

Global Citizenship Education:  
Module 1

**Transforming Charity  
into  
Solidarity and Justice**



SASKATCHEWAN COUNCIL FOR INTERNATIONAL COOPERATION

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Module 1: Transforming Charity into Solidarity and Justice.

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## 1

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<b>DEFINING CHARITY, JUSTICE, AND SOLIDARITY</b>	

### Curriculum Outcomes

### What You'll Need

### Before Activities

- Introduction to Module 1

### During Activities

- Looking into Charity, Justice and Solidarity



### After Activities

- Checking for Understanding: Standing on the Spectrum Activity

## 2

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<b>IDENTIFYING THE ROOT CAUSES OF SOCIAL AND ENVIRONMENTAL PROBLEMS</b>	

### Curriculum Outcomes

### What You'll Need

### Before Activities

- Entrance Slip
- Babies in the River Parable

### During Activities



- "Finding the Root Cause by Asking WHY" by Kailee Howorth
- Finding the Root Causes Activity
- Looking into Solidarity

### After Activities

- Checking for Understanding: Reviewing Student Answers to Finding Root Causes Activity

# 3

**LESSON #3** .....26

## **APPLYING CHARITY AND JUSTICE – SCENARIOS**

### **Curriculum Outcomes**

#### **What You’ll Need**

#### **Before Activities**

- Group Discussion: Exit Slip from Lesson 2



#### **During Activities**

- Charity and Justice Scenario Activity
- Scenarios: Child Soldiers in Somalia, Girls in Uganda Aren’t in School, Homelessness in Regina and Saskatoon, Sea Turtles Endangered Worldwide

#### **After Activities**

- Checking for Understanding: Reviewing Answers from the Charity and Justice Scenario Activity

# 4

**LESSON #4** .....35

## **PRACTICING SOLIDARITY THROUGH DEBATE**

### **Curriculum Outcomes**

#### **What You’ll Need**

#### **Before Activities**

- Group Discussion: Exit Slip from Lesson 3
- Principles of Solidarity



#### **During Activities**

- Scenario-based Debate
- Anti-Bullying Campaign: Scenarios
- International Development Week: Scenarios

#### **After Activities**

# 5

**LESSON #5** .....40

## **SEEKING JUSTICE BY WORKING IN SOLIDARITY RESEARCH-BASED INQUIRY PROJECT**

### **Curriculum Outcomes**

#### **What You’ll Need**

#### **Before Activities**

- Introduction to Research-based Inquiry Project
- Global Issues Group Brainstorm
- Mind Mapping Activity
- Developing Research

#### **During Activities**

- Research the Issue
- Take Action – working in solidarity with NGOs

#### **After Activities**

- Report and Presentation
- Summative Assessment

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# Transforming Charity into Solidarity and Justice

The Transforming Charity into Solidarity and Justice Module aims to guide students through understanding the potential and limitations of charity and how it necessitates global justice and solidarity.

As described in this module, charity is aid given to those in need; justice is fairness, equitable distribution of wealth, resources and power among all members of society; and solidarity is unity of agreement of feeling or action, especially among individuals with a common interest.

The act of giving to charity, or being charitable, typically comes from “a good place”, but people must become more conscious of how charity, however well-intentioned and implemented, may not create transformative change. It is also important to recognize that many charitable organizations survive off of donations, whereby the donors are not prepared to do more than donate to a “good” cause. Charity and charitable giving often target symptoms and short-term fixes, not root causes, thus promoting band-aid solutions to complex systemic problems. At the same time, some charitable organizations are dedicated to finding long-term solutions and dealing with the root causes of problems such as global poverty reduction.

Combating poverty involves slow processes of political, cultural, economic and social change, with many stakeholders, significant opposition and serious issues of self-determination and coercion to be navigated. Seeking justice is the solution, but this is complicated by the fact that we must also be conscious of the realities for people who are in need of immediate aid. Increasingly, anti-poverty organizations have been implementing poverty interventions that contribute to alleviating immediate poverty while building long-term solutions for the future.

Understood as a means to fix individual problems, charity has the potential to work towards social justice; however, charity is ineffective on a broad scale when it is used to patch up the effects of the fundamental injustices that are built into the structure and values of a society. A simple example is donating food to the food bank vs. changing social assistance rates to ensure that all people have adequate income to buy food. In this way, charity can be seen as accepting the injustice itself, while trying to mitigate the consequences of the injustice.

Charitable giving should not impede finding solutions and pressuring governments to bring about needed change. Transformative solutions might require a complex rethinking of the way our societies organize economic relationships.

If we can recognize the need for charity but understand that charity should not be viewed as a solution to many problems, then we will be able to see solutions at the root of the issues. Therefore, it is imperative that we dig deeper to identify and understand the root causes of poverty. This can be done, in part, through a justice and solidarity approach to global poverty.



# What's in the Module

## OBJECTIVES:

- To give young people an understanding of the concepts of charity, justice and solidarity and a sense of why moving from charity to justice and solidarity is important locally and globally
- To give young people some analytical and organizational skills to be able to carry out justice and solidarity work in their communities and internationally
- To understand the difference between charity and justice, and importance of both
- To identify/acknowledge/assess the importance of underlying causes of social problems
- To encourage students to work towards social justice whenever possible, and
- To improve students' critical thinking skills
- To demonstrate the promotion of global citizenship, creating awareness about global issues, demonstrate an understanding of the complexities of international issues.

## LESSONS:

Lesson 1: Defining Charity, Justice, and Solidarity

Lesson 2: Identifying the Root Causes of Social and Environmental Problems

Lesson 3: Applying Charity and Justice - Scenarios

Lesson 4: Practicing Solidarity Through Debate

Lesson 5: Seeking Justice by Working in Solidarity – Research-based Inquiry Project

## CURRICULUM OUTCOMES AND INDICATORS:

SS6 - Resources and Wealth

SS20 - World Issues

SS30 - Canadian Studies

## BIG QUESTIONS:

- What is charity?
- What is justice?
- What is solidarity?
- What is the difference between and importance of charity, justice, and solidarity?
- To what extent do nations of the Western, 'developed' world have any moral obligation to help or even share their wealth with poorer people of the developing world? How does Canada fair in this respect?
- What are the underlying causes of social problems?
- How can students work towards social justice?
- What are the root causes of social and environmental problems? What are the costs of these problems for individuals, communities, and societies?

# PREVIEW

## TOPICS:

- Charity
- Justice
- Solidarity
- Poverty
- Morality
- Worldview
- Global Citizenship
- Human Rights

## MATERIALS NEEDED:

- Markers and Whiteboard/Flipchart
- Activity Sheets
- Journals and/or paper
- Fair Trade Chocolate
- Pens/Pencils/Markers
- Tape
- Computers/laptops
- Internet
- Projector/screen
- Library access

## LESSON KEY:

-  Curriculum Outcomes
-  What You'll Need
-  Before Activities
-  During Activities
-  After Activities
-  French activity available



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# Education Theory and Methodology

**Global Citizenship Theory** - suggests that all individuals have a global duty to contribute directly to human rights protections and to promote rights-enhancing political integration between states. Global Citizenship Education promotes learning that nurtures greater consciousness in and around real life issues. It offers a way to make changes at a local level that can influence the global level through participatory strategies and methods. All this is possible with transformative pedagogy, which helps to increase the relevance of education in and out of classrooms by engaging stakeholders of the wider community who are also part of the learning environment and process. (Council of Europe, 2012, Global Education Guidelines: concepts and methodologies on global education for educators and policy makers, Global Education Week Network in coordination with the North-South Centre of the Council of Europe.)

**Inquiry based learning** - is a complex process where students formulate questions, investigate to find answers, build new understandings, meanings and knowledge, and then communicate their learnings to others. In classrooms where teachers emphasize inquiry-based learning, students are actively involved in solving authentic (real-life) problems within the context of the curriculum and/or community. These powerful learning experiences engage students deeply. Research suggests that inquiry-based learning increases student creativity, independence, and problem solving skills, and it improves student achievement.

**Constructivist** learners are taught to question, challenge, and critically analyze information rather than blindly accept what it taught.

**Peace education** is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behaviours to live in harmony with oneself, with others, and with the natural environment.

**Social Justice Education** - engaging in social justice through education is to fight oppression by giving all groups the opportunity to receive resources more equally.

**Adult Education** - One of the most important differences is that adults have accumulated knowledge and work experience which can add to the learning experience. Another difference is that most adult education is voluntary; therefore, the participants are generally self-motivated. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals.





## SOCIAL STUDIES CURRICULUM OUTCOMES AND INDICATORS

### SS6 - Resources and Wealth

#### **RW 6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors.**

- e) Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).
- h) Propose reasons which might explain the differences in the quality of life of young people in Canada and in a selection of countries bordering the Atlantic Ocean.
- j) Recognize and assess the relationship between wealth and resources and the distribution of power and authority in Canada and a selection of countries bordering the Atlantic Ocean.

#### **RW 6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.**

- b) Investigate how individual local consumer choices may affect people elsewhere in the world (e.g., child labour, enslavement, sweat shops, consumption of scarce resources, and prosperity through employment).
- c) Develop an action plan for harmonizing one's personal lifestyle with collective needs regarding social, environmental, and economic sustainability.

### SS20 - World Issues

#### **Unit 1: Human Rights**

Explores the moral and ethical basis on which decision making should be based. The objective is to give students an opportunity to consider which obligations, in the form of human rights, individuals and groups should collectively assume for each other.

**Moral Vision** Know that human rights represent a social choice of what is conceived to be the minimum requirements of a life of dignity based on a particular moral vision of human potentiality.

**Justice** Know that justice is concerned with maintaining law and order in ways that are consistent with the moral and ethical criteria used by a particular society or culture to define fairness and rightness.

**Social Change** Know that the means by which change is achieved will generally determine the kind of change which is achieved.

**Empowerment** Know that empowerment sees the sharing of...power as way of increasing the power of everyone within society, also know that empowerment begins with the acceptance of others as being worthy and equal to oneself.

#### **Unit 4: Wealth and Poverty**

The central concepts of this unit are production and distribution. Students will consider the conflict between the rights of those who produce wealth and those who have great need for it.

**Development and Economic Organization** Know that the economies of developing countries are centred on primary industries with small secondary and tertiary industries and are very vulnerable to the fluctuating cycled (boom and bust) of international demand for their products.

**Social Justice** Know that changes in the criteria defining social justice (derived from world view, moral vision, human rights) are often accompanied by conflict and violence.

**Economics** Know that all economic systems must have a process that answers the three basic economic questions: what goods and services should be produced, how should they be produced, and for whom should they be produced.



## SS30 - Canadian Studies

### **Unit 2: Economic Development**

**Standard of Living** Know that standard of living is a set of criteria which define human well-being and that if the criteria changes then the definition of standard of living changes.

**Globalization** Know that advances in communication and transportation technology have made it possible to produce goods on a global basis. Know that Canadian industry, increasingly, has to compete with industries located in other parts of the world where the relative cost of productive resources (land, labour, capital) may be different than in Canada.

### **Unit 4: Governance**

**Justice** Know that different conceptions of justice exist. These include:

- Justice is concerned with maintaining law and order in ways that are consistent with a particular society's definition (criteria) of fairness and rightness;
- Justice is the process of protecting what individuals have accumulated within accepted rules of conduct; and,
- Social justice is the partial equalization of wealth and income in order to achieve an acceptable range in standard of living.

**Development** Know that the prosperity of modern industrial nations depends upon a modern infrastructure of agriculture, industry, transportation, education, health, and government.

**Non-governmental Organizations (NGOs)** Amnesty International is a good example of an NGO that can publicize and successfully limit the behaviour of a government that is being arbitrary and dictatorial.

### **Unit 5: Globalization**

**Globalization** Canada is living in an increasingly interdependent world that limits the ability of Canadians to make decisions for themselves. Students will learn that environmental and economic changes are beyond the power of individual nations to control and that difficult choices need to be made between international interests and domestic interests. Canada has been and is now an international nation. Canadians have always had to trade for a living. Canadians have played an active role in international political affairs.

([https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Social\\_Studies/Social\\_Studies\\_30\\_1997.pdf](https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Social_Studies/Social_Studies_30_1997.pdf))

\*This module may cover outcomes and indicators of other subject areas. In particular, consider using this resource in your English B30 course.

### **Assessment and Evaluation:**

Formative and summative assessment tools are employed in this module to both monitor and evaluate student learning. The Exit/Entrance Slip strategy is an informal assessment method which helps both educators differentiate their lessons, and helps student's process, reflect on, and express their thoughts about information learned.