

# Think Globally, Act Locally

## CHV20 Culminating Assignment

### Student Workbook

**Your Learning Group:**



#### **The goal of this assignment:**

To give you hands-on experience in social change and empower them to participate in the development of their communities and connect it to the idea of global citizenship.

#### **The final product of this assignment:**

A presentation (in a manner that suits the student's learning style) to an audience of high school students about the importance of a local non-governmental organization (charity) to the community.

Also, you will be asked to engage your local government representatives on behalf of your selected charity.

This presentation will include the following information on the selected NGO:

- Mission
- Budget
- Use of Volunteers
- Impact on the local community
- How decisions are made within the charity
- How conflicts are resolved within the charity
- Interaction with the different levels of government

**Big Picture Question:**

- How might/could working with \_\_\_\_ (insert NGO name here) \_\_\_\_ make you a global citizen?

## In Your Own Words...What is the Goal of this project?

Summarize in your own words, the purpose of this assignment and what you hope to get out of the experience:



## What is a Social Service? How does a NGO (charity) support a Social Service?

### The Process:

- Students will research and learn about various charities
- Students select a **local/grassroots** charitable organization within the **social service sector**.

### What is a Social Service?

Charities can be divided into different sectors. For example, hospitals fall under the health sector. **Social Service charities provide assistance to those who require help with basic needs**, such as food, shelter, employment, and in the case of children, an environment where they can grow up free from harm. Social service deals with issues such as: housing, food, clothing banks, legal aid, seniors' services, children and youth services, disabled, Aboriginal services, daycare, emergency shelter, disaster relief, income support and maintenance, immigrant/refugee aid, rehabilitation of offenders, crisis/financial counseling.



## Definitions:

Using a dictionary or internet, create a definition for:

1. Not-For-Profit:
2. Grassroots:
3. Non-Government Organization:
4. Charity:

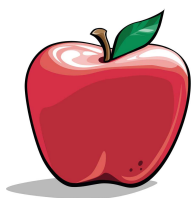


How do you know if an organization is a registered Canadian charitable organization and why is this important?

## Getting Started:

With classroom teacher:

- Minds On Activity: Using the graphic organizer provided on next page, students will begin brainstorming social issues that impact themselves, families and friends (e.g. illness, poverty, charity work, injuries, etc.).



### For the Teacher:

Minds On: *Issues that Affect Me*. With a partner, students share their responses, before passing them onto the class. Refer back to the definition of a social issue on page two and refine list, developing an Anchor Chart for the class.

**Minds On Activity: Issues that impact me, my family and friends.**



What are some social issues that impact you, your family, and friends? Brainstorm some ideas – you might find that some social issues connect to all three groups, or just one or two.

FAMILY

ME

FRIENDS

**Choose two social issues and their connections to social services in my community**  
**Knowledge/Communication**



	What do you know about the specific needs of your community in relation to this issue?	What social services are available in your community to meet the needs of this issue?
<b>Social Issue</b>		
<b>Social Issue</b>		

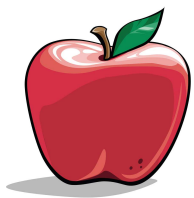
## How do we find charities?

A major component of this assignment is learning how to research effectively. List and explain what ways you can find a charity

- 1.
- 2.
- 3.
- 4.



## Share with the class



### For the Teacher:

Brainstorming Activity: Create a list of local charities (one per sticky note) that work to help others in our community (use the Social issues Anchor Chart – pg 3). If you have gaps in their knowledge or previous experiences, book a computer lab to give them some research time.

## Guidelines for selecting a Charity/NGO

- The charity must be a local charity (e.g. national or international charities are not options).
- The charity must operate in the not-for-profit sector (e.g. the charity should not be making a profit off their activities. All the money that the charity raises just covers the cost of operations).
- The charity must rely heavily on volunteers rather than paid employees.
- The charity must be focused on providing some type of social service; therefore, environmental charities are off limits.

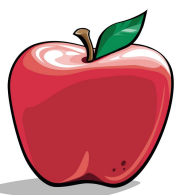
Discuss: Do students agree with this guideline?



- The charity should not be located in the health sector as these organizations tend to receive a fair amount of government funding (This comes directly from the Toskan-Casale YPI website and is up to the teacher's discretion to leave it in this document).
- The charity must have a charitable registration number and can be verified by Canadian Revenue Agency ([www.cra-arc.gc.ca](http://www.cra-arc.gc.ca))

### What is the point of the guidelines? Why can't I choose any charity?

Why do you think that these guidelines have been imposed? What is the point?



#### For the Teacher:

This assignment can be completed as a written or oral evaluation, depending on your student's learning preferences.

## Considering Your Charity

Your goal is to choose a social service charity in your community that you will research and make a presentation to an audience of high school students.

### Beginning to Research a Charity *Moving from general to specific*



1. Research a social service charity (NGO) in your community that has caught your interest. You can complete the research by: calling and talking to the workers; doing an internet search; visiting the charity. It is encouraged to locate this information using a variety of sources.
2. Use the chart below to help organize the information you locate:

### General Research Chart

	Charity/NGO
Name of Charity and Registration #	
Location (Address)	
Website (if any)	
Date Established	
Purpose (mission) of Charity	
Fund Raising Activities	



Services Provided	
Number of Volunteers vs Paid Employees	
Extra Information	

### Meeting the Requirements



Questions	Charity
The charity does something that interests/motivates you	YES or NO
Provides a service which directly benefits people in need	YES or NO
The charity operates in the not-for-profit sector	YES or NO
The charity relies significantly on volunteers	YES or NO
Provides service to people regardless of religious affiliation or cultural background	YES or NO
Is located and provides services to people in my community	YES or NO
Is a not for profit charitable organization that is recognized by CRA	YES or NO
I am allowed to go and visit this charity and have a first hand experience with its projects and people	YES or NO



If you answered no because one or more of the above statements is not true, then that charity most likely does not meet the requirements of the project - Talk with your teacher.

## Selecting Your Charity

### Communication

Write a brief paragraph (300 words) that identifies your choice and explain why you want to investigate this particular charity. Please identify specific and relevant details as to why this charity is important to you (beyond the obvious - example: it meets the guidelines)



## Interviewing Your Charity

Making personal contact in anything you do in life is very important. When you talk with someone face-to-face you will pick up on details that are often times lost using technology (texting, e-mail, facebook, etc). Body language, facial expressions, voice tone, and the environment in which you meet are all as important (sometimes more important) then what is actually said. With this in mind, having an interview with someone associated with your charity is highly recommended.

Some things to remember for your interview:

1. Come prepared with questions.
2. Always be respectful of the person you are interviewing. Be polite, and make sure to call in advance before you show up to make sure they are ready.
3. Remember that this person is volunteering their time to talk with you – try to read their body language to find out if it is time to wrap up your interview.
4. In general, try and read the person you are interviewing (body language, tone, expressions, etc.)
5. Find out personal stories from the person you are interviewing (How are they connected to the charity? What brought them to work with that particular organization?)



### For the Teacher:

Help students develop questions for their interviews using the Q-chart on the next page.



# “Q” CHART

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

\*Use this chart to help develop more complex questions for your Charity Interview.

	Is/Are	Did/Do	Can	Would	Will	Might/Could
What						
Where						
Who						
Why						
How						

## Sample Telephone Script



Use this script or write your own and practice several times before calling the organization:

“Hi, my name is \_\_\_\_\_ and I’m calling from \_\_\_\_\_ (name of school). My class is studying the social services in our community.

“Would you have a few minutes to talk to me about \_\_\_\_\_ (name of charity).

(If they answer yes then proceed to ask your prepared interview questions. If they answer no then ask them when would be a good time to call them back).

After you have completed the interview portion of the phone call....

“Thank you so much for taking the time to speak to me. I appreciate all of your help.”



## Communication & Tracking Sheet

Use the chart below to help you keep track of the details of your conversations with, or visits to the organization.

Date Contacted	Contact Person(s)	Type of Contact (phone; visit; email)	Details of Conversation	Follow-up (What do I do next?)

**In-depth Research Chart**  
(combine this information with that gathered on page 7 and 8)



<b>Topics to be covered</b>	<b>Information</b>
<b>Mission of the charity</b>	
<b>Goals of the charity</b>	
<b>Purpose of the charity</b>	
<b>Historical details</b> (milestones, What was the need in the community to start the charity?)	

<b>Services provided by the charity</b>	
<b>Successes of the charity</b> (How many people directly benefit from its work?)	
<b>Use of volunteers</b>	
<b>Fundraising Activities</b>	
<b>How could we participate in this charity?</b> <b>What skills are required?</b>	
<b>Reasons why you want to help this charity</b>	

<p><b>How does this charity work with the different levels of government?</b></p>	<p>Municipal</p>	<p>Provincial</p>	<p>Federal</p>
<p><b>How can being a part of this charity teach you about being a global citizen?</b></p>			

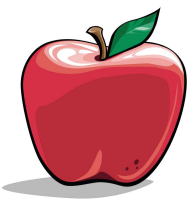


## Voicing your Opinion

Not everyone participates in the community by running for political office. There are lots of ways you can get your opinions out into the community and its levels of government. Students will choose one of the following ways to voice their opinions about their charity, or the needs it is meeting in their community:



- Meet with your local MP, MPP or city councilor to discuss your charity and its role in society. You can do this by:
  - Meeting in person
  - Talking over the phone
  - Writing an e-mail
  - Writing a letter
  - Writing an open letter to your local paper
- Contacting your local news (TV, Radio, Newspaper, Community Blog)
- Campaigning in the school
- Attending an information meeting or political rally
- Start a blog
- Organize a petition
- Contacting your local student government and organizing a fundraiser, or information event
- Organize a CO-OP placement through your school's Student Services Department
- Employ social networking technology
- Other – conference with your teacher to see if your idea can work



### For the Teacher:

You will need to conference with students throughout this process about how they plan to voice their opinions as active citizens on behalf of their charity. As well, the best assessment of their learning would also be through conferencing.

## **Making Your Own Engaging Presentation**

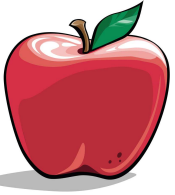
Now that you have gathered the appropriate information, you can begin to plan your presentation.

Just like the “Voicing Your Opinion” activity, it is important to understand your own strengths in presenting information. How would you present this charity to an audience of your peers (a group of high school students)?

**Ideas for an effective  
presentation to your peers**



## General Dos and Don'ts



### For the Teacher:

With your class, brainstorm some general dos and don'ts for the various formats they might be using as vehicles for their presentations:

Category	Do	Don't
Oral Presentation		
Power Point		
Website		
Music/lyrics		
Art		

Brochure		
Public Service Announcement		
Event		
Other Ideas		