Toys To Art project and the art was then displayed in the mall on Oct 2<sup>nd</sup>, along with information tables from various

ents were recognized for good parenting and given peace lilies (which clean environmental pollutants, much like their children clean social pollutants).

The evening ended with a showing of the film Gandhi, starring Ben Kingsley, eating samosa and drinking chai.

Below are several suggestions for



## Free The Children

Free The Children is the world's largest network of children helping children through education, with more than one million youth involved in our innovative education and development programs in 45 countries. Founded in 1995 by international child rights activist Craig Kielburger, Free The Children has a proven track record of success. The organization has received the World's Children's

Prize for the Rights of the Child (also known as the Children's Nobel Prize), the Human Rights Award from the World Association of Non-Governmental Organizations, and has formed successful partnerships with leading school boards and Oprah's Angel Network.

The primary goals of the organization are to free children from poverty and exploitation and free young people from the notion that they are powerless

to affect positive change in the world. Through domestic empowerment programs and leadership training, Free The Children inspires young people to develop as socially conscious global citizens and become agents of change for their peers around the world.

For more information about Free the Children, see [www.freethechildren.com](http://www.freethechildren.com)

# Educational Resources

## Teaching Resources

### *An Elementary Teacher's Resource*

The purpose of *Thirsty Planet* is to enhance students' awareness about the scarcity of clean drinking water and for them to develop critical views about managing and sustaining this vital life force. The material is suitable for grades 4 to 7 but may need to be simplified for grade 4.



It includes:

- ◆ Teacher's background guide to the activities and activity handouts.
- ◆ Sampling of on-line, print and multimedia resources and field trip opportunities
- ◆ CD-ROM that includes a detailed index, links to ministry-prescribed learning
- ◆ outcomes, photos, additional resources for both teachers and students and a copy of the printed unit.

**\$15.00** (includes guide and CD-ROM)

### **NOT SO NATURAL DISASTERS**

*Secondary and Elementary Teacher Resources*



A teaching unit on the links between natural disasters and climate change, environmental degradation, and global inequality. The purpose of Not So Natural Disasters is to help students develop an understanding of natural disasters and climate change and the relationship to human activities, and to allow students to explore the issues involved in natural disasters and develop ideas for action.

#### **Secondary edition**

Links with BC Ministry-prescribed

learning objectives in several areas including:

- ◆ Geography 12 in conjunction with a focus on how human and physical systems interact with ecosystems, weather, concepts of population growth and sustainability.
- ◆ Social Studies 11 utilizing approaches from the social sciences and humanities to examine Canada and the world.
- ◆ Social Studies 10 looking at controversial issues and current events.

#### **Elementary edition**

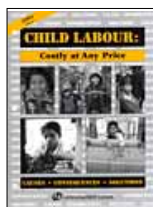
Links with BC Ministry-prescribed learning objectives in several areas including:

- ◆ Grade 5: Social studies (the environment, economy and technology); Science (atmosphere and weather); Applied Skills (energy and power).
- ◆ Grade 6: Social studies (society and culture, politics and law, economy and technology, environment).
- ◆ Grade 7: Social studies and Science (energy sources and options, the earth's crust).
- ◆ Grades 5 to 7: Language arts, drama, personal planning, and information technology.

**\$20.00** (includes supplement on Hurricane Katrina)

#### **CHILD LABOUR: Costly at any price (updated 2004 edition)**

*A Secondary Teacher's Resource*



This unit focuses on the underlying causes of exploitive child labour and how child labour is in fact a global problem that has its roots in the economic relationships of rich, developed countries to less developed countries. The activities in this curriculum unit will empower stu-

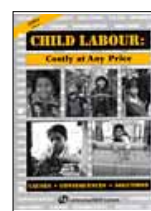
dents to find solutions, voice their concerns and take action on the issue of child labour.

- ◆ Grade 9: This unit can be related to studies of the industrial revolution, especially its effects on society and the changing nature of work.
- ◆ Grade 10: This curriculum unit can be related to assessing the changing economic relationships between Canada and its major trading partners.
- ◆ Grade 11: This curriculum unit is related to topics covered in social studies.

It describes and assesses Canada's participation in world affairs and should help create an awareness of disparities in the distribution of wealth in Canada and the world. As well, it emphasizes actions to eliminate exploitative child labour. **\$20.00**

#### **GLOBALIZATION: Who is in charge of our future?**

*A Secondary Teacher's Resource*



This resource enables teachers to provide their students with an overview of what globalization is and how it affects people in Canada and in the developing world. The lesson plans and activities encourage critical thinking on the part of students, viewing the global economy from different perspectives including business, governments and community.

- ◆ Grades 9 and 10: The Globalization resource can be applied to the economy and technology Learning Outcomes in Social Studies 9 and 10. It can be used as a resource to help students understand how trade and trading patterns change over time and what forces affect trade relationships.

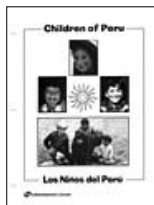
continued on page 28

## Educational Resources

- ◆ Grade 11: The unit is well-suited to the Grade 11 Social Studies course, especially the Learning Outcomes on economic issues. The unit raises important issues on standards of living, the relationship of trade and globalization to economic inequities and possible effects of liberalized trade on social services. **\$15.00**

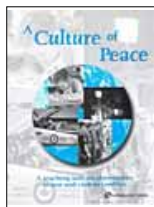
### CHILDREN OF PERU

This elementary teacher's resource is designed to enable grades 6 and 7 students to develop global awareness, including how others live and see the world. It includes current issues as well as a look at the ancient cultures of Peru. **\$13.00**



### A CULTURE OF PEACE

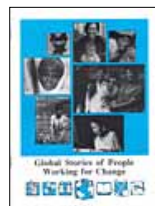
This resource is to help students develop an awareness of the nature of war and human conflict and explore non-violent alternatives. The resource examines the root causes of war, the



consequences of war and alternatives to war and conflict. It is suitable for Social Studies 11 and History 12 in conjunction with a focus on 20th century conflicts; Social studies 9 with the study of war and revolution; English as part of a thematic study on war and conflict; and as a library resource for independent projects on war and conflict. **\$10.00**

### GLOBAL STORIES OF PEOPLE WORKING FOR CHANGE

This resource is an EFL text for intermediate level EFL or literacy students dealing with several global themes, many of which are issues that have been a part of the lives of immigrants to Canada.



The five major themes are: People and the Land; Rebuilding After War; Ending Family Violence; Literacy and Workers Making Connections. Each theme includes a story, photos and information. The countries included are: Nepal, Nicaragua, Eritrea, Bolivia, Peru, Ethiopia, Thailand, Guatemala, China, Mexico and Canada. **\$5.00**

### COMMUNITY SUCCESS STORIES FROM BC & AROUND THE WORLD

This resource is designed for intermediate level EFL or literacy students touching on themes such as community kitchens, cooperatives, lending circles. **\$10.00**



### 500 YEARS AND BEYOND

This resource is designed for primary, intermediate and secondary levels to help students understand some of the issues related to the 500 years of contact between indigenous and non-indigenous people in the Americas, including pre-conquest cultures, indigenous resistance and current land issues. **\$10.00**



The resources above are all available from CoDevelopment Canada  
CoDevelopment Canada, 101- 2747 East Hastings, Vancouver, BC, V5K 1Z8  
T: 604-708-1495, F: 604-708-1497, E: [codev@codev.org](mailto:codev@codev.org), [www.codev.org](http://www.codev.org)



## The Inter-Agency Network for Education in Emergencies – INEE

December 10 is Human Rights Day. To mark **Human Rights Day 2007**, INEE would like to share a new field-friendly publication produced by the Women's Commission for Refugee Women and Children entitled **Your Right to Education: A Handbook for Refugees and Displaced Communities** ([www.womenscommission.org/pdf/right\\_to\\_ed\\_handbook.pdf](http://www.womenscommission.org/pdf/right_to_ed_handbook.pdf)).

Launched Dec. 10, 2007, this brightly illustrated book, which is aimed at refugee children, young people and adults, raises awareness of the universal right to education, especially in areas

of conflict. The book can be used as a coloring book, a tool to facilitate discussion and a starting point for role-plays and skits about universal and inalienable human rights, the freedom from fear and abuse, the freedom to achieve one's dreams and the freedom to make well-informed decisions. The major messages have been translated into Arabic, English and French. A brief "user-guide" that includes examples of activities and questions for discussion is also available (Arabic and French forthcoming). [www.womenscommission.org/pdf/right\\_to\\_ed\\_user.pdf](http://www.womenscommission.org/pdf/right_to_ed_user.pdf).

While geared for children, young

people and adults in displaced communities, **Your Right to Education** presents an opportunity for our youth to become aware of the challenges faced by children around the world. Captions for each illustration are printed in English, French and Arabic and illustrations depict a variety of cultures thereby making this a relevant resource for our classrooms. For an example of the booklet illustrations, see image below.

To order copies or share suggestions on how to improve these handbooks, please email Shogufa Alpar at [info@womenscommission.org](mailto:info@womenscommission.org).



# Poetry

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Darryl Smolik, PAGE member, Nakusp, BC.

This poem is in response to several incidents of bullying that I have either experienced or witnessed. I feel strongly about the subject and the words came easily.

## Dreaming . . .

We are warm and comfortable  
snuggled safely together  
The silence of night  
envelopes our home.  
Books line the selves  
and the freedom of choice  
lies before us  
We have so much –  
and still we want more.

And I wonder about children  
in worlds far away . . .  
Where do they sleep tonight?  
Do they have home and family?  
Are they loved?  
Are they safe?

Freedom of choice  
Liberation of spirit  
ours to enjoy.  
Consumers of dreams  
while others lay cold,  
hungry and homeless.

The time to help,  
to heal,  
to right all the wrongs  
is now.

And outside my window  
the Maple Leaf flies.

*Darryl Smolik*

## Bullying

it is in the playroom, in the yard  
it is in the home and on our streets  
it spares no one as we  
have all been victims of its cruelty

it is at the office, on the bus  
it is in the gym – and although near  
it is the furthest thing from peace  
we, as individuals, experience

i seek solutions  
and try to find  
some place where  
equality exists for all

and equality implies peace  
for those who have suffered  
the inner turmoil  
caused by others less sensitive

# Malalai Joya – The Bravest Woman in Afghanistan



Malalai Joya is a feminist and the youngest elected member of the Afghan Parliament. She is the Director of the “Organization Promoting Afghan Women’s Capabilities” (OPAWC) headquartered in the district she represents in Parliament.

She rose to international prominence in 2003 when she spoke out publicly against the domination of the emerging government by warlords. She subsequently survived four assassination attempts.

In September 2006, Malalai spoke to the federal NDP Convention in Quebec City about the realities of life in Afghanistan following the US led invasion focussing on the situation of women since the overthrow of the Taliban.

In the past few weeks, after Malalai Joya’s return from a successful international tour and interview with a local TV station in Kabul, the warlords and criminals in the Afghan Parliament and Senate, tried hard to silence Joya and kick her out of the Parliament.

They used one of her comments during an interview as a justification for their move. In the interview, she expressed that the Afghan Parliament is worse than an animal stable whose many members are the murderers and enemies of Afghan people.

On May 21, 2007, with a gross majority, the Parliament dominated by warlords and drug-lords suspended Joya for three years and ordered the High Court to file a case against her. They also directed the Interior Ministry to restrict her movements to within the country. This means she is not allowed to travel outside Afghanistan.

In a press conference in Kabul, Joya announced that it is a political conspiracy against her and she will continue her fight against the warlords and enemies of the Afghan people. She is ready to face an independent court and will use the opportunity to expose the enemies of Afghan people through it. Joya added, but

I am very sorry that there is no justice in Afghanistan and the judiciary is also infected with the virus of warlordism and the fundamentalists that occupy it.

Some Afghan lawyers believe the Parliament’s decision is illegal and only a court can oust an elected representative of people from the parliament.

The majority of ordinary Afghan people strongly support Joya sending many phone calls, letters and emails full of sympathies and solidarity following the parliament decision.

WE URGE all her supporters and well-wishers to come forward and help Joya now.

Write to Afghan officials and file your protest for expelling and prosecuting Joya, while the terrorists and human rights violators in the parliament were provided immunity before any court for their past crimes last month.

Express your concern for Joya’s security during the court sessions as the fundamentalists currently hold key positions in Afghanistan’s judiciary.

Letters of protest can be sent to:

President Hamid Karzai  
*khaleeq.ahmad@gmail.com*  
*president@afghanistangov.org*

Supreme Court of Afghanistan  
*aquddus@supremecourt.gov.af*  
Feedback Form of the Supreme Court

Justice Ministry of Afghanistan  
*info@moj.gov.af*  
*hidayat@moj.gov.af*

MORE RECENT POSTS:

**International Appeal to support the reinstatement of Malalai Joya**

November 28, 2007

The case of Malalai Joya, the 29 year-old elected representative unjustly suspended from the Afghan parliament in May 2007, requires the urgent attention of the international community.

As activists and writers living in countries whose governments are at war in Afghanistan and back the regime of Hamid

Karzai, we wish to express our support for Malalai Joya.

Ms. Joya has been an outspoken critic of the heavy presence of warlords and other anti-democratic forces in the Afghan parliament, and for this she has won widespread support. In 2005, she was elected to parliament as a representative of Farah province. Such is her popularity that when she was suspended from parliament, spontaneous demonstrations took place throughout Afghanistan to show support for her reinstatement.

Contrary to the claims of the NATO governments, Malalai Joya says that the West’s occupation of Afghanistan has pushed her country “from the frying pan into the fire,” empowering assorted warlords and criminals. Joya has also explained that six years of war have not encouraged the spread of women’s rights: “We want liberation, not occupation.”

We believe that the governments of the NATO countries bear a great deal of responsibility for Malalai Joya’s security, as they created and prop up the government that has allowed her to be expelled from parliament. Because she has spoken truth to power, she has been the victim of four assassination attempts, and must travel clandestinely and under tight security.

We pledge our ongoing support for Malalai Joya’s reinstatement and call on the governments of the NATO alliance and other countries with troops on the ground to pressure the Afghan government to reinstate her to parliament.

The world is watching the case of Malalai Joya, and she has great support amongst all those working towards genuine democracy and women’s rights in Afghanistan.

Keziah McCrystal Rothlin, Executive Asst., Vancouver and District Labour Council, 020 - 1880 Triumph Street, Vancouver, BC V5L 1K3

Phone: 604-254-0703 Fax: 604-254-0701  
Email: *office@vdlc.ca*

# Kenya in Turmoil - Vote Tampering Triggers Violence

Avaaz.org Press Release

**E**lection fraud in Kenya could trigger civil war, even genocide - send a message to your foreign minister to withhold recognition of a new president until the vote is independently reviewed.

At the end of December, Kenya held a national election tainted with vote-tampering. It ended in a claim of victory for incumbent President Mwai Kibaki over the challenger Raila Odinga who had led the polls – now Kenya's future hangs in the balance. Violence has broken out across the country, with roving gangs of machete-wielding youth terrorizing the population. Suddenly, this hopeful country could be sliding toward genocide.

We must not sit back and watch this nightmarish scenario unfold – but we need to act fast. Archbishop Desmond Tutu has flown into Nairobi, joining the African Union in an effort to broker a power-sharing agreement and review the election results. But if talks are to succeed, foreign governments must avoid prematurely recognizing a fraudulently



**Credit: AP Photo/Sayyid Azim**

elected government and locking in their power. That's where we come in.

Please send a note to Maxime Bernier, Canada's Minister of Foreign Affairs, [Bernier.M@parl.gc.ca](mailto:Bernier.M@parl.gc.ca) today, asking them to withhold recognition of any Kenyan government until agreement is brokered and the election results are independently reviewed – you can do so using our simple online tool at the link below:

[www.avaaz.org/en/kenya\\_free\\_and\\_fair/5.php](http://www.avaaz.org/en/kenya_free_and_fair/5.php)

It's too early to tell how far the situation in Kenya could deteriorate – and we just can't afford to wait and find out.

Here are some links to more background:

The election commissioner admits he was pressured into declaring Kibaki's victory, and does not know who truly won:

[allafrica.com/stories/200801030055.html](http://allafrica.com/stories/200801030055.html)

Kenya's attorney-general also just called for an independent review of the election results:

[news.bbc.co.uk/1/hi/world/africa/7169720.stm](http://news.bbc.co.uk/1/hi/world/africa/7169720.stm)

Reuters on mediation efforts by Tutu and the African Union:

[africa.reuters.com/wire/news/usnL02368842.html](http://africa.reuters.com/wire/news/usnL02368842.html)

## Statement on the Crisis in Kenya

Kenya Peace and Solidarity Committee

**T**he Kenya Peace and Solidarity Committee (KPSC) calls for a peaceful resolution to the current crisis in Kenya. We stand in solidarity with the victims of the recent violence, and we appeal to all sides of the conflict to exercise calm and restraint, and to commit to resolving this crisis through dialogue in peace and good faith. We also encourage Kenyan political leaders to fulfill their democratic responsibilities by calling outright for a stop to the violence.

We in Canada call upon all interested and affected parties to work for peace and dialogue to resolve the crisis, and to support whatever activities are underway globally to help achieve these goals.

A just, inclusive, stable, and peaceful Kenya is in everyone's interest.

KPSC will hold a series of events in the coming weeks in the Lower Mainland of British Columbia to support the objectives described above. The first event will be a memorial to commemorate and recognize the victims of the recent violence. This will be held on Saturday 12 January. The next event will be a public forum on Saturday 19 January. More details on both events will follow shortly.

KPSC and its activities are supported by the following groups in the BC Lower Mainland:

- ◆ Kenyan Community in British Columbia (KenBC)

- ◆ BC Teachers for Peace and Global Education (PAGE)
- ◆ Centre for the Integration of African Immigrants (CIAI)
- ◆ Africa Peace Forum (APF)
- ◆ UBC Africa Network (UBCAN)
- ◆ UBC Africa Awareness Initiative (AAI)
- ◆ African-Canadian Association of BC
- ◆ African Unification Front
- ◆ SFU Office of International Development (SFU OID)
- ◆ SFU School for International Studies

For more information contact Tara Cooper, Kenya Peace and Solidarity Committee at [tlcooper333@gmail.com](mailto:tlcooper333@gmail.com)



## A Dog's Purpose

As a veterinarian, I had been called to examine a ten-year-old Irish Wolfhound named Becker. The dog's owners, Ron, Lisa, and their little boy, Shane, were all very attached to Becker. I examined Becker and found he was dying of cancer. I told the family we couldn't do anything for Becker and offered to perform the euthanasia procedure for the old dog in their home. As we made arrangements, Ron and Lisa told me they thought it would be good for six-year-old Shane to observe the procedure. They felt as though Shane might learn something from the experience.

The next day, I felt the familiar catch in my throat as Becker's family surrounded him. Shane seemed so calm, petting the old dog for the last time, that I wondered if he understood what was going on. Within a few minutes, Becker slipped peacefully away. The little boy seemed to accept Becker's transition without any difficulty or confusion. We sat together for a while after Becker's death, wondering aloud about the sad fact that animal lives are shorter than human lives. Shane, who had been listening quietly, piped up, "I know why."

Startled, we all turned to him. What came out of his mouth next stunned me.

I'd never heard a more comforting explanation.

He said, "People are born so that they can learn how to live a good life-like loving everybody all the time and being nice, right?" The six-year-old continued, "Well, dogs already know how to do that, so they don't have to stay as long."

Live simply.

Love generously.

Care deeply.

Speak kindly.

Be always grateful for each new day.

ENJOY EVERY MOMENT OF EVERY DAY!

## Future Generations

Homayra Ludin Etemadi and the Honorable Flora MacDonald are part of **Future Generations Afghanistan**, a non-profit organization working to strengthen and



empower the people of Afghanistan and build community-based momentum for peace and self-reliant reconstruction.

As part of this process, Future Generations has developed programs focusing on increasing literacy of women and children and improving women's health. Afghanistan has one of the world's worst maternal and infant mortality rates. Future Generations has implemented programs to train village women as community health workers and to organize Women's Action Groups. The result has been rapid improvement in health indi-

cators in these villages. Future Generations has also established over 350 mosque-based literacy classes that are now teaching over 10,000 women and children.

The programs have been extremely successful and the next step is to expand these programs and create a national network of community based learning centers. To lead this work, Homayra Ludin Etemadi, with ten years experience in the Afghan Ministry of Education, returned to Afghanistan after being forced to relocate during the Soviet invasion. Her father was the former ambassador to the United States, the United Kingdom and India. Prior to joining Future Generations Afghanistan, Homayra worked as a senior officer with the International Federation of the Red Cross/Red Crescent Societies in Geneva and served as President of the International Working Group for Refugee Women.

The Hon. Flora MacDonald is a humanitarian, former Canadian Secretary of State for External Affairs and serves on the Board of Future Generations. She has made several trips to Afghanistan to help improve the lives of the Afghan people.

More about Future Generations, including downloaded music created and performed by people involved in this program, can be found at [www.future.org](http://www.future.org) and under the Country Programs section.



**Taking us from Afghanistan in the final days of the monarchy** through the horrific rule of the Taliban, *The Kite Runner* is the heartbreaking story of the unlikely and inseparable friendship between a wealthy Afghan boy and the son of his father's servant, both of whom are caught in the tragic sweep of history. Published in the aftermath of America's invasion of Afghanistan, Khaled Hosseini's haunting writing brought a part of the world to vivid life that was previously unknown.

This work has also been made into a film of the same name. Amnesty International has created a 63 page curriculum companion guide to the film available free at:

[www.participantproductions.com/kiterunner/KiteRunnerlow.pdf](http://www.participantproductions.com/kiterunner/KiteRunnerlow.pdf)

# Form a Local PAGE Chapter

IT'S EASIER THAN YOU THINK!



Perhaps you've been thinking about forming a PAGE LSA (local specialist association) in your district. There are a number of advantages to becoming a chapter.

- Firstly, it provides your district with a direct link to the PAGE PSA Executive, so you get all the news about PAGE initiatives.
- Secondly, your chapter will be asked about your concerns before each executive meeting, and these will be brought up for discussion / action at each meeting.
- Thirdly, a representative from your chapter could attend PAGE executive meetings and report LSA news.
- Finally, your LSA PAGE news will be included in our provincial publications, generating support and interest in your activities.

## How to Form a Local Chapter

Have a meeting of interested teachers in your district. To form a chapter, you need to ensure that most of your members are also PAGE members. Elect some executive members. This can be any number you want, as long as the PAGE PSA has one main contact person.

Write a letter to our president, Donald Wilson, telling him that you wish to become a chapter, and provide him with the names, addresses, emails, faxes, etc., of your executive members.

At some point, ratify a constitution. The easiest way to do this is to use the "Constitution for a PSA chapter" in the PSA Guidebook (available at

[bctfca/about/psa/guidebook](http://bctfca/about/psa/guidebook))

That's it! Becoming a chapter is easy, and it's a great way to be more in touch with what is happening in the area of peace and global education around B.C. 🐾

## Canadian Department of Peace Initiative

Weary of the endless violence and destruction of war, people everywhere are seeking ways to create a sustainable peace. The Canadian Department of Peace Initiative is committed to establishing a Department of Peace within the Government of Canada. Part of a growing movement embracing 24 countries, Nepal, a nation that has been wracked by civil war for many years, is the most recent to form a Ministry of Peace and Reconstruction in March, 2007. The Solomon Islands was the first nation to declare and Costa Rica is expected to do so by the end of June 2007.

In support of this initiative, there are now 8 chapters across Canada, 19 organizations representing about 120,000 Canadians, including prominent peacebuilders Senator Doug Roche and the Hon. Lloyd Axworthy.

"Where the attention goes, energy flows and life grows."

Nothing so encourages us  
to use our gifts, nothing so  
increases our chances of  
success as the realization  
that someone believes in us.

Author Unknown

# Aikido: The Non-Violent Martial Art

Ukido, “the way of harmonizing with the spirit of the universe,” is perhaps the most elegant and sophisticated of the martial arts. It is also the most difficult to learn, says Jearl Walker, a practitioner of judo and karate, in the July, 1980 Scientific American. “Its demands for skill, grace, and timing rival those of classical ballet.”

In spite of these demands, aikido is growing in popularity. Though it is a direct descendant of bushido — “the way of the warrior” — aikido is a reform of the conventional martial arts. Its deeper purpose — expressed in every technique, every movement — is to create harmony rather than discord, reconciliation rather than victory.

Modern aikido was founded in the late Twenties by Morihei Uyeshiba, a master of jujitsu and sword fighting. At his death at age eighty-six in 1969, Master Uyeshiba left behind a rich mind-body-spirit art and a legend of extraordinary feats, some of which were captured on film. But he left only a few words. Among them:

合  
氣  
道

**“The secret of aikido is to harmonize ourselves with the movement of the universe and bring ourselves into accord with the universe itself. He who has gained the secret of aikido has the universe in himself and can say, ‘I am the universe.’”**

**“Aikido is not a technique to fight with or defeat the enemy. It is the way to reconcile the world and make human beings one family.” “The only opponent is within.”**

It is practically impossible to master aikido without internalizing its philosophy. And it is a rather radical philosophy: To love and protect the attacker; to cooperate with rather than compete against your fellow aikidoists (contests are forbidden, but examinations are quite challenging); to transcend conventional concepts of time, space and causality; and to sense the interconnectedness of all existence.

*A young boy traveled across Japan to the school of a famous martial artist.*

*When he arrived at the dojo he was given an audience by the Sensei.*

*“What do you wish from me?” the master asked.*

*“I wish to be your student and become the finest kareteka in the land,” the boy replied. “How long must I study?”*

*“Ten years at least,” the master answered.*

*“Ten years is a long time,” said the boy. “What if I studied twice as hard as all your other students?”*

*“Twenty years,” replied the master. “Twenty years! What if I practice day and night with all my effort?”*

*“Thirty years,” was the master’s reply.*

*“How is it that each time I say I will work harder, you tell me that it will take longer?” the boy asked.*

*“The answer is clear. When one eye is fixed upon your destination, there is only one eye left with which to find the Way.”*

## **Aikidofaq.com**

*Though there are many paths  
At the foot of the mountain  
All those who reach the top  
See the same moon.*

## A Time to Risk

To laugh is to risk appearing the fool,  
To weep is to risk appearing sentimental,  
To reach out for another is to risk involvement.

To expose feelings is to risk exposing your true self,  
To place your ideas, your dreams before the crowd is  
to risk loss,  
To love is to risk not being loved.

To live is to risk dying,  
To hope is to risk despair,  
To try at all is to risk failure.

But risk we must –  
Because the greatest hazard to life is to risk nothing.  
The man who risks nothing –  
does nothing  
has nothing  
is nothing.

He may avoid suffering ... but he simply cannot learn,  
Feel, change, grow, love, live.  
Chained by his attitudes, he is a slave; he has  
Forfeited freedom.  
Only the person who risks can be called a free man.

*-author unknown*

# It's not all bad news, just ask the ferrets



Patricia Pearson - REPRINTED WITH PERMISSION

A little good news - Fed up with reports of calamity and doom, Patricia Pearson goes in quest of the innovators and problem-solvers who are creating glimmers of good news.

**Friday, November 16, 2007 | CBC**

The other day I was reading the news when I came across this headline: "Five diverse ministers declare world hurtling through end of days." Well, that's heartening, don't you think? There's nothing like the threat of apocalypse to perk a body up first thing in the morning. Care for some coffee with your declaration of impending doom?

I could dismiss it as nonsense on the grounds that I'm not an evangelical anticipating the Rapture, but the fact is that scientists have grown rather adept at proclaiming end of the world scenarios too. The Bulletin of Atomic Scientists, for example, a London-based affiliation of eminent physicists, chemists and other learned folk, now maintains a symbolic Doomsday Clock.

Earlier this year, just to mess with our heads, they moved the long hand two minutes closer to midnight. I don't know if the minutes on their clock translate into dog years, or scientist years, or exactly how they relate to the precise amount of time we have left until we all die. Suffice it to say that the scientists are being no more reassuring than the clergy, and this has become a bit of a trend.

In fact, it has become a bit of a problem. Being a person who is prone to anxiety at the best of times, I need something better to work with than daily reminders of murder and scandal and doomsday and woe. I really do need news I can use. A little smattering of inspiration, perhaps. A glimmer of light at the end of the tunnel. A sense that somebody, somewhere, is doing something to turn the tide against catastrophe.

As Calgary author Chris Turner points out in his excellent new book, *The Geography of Hope*, it is all fine and well

to believe that good news is no news. But at some point, the media tradition of paying what psychologists call "selective attention to threat" has the net effect of making everyone throw up their hands. Why bother? We're two minutes closer to midnight.

Paradoxically, the closer we get to this proverbial midnight, the more we need to hear constructive, prescriptive and inspiring things.

The American civil rights movement wouldn't have been much assisted, Turner notes, if Martin Luther King Jr. had stood up in Washington and said: "I have a nightmare."

We need dreams, however small or tentative – however wacky, or improbable. Certainly, a number of people are dreaming them. Inventors, social entrepreneurs, activists, conservationists, all over the world, making patient gains, inch by inch, like soldiers working their way up a beach. The trick is how to bring their efforts to your attention when there's nothing dramatic on offer. Their work – our needs – defy the conventional modern news model.

So ... hmmm ... I thought about how to kick things off, and finally just decided to tell you about the rebound of the black-footed ferret. No – stop. I know, you couldn't give a rat's behind about some black-footed ferret and what am I on about. But we have to begin somewhere. This weasel of the American West was once declared the most endangered mammal in the world, yet new reports in the journal *Science* and in the Arizona Republic document its "astonishing comeback," in the words of University of Wyoming biologist Martin Grenier.

This is good, this is important. It shows you that a few inches have been gained on the beach. The ferrets, I gather, were yanked from the brink of extinction by captive breeding, followed by a collaboration between scientists and ranchers who bolstered the population of white-tailed prairie dogs – the ferrets' favourite prey. As of this autumn, enough

kits had been born across several states for the ferrets to begin multiplying exponentially.

The same thing happened with fisher weasels. Quiet conservation efforts over the last 20 years in the north-east proved so successful that the fisher population began to explode, sending these large and rather vicious weasels out of the boundaries of the Adirondacks in upstate New York, across Highway 401 and into Quebec and Algonquin Park, where one of them ate my cat.

Ever since, I have been paying somewhat wary attention to successful conservation stories, which is why I can also tell you about the return of wolves to certain wildernesses that had long since abandoned the prospect of hearing their howls.

The most robust rebound has been in the American Midwest. In Minnesota alone, an estimated 3,000 wolves are roaming about and regaining their potential to spook children. More intriguingly, they are also returning to Germany. A report in *Der Spiegel* two weeks ago quotes wildlife expert Ilka Reinhardt as saying "we have more wolves living in Germany right now than we have had in 200 years."

Reinhardt has been tracking about 30 wolves in Saxony. Further south, biologists are busy creating a wildlife corridor for wolves, wild cats and other predators so that they can move unhindered from one wilderness area to another – an idea that has been gaining traction in a number of countries.

The point, ultimately, is that these are all small but certain benchmarks in species conservation. Maybe we are just escorting a few animals onto the ark in advance of the deluge, to bide their time and see what happens. But that, in itself, is worth getting involved in.

Such wee tales aren't as exciting as learning that we our "hurtling toward end times." But they are equally a part of the news landscape, and infinitely more inspiring.

# Darfur and the 2008 Beijing Olympics

Gudrun Howard

**One World, One Dream** is China's slogan for its 2008 Olympics. But there is one nightmare that China shouldn't be allowed to sweep under the rug. That nightmare is Darfur, where more than 400,000 people have been killed and more than 2,000,000 displaced from flaming villages by the Chinese-backed government of Sudan.

China purchased the majority of Sudan's annual oil exports and state-owned China National Petroleum Corporation - an official partner of the upcoming Olympic Games - owns the largest shares in each of Sudan's two major oil consortia. The Sudanese government uses as much as 80% of proceeds from those sales to fund its brutal Janjaweed proxy militia and purchase their instruments of destruction: bombers, assault helicopters, armoured vehicles and small arms, most of them of Chinese manufacture. Airstrips constructed and operated by the Chinese have been used to launch bombing campaigns on villages. And China has used its veto power on the UN Security Council to repeatedly obstruct efforts to introduce peacekeepers to curtail the slaughter.

Mia Farrow, who through her website, [www.miafarrow.org](http://www.miafarrow.org), has labeled the upcoming Olympics, the **Genocide Olympics**, and has called on multinational sponsors of the games, see list below, as well as director of the Olympic ceremonies, Steven Spielberg, to use their influence to push the Chinese government to use its leverage over Sudan to protect civilians in Darfur. To date, no sponsor has pulled out of the games, but they're feeling the heat-as is Beijing.

Wall Street Journal correspondent Mei Fong notes, "Concerns are mounting that the Beijing 2008 Olympics could face a rash of bad publicity. If so, how can corporate sponsors avoid getting hit?" Winner of a Pulitzer Prize for reporting on environmental issues, Fong continues, "Already, some activist groups say they are broadening their



attention from attacking China's government to targeting Olympic sponsors...." She reports, "Letters sent in November to Olympic sponsors, Robert Ménard, secretary-general of Reporters Without Borders, a Paris-based group promoting global press freedom, warned: 'We plan to publicly challenge those companies that are participants in the Beijing Games... We will address their shareholders, their clients and the general public.' World, One Dream' could become a nightmare for sponsoring corporations."

The campaign to dishonour corporations that avert their eyes from the Darfur horror is only beginning. Dream for Darfur is telling the corporate sponsors and world public that "*it is working with other advocacy organizations on organizing protest events at sponsors' headquarters, and a mass consumer write-in campaign, as well as contacting the investment community.*" Among the advocacy organizations already interested in targeting corporate sponsors are Save Darfur and STAND—A Student Anti-Genocide Coalition, part of the Genocide Intervention Network. STAND has more than 700 chapters at schools around the globe. In addition, Save Darfur includes many active organizations and individuals.

During a Dream for Darfur press conference on November 27, Mia Farrow—speaking about future actions by the group—said, "We are appealing to the public . . . to put more pressure on these companies [and for] the press to do its job. . . . Business is not as usual

when we talk about mass atrocities."

To get involved in the campaign targeting corporate sponsors of the Olympics, contact Dream for Darfur at 646-823-2412 or

[info@dreamfordarfur.org](mailto:info@dreamfordarfur.org).

Farrow points to the recent incident in Sudan where British teacher, Gillian Gibbons was imprisoned and charged with defaming Islam by agreeing to name a class teddy bear, Mohammed. Farrow hopes the extensive coverage of Miss Gibbons' ordeal might open the eyes of the west to what was happening in Sudan. "**One white woman in peril with a teddy bear has captured more media attention than the past three years of our brothers and sisters in the Darfur region,**" she said. "I look back at what we were doing during the Rwanda situation and in America we were watching the O J Simpson trial."

Information for this article was compiled from **The Village Voice**, U.N. Fails Darfur Again (Dec. 4/07), This Bloodbath Brought to You By (Dec. 11/07), Nat Hentoff, [www.villagevoice.com](http://www.villagevoice.com) and Darfur and the 2008 Beijing Olympics AKA the 'Genocide Olympics' by Ronan Farrow and Mia Farrow, [www.miafarrow.org](http://www.miafarrow.org)

## Sponsors of the Beijing Olympics

Coca Cola\*  
Manulife  
Eastman Kodak  
General Electric\*  
Johnson & Johnson  
Atos Origin  
Lenova Group Limited  
McDonalds  
Panasonic  
Samsung  
Swatch  
Visa  
Microsoft  
Anheuser-Busch  
Staples  
UPS  
BHP Billiton

\*companies with Social



# Darfur and the 2008 Beijing Olympics

## Responsibility policies

### Beijing 2008 Partners

Volkswagen  
Adidas  
Bank of China  
Air China  
China Mobile  
China Netcom  
Sinopec  
PetroChina

### Organizations Allied with Dream for Darfur

American Jewish World Service  
Genocide Intervention Network  
Enough Campaign  
Fidelity Out of Sudan Campaign  
Massachusetts Coalition to Save Darfur  
My Sister's Keeper  
Physicians for Human Rights  
Save Darfur Coalition  
STAND  
Tents of Hope  
Unitarian Universalist Service Committee

"The United Nations has called what is happening in Darfur the "greatest humanitarian catastrophe" in the world today. There would be no greater example of the Olympic spirit at work than to alleviate the endless suffering in western Sudan."

*Bring the Olympic Dream to Darfur – China Please* <http://www.dreamfordarfur.org/TheCampaign/NotaBoy-cott/tabid/194/Default.aspx>

### Canadian Students for Darfur Mission Statement



Canadian Students for Darfur is an organization founded and operated by students whose mission is to increase public awareness throughout Canada about the ongoing crisis in Darfur, fundraise to assist aid agencies working in Darfur, and urging the Canadian government to become further involved in resolving the crisis.

### Background

Canadian Students for Darfur is an organization made up of a coalition of Canadian students, committed to creating public awareness throughout Canada on the plight of the Darfuran population.

The citizens of Darfur are struggling to survive the continual warfare and crimes against humanity. More than two million people have fled their homes and the number of people who have been killed in the conflict exceeds 400,000. In the process, citizens, mostly women and children, endure some of the worst forms of human torture. This atrocity is unacceptable and we are demanding further international involvement in achieving an end to the crisis and holding those who are involved in these crimes accountable.

### Goals

Educating Canadians on the issues facing the people of Darfur and engaging them in discussions around possible solutions to the crisis.

Promoting a national fundraising campaign to support aid agencies that are doing relief work for the people of Darfur during the present conflict as well as continuing support in post-conflict situations.

Pressuring the Canadian government for continuous involvement in the resolution of the humanitarian crisis in Darfur.

Urging the international community to hold accountable, those responsible for the crimes against humanity committed against the people of Darfur.

**For more information about Canadian Students for Darfur, visit: [www.csfdarfur.net](http://www.csfdarfur.net)**

### Canadian Youth Helping Darfuris



Edmonton high school student, Sundee Randhawa, has taken action to help the people of Darfur. Upon learning about the plight of the Sudanese people in the region of Darfur, in school, she and a small group of friends were moved to create a non-profit society, **Dream for Darfur.**

Dream for Darfur's goals are to:  
bring aid to Darfur through fundraising, supplying food, fresh water, and other supplies into Darfur

rise public awareness about the atrocities which are currently occurring in Darfur

The Society has undertaken the following initiatives:

relying on donations from both the public and businesses in order to raise enough money to make a difference in Darfur

holding walk-a-thons at local elementary schools to raise awareness amongst our youth and donations

How you can help:

We all saw what happened when The West sat back and didn't take action in Rwanda. Let's not let history repeat itself! You can do your part in healing the wounds of genocide in Darfur by making a donation by contacting us at [dream4darfur@gmail.com](mailto:dream4darfur@gmail.com), or by participating in our local fundraisers. **[www.dreamfordarfur.ca](http://www.dreamfordarfur.ca)**

# Technology Education

Rick Sandhu

We live in an age where the use of technology is so predominant in our daily lives that we often don't realize the effects it has on our existence. Humans have always had technology whether you consider the first stone tools, our capability to create fire, and right up to innumerable gadgets, computers, machines, and weapons that we have today. Students today are so

nology comes with costs, not just benefits. Humans are witnessing major changes in global climate, air quality, water quality, biodiversity, diseases and illnesses. Irresponsible use of technology is reaching a critical point where for the first time, generations are witnessing the global impact of their actions within their own lifetime. The crux is that our extreme dependency on technology, and need for instant gratification of our materialistic impulses

This was the case when I failed my first attempt at university and began working: I had developed extremely low self-efficacy and it wasn't until I got a job working with my hands that I realized my capacity for creating things. The experience helped me develop a sense of pride and a strong set of values around work ethic, continuous learning, and challenging myself to succeed. Technology Education provides this opportunity for self-efficacy and self-actualization, and it does so at a vital time in a student's development.

Technology education is a perfect venue for helping adolescents discover and develop their adult independence.

Technology education also provides opportunities for students to encounter, experiment with, and contribute to the emergent values and principles of today's society. Technology Education, by its nature, is very future-centered, as innovation and design are key components of the curriculum that exercise a student's ability to be future-minded. Design-build projects are holistic exercises in that students can use critical thinking, problem-solving, math, science, communication, resource management, planning, forecasting – employing an unlimited number of skills to respond to a single design challenge. These future-focused skills developed in design-build projects help develop students far beyond a prescriptive curriculum. I believe that these exercises are key in preparing students to become strong, independent adults capable of the transformative change required for a sustainable future.

immersed in and dependant on technology that it is hard for them to consider the impact technology has on their lives, their communities, and the biosphere itself. I believe Technology Education offers a unique curriculum that gives students a wide array of opportunities to explore, understand and use technology in a critical and enjoyable way. I also believe that a hands-on approach to learning gives students opportunities for truly empowering ideas and experiences about themselves beyond those provided by a purely academic curriculum. My Technology Education curriculum will evolve and be underpinned by concepts of self-actualization, social justice, and sustainability. My ultimate goal as an educator is to empower students to use technology critically and innovatively to expand possibilities for peace, prosperity, sustainability and health on a global level.

binds us from making the immediate changes necessary to ensure a sustainable future. The solution lies in a deeper transformation of our society, beginning with our youth.

Technology is often defined as any means for enabling or expanding human capabilities. Our technologies, however, have the ability to disable and destroy as well; when we consider the global implications and effects that our use of technology has on the biosphere it is becoming ever clearer that every tech-

Our youth are struggling to find a balance between traditional principles and emergent values. It is a transition that all adolescents make; however the severity has changed. Today's teens are embedded in a culture of extreme consumption and an extremely externalized reference for self-worth. I believe that teachers, in cooperation with parents, have an enormous role to play in helping teens transition from dependant children to independent adults while retaining the universal values their ancestors worked so hard to foster like patience, self-discipline, prioritization, and citizenship. Technology education is a perfect venue for helping adolescents discover and develop their adult independence. It allows for the aforementioned values to be experimented with and applied in a tangible way; students need concrete, tangible evidence how developing and applying principles and values can affect the physical world around them, and technology education projects provide this tangible example.

Given today's global challenges, helping students become independent is not going far enough: for students to truly succeed in the future that is before them, they need to become *interdependent*. With the emergent understanding that everything and everyone on this planet is interconnected, the need for cooperation and collaboration to solve global problems is greater than ever. There is a prevalent paradigm in western society that leads us to believe that

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# Technology Education

independence is freedom; however freedom cannot be sustained by merely looking after oneself. Again, I believe that our youth are struggling to reconcile traditional beliefs with these emergent values. Yet again, teachers have a vital role in preparing students: themes of social justice and global justice need to underpin the curriculum of every classroom. The technology education classroom is also an ideal setting for students to interact with these concepts in a holistic way: team design-build chal-

lenges are excellent opportunities to embed social and sustainability training into an already rich curriculum. These activities rely on strong interdependence and serve as great opportunities to coach and develop students in this area.

With a carefully and strategically constructed curriculum balancing technology awareness, social justice and sustainability I believe that I can help adolescents move from dependence to independence and lay a solid foundation for them to become interdependent

adults. If we can energize our students' emotional core and coach them towards self-actualization and self-efficacy; if we can instill traditional principles while activating emergent values; if we can create a generation of technologically literate adults; and then underpin everything with themes global and social justice; I believe high school technology education will be a catalyst for the transformative change that future generations need to create. My inspiration stems from a vision of humans using technology in harmony with the biosphere, preserving global climate, air quality, water quality, biodiversity, health, abundance, peace and prosperity for all beings of this planet and I feel honored as an educator to be a part of the realization of this dream.

### Rick Sandhu

Rick is currently teaching in Kamloops while moonlighting as a musician in his spare time as part of the musical troupe, **Bonkers**.

When I despair, I remember that all through history the ways of truth and love have always won. There have been tyrants, and murderers, and for a time they can seem invincible, but in the end they always fall. Think of it – always.

Mahatma Gandhi

## Announcing the 2008 Gandhi Award

The Surrey P.A.G.E. would like you to consider nominating a high school student who exemplifies a life of compassion consistent with Mohandas K. Gandhi's principles. The selected student will be recognized at a celebration of Gandhi ji's birthday on October 2<sup>nd</sup>, 2008.

We will be honouring a student who lives by Gandhi-ji's principles of **compassion, non-violence, and seva (service)**. The nominee could be involved in service to humans or other living creatures on our planet. They could be living or promoting non-violence within the community, or the world as a whole. The nominee could be the epitome of compassion. The nominee must be a high school student, able to attend the award ceremony in Surrey, and be someone who models being "the change we wish to see in the world," Gandhi.

Following are some Gandhian principles you may wish to use as a guideline:

- |                             |  |
|-----------------------------|--|
| 1. keep life simple         | 7. be self-sufficient and self controlled              |
| 2. be respectful            | 8. practice non-violence in thoughts, words, and deeds |
| 3. be humble                | 9. honour the opponent, never humiliate                |
| 4. have silence regularly   | 10. use personal calamities for self improvement       |
| 5. give gratitude daily     | 11. perform seva (service) without an eye on results   |
| 6. live in pursuit of Truth | 12. improve self in body, thinking, and soul           |

These are but a few Gandhian principles. Do you know someone who strives to do or be these things on a daily basis? If so, please nominate them by April 30<sup>th</sup>, 2008. Send nomination letters no longer than two pages, snail mail or e-mail, describing the person, how they have been living a life of compassion, seva, and non-violence.

Email nominations to Greg van Vugt at [vanvugt\\_g@sd36.bc.ca](mailto:vanvugt_g@sd36.bc.ca)

or via mail to: Greg van Vugt  
c/o Fraser Heights Secondary,  
16060-108 Avenue  
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