

Contact Information	
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Development date	July 8, 2011
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SHSM sector	Arts & Culture
Course code and course title	CGW 4U - Canadian and World Issues
Name of CLA	Ten Thousand Villages
Brief description of CLA	Students learn about economic issues in developing countries, drawing a connection to fair trade initiatives in the sale of global arts and crafts.
Key Search Terms (Do not use SHSM, CLA, Course Code or Sector)	Poverty, Crafts, Ten Thousand Villages, Trading Shoes
Duration	6 hours
Overall expectations	<p><b>Geographic Foundations: Space and Systems</b> SSV.03 · demonstrate an understanding of the cultural, economic, and political aspirations of selected groups and the effects of their actions on local, national, and global issues.</p> <p><b>Global Connections</b> GCV.03 · identify the contributions made by a variety of individuals, organizations, and institutions to sustainable development strategies for the developing world, and evaluate their economic, environmental, and social impacts.</p>

## Specific expectations

### Geographic Foundations: Space and Systems

#### Understanding Concepts

**SS1.02** – explain why places and regions are important to the identities of selected human groups

(e.g., Jerusalem as a holy city for Christians, Jews, and Muslims);

**SS1.03** – explain how points of view and paradigms influence an individual's perceptions of a place

(e.g., a developer and an environmentalist differ on the best use for a wetland, indigenous peoples differ with other cultural groups on what constitutes a wilderness);

**SS1.05** – identify ways in which countries and regions of the world are becoming increasingly interdependent;

**SS1.06** – identify the social, economic, cultural, and political components of selected geographic issues;

**SS1.07** – identify similarities and differences in the economic and political aspirations of selected regional or cultural groups within different countries;

**SS1.08** – demonstrate an understanding of the need to respect the cultural and religious traditions of others;

### Global Connections

#### Learning Through Application

**GC3.01** – demonstrate an understanding of how quality of life and employment prospects are related to the global economy;

**GC3.02** – evaluate the performance of a selected transnational corporation with respect to the promotion of environmental sustainability and human rights;

**GC3.03** – research and report on the human and ecological cost of global military spending;

**GC3.04** – evaluate factors (e.g., physical geography, growing of cash crops, foreign monetary assistance) that may compound problems of hunger and poverty in a selected country;

### Understanding and Managing Change

#### Learning Through Application

**UC3.04** – produce an action plan for a local community initiative that contributes to the sustainability of a selected global resource;

<p><b>Catholic Graduate Expectations</b></p>	<p>CGE1d -develops attitudes and values founded on Catholic <b>social teaching</b> and acts to promote social responsibility, human solidarity and the common good;</p> <p>CGE1h -respects the <b>faith traditions</b>, world religions and the life-journeys of <b>all people of good will</b>;</p> <p>CGE2a -listens actively and critically to understand and learn in light of gospel values;</p> <p>CGE2b -reads, understands and uses written materials effectively;</p> <p>CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;</p> <p>CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.</p> <p>CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;</p> <p>CGE3b -creates, adapts, evaluates new ideas in light of the common good;</p> <p>CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;</p> <p>CGE3d -makes decisions in light of gospel values with an informed moral conscience;</p> <p>CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;</p> <p>CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.</p> <p>CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;</p> <p>CGE4b -demonstrates flexibility and adaptability;</p> <p>CGE4c -takes initiative and demonstrates Christian leadership;</p> <p>CGE4d -responds to, manages and constructively influences change in a discerning manner;</p> <p>CGE4e -sets appropriate goals and priorities in school, work and personal life;</p> <p>CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;</p> <p>CGE5a -works effectively as an interdependent team member;</p> <p>CGE5b -thinks critically about the meaning and purpose of work;</p> <p>CGE5c -develops one's God-given potential and makes a meaningful contribution to society;</p> <p>CGE5d -finds meaning, dignity, fulfilment and vocation in work which contributes to the common good;</p> <p>CGE5e -respects the rights, responsibilities and contributions of self and others;</p> <p>CGE5f -exercises Christian leadership in the achievement of individual and group goals;</p> <p>CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;</p> <p>CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.</p> <p>CGE6e -ministers to the family, school, parish, and wider community through service.</p> <p>CGE7a -acts morally and legally as a person formed in Catholic traditions;</p> <p>CGE7b -accepts accountability for one's own actions;</p> <p>CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;</p> <p>CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;</p> <p>CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;</p> <p>CGE7j -contributes to the common good</p>
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**Essential Skills and work habits**

[Check off the Essential Skills and work habits that are addressed in this CLA.]

**Essential Skills**

- Reading Text
- Writing
- Document Use
- Computer Use
- Oral Communication

**Numeracy**

- Money Math
- Scheduling or Budgeting and Accounting

**Thinking Skills**

- Job Task Planning and Organizing
- Finding Information

**Work Habits**

- Teamwork
- Reliability
- Organization
- Working Independently
- Initiative

## Instructional/Assessment Strategies

### Teacher's notes

**Trading Shoes Game:** The activity has very detailed Instructions - you will need scissors, blue and black felt pens, paper, cardboard, pencils and monopoly money. Good organization is crucial to the success of this game - it would be a good idea to have 1 or 2 assistants (if available, EAs, parent volunteers, student teachers) who know the structure beforehand and can help as volunteers.

The game can be found at the following link:

<http://youth.devp.org/wp-content/uploads/2010/01/Shoes.pdf>

**10,000 Villages Webquest:** This activity requires a computer lab. Use of Powerpoint (or other presentation software) with a projector is encouraged, but not mandatory.

The activity is outlined in a student handout below.

**Event Planning:** This purpose of this activity is for the student to work on planning an event to raise awareness (and money) for disadvantaged people in a developing country. This is written to be done independently - if done in a small group, each member should produce their own letter, perhaps addressed to different stakeholders. The goal of the activity is the plan and the proposal - actually running the event would be an interesting extension, but is not required in the scope of this activity.

### Context

This activity, besides teaching important lessons about social justice, also teaches the social, cultural and economic importance of the Arts & Culture industries. It also allows students to explore how artistic products are marketed around the world, which leads to a greater understanding of how to market their own work.

The event planning activity in particular is an excellent learning experience for any student interested in the Arts & Culture industry - understanding the process of event planning will be essential to success in

### Strategies

[In point form, describe the sequence of instructional and assessment strategies that will support the intended learning. Attach all student handouts and worksheets.]

#### 1. Trading Shoes Game

Learning Goals - "I will use a game to simulate the economic experiences of a family in a developing country."

"I will identify the challenges faced by marginalized peoples in developing countries."

#### 2. 10,000 Villages Webquest

Learning Goals - "I will find specific information about an artisan and a developing country on the 10,000 Villages website."

"I will present information about an artisan and a developing country to a group."

#### 3. Event Planning

Learning Goals - "I will plan an event to raise awareness on issues of global poverty."

"I will do research on the economic challenges faced by a specific area in the developing world."

"I will present a proposal, outlining the rationale and structure of this event."

# Assessment and Evaluation of Student Achievement

<b>Strategies/Tasks</b> [Add rows as required.]	<b>Purpose</b> [Assessment for, as, and of learning]
1. Trading Shoes Game	FOR
2. Webquest	AS
3. Event Planning	OF

**Assessment tools**  
 [List all tools used and **embed** checklists, rubrics, correction keys, etc.]

Trading Shoes: Checklist

Student Name:	Actively participates in game	Performs assigned role properly according to instructions	Can describe the challenges faced by families in the game.	Can explain how lessons of the game connect to real world examples
	-observation	-observation	-group discussion or written reflection	-group discussion or written reflection
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. etc...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Webquest: Rubric - see below

Event Planning: Rubric - see below

**Differentiation**

Trading Shoes - Students are assigned different tasks. It is already a hands on activity; the money lenders and rent collectors are required to move between the groups, so good role for kinesthetic learners. The market group may want to use calculators or a spreadsheet.

Webquest - Text to speech programs can help students with reading the website. A scribe could be used to record student learning. In lieu of an oral presentation, a poster display could be made, with detailed captions and text boxes.

Event Planning – This should be tailored by student to match their interest. Teacher may encourage student to put plan into action.

**Differentiation will be based on:**

Readiness

Learner Profile

Interest

**Differentiation will take place through:**

Process

Product

## Additional Notes/Comments/Explanations

[Provide additional suggestions for teachers that will help them deliver the CLA.]

A guest speaker from Development and Peace, a store manager from a local 10,000 Villages, or an artisan from a developing country (if one is available) would be an excellent resource to connect the classroom to the community. The following is taken from Ten Thousand Villages website:

“Watch these [You Tube videos](#) "The World of Fair Trade" and "A History of Helping Artisans," featuring Ingrid, for a short introduction to Fair Trade and the work of Ten Thousand Villages. We have many qualified speakers at Ten Thousand Villages. If you wish to have a speaker in your area, contact Ingrid at 1-877-289-3247 ext. 402, 905-330-9040, [ingrid.heinrichspauls@villages.ca](mailto:ingrid.heinrichspauls@villages.ca), or contact your [local store](#).”

<http://www.tenthousandvillages.ca/cgi-bin/category.cgi?type=store&item=pageZAAAB29&template=fullpage-en&category=getinvolved>

The student should be given an opportunity to put their event plan into action. Coordinate with student council, social justice clubs, school chaplain, and/or school council. An actual event makes the learning more relevant and authentic

## Resources

[List all the resources needed to support the implementation of the CLA.]

### Authentic workplace materials

Scissors  
Felt pens, blue and black  
Pencils  
Cardboard  
Monopoly money

### Human resources

1-2 assistants for Trading Shoes Game  
Optional- guest speaker from Development and Peace, store manager of local 10,000 Villages, artisan from a developing country (if one can be found)  
[ingrid.heinrichspauls@villages.ca](mailto:ingrid.heinrichspauls@villages.ca)

### Print resources

### Video resources

### Software

Internet  
Microsoft Powerpoint (or other presentation software)



#### Websites

<http://www.devp.org>  
<http://youth.devp.org/wp-content/uploads/2010/01/Shoes.pdf>  
<http://www.tenthousandvillages.ca/>  
<http://www.playingforchange.com/>  
<http://www.singout.org>  
<http://www.adbusters.org/>  
<http://www.kwmc.on.ca>

#### Other resources

#### Accommodations

[List instructional, environmental, and assessment accommodations.]

Trading Shoes – calculators, spreadsheets; close supervision of high needs students (10 pairs of scissors, bell or whistle going every 5 minutes, and a lot of physical movement – there is a potential for injury if the environment isn't controlled); adjust timing of game, slow it down or take frequent 1 minute breaks

Webquest – Kurzweil (or other text to speech), Dragon Naturally Speaking (or other speech to text), scribe.

Event Planning – Outline, chunk parts, frequent teacher conferences

#### List of Attachments

[Attach all related materials e.g., student worksheets, tests, rubrics]

Trading Shoes Game(PDF)

10,000 Villages Webquest(DOCX)

It Takes A Village Event Planning(DOCX)



# WEBQUEST

1. Go to the following link that will take you to the Ten Thousand Villages Website:  
<http://www.tenthousandvillages.ca/cgi-bin/category.cgi?category=0>
2. Click on the icon 'Artisans' on the top navigation bar.
3. List the 5 regions included on the world map.
4. Click on your group's assigned region; list the countries in your region, and have each group member choose a country on which to focus.
5. Read the description of your focus country. Select 3 important "take away" facts, and restate them in point form.
6. Select one of the artisans/artisan groups linked to that country. Read their profile, and find the following information:
  - a. Name of artisan/group:
  - b. How long they have been working:
  - c. Where they work:
  - d. How they support their community:
  - e. Number of products sold by this artisan/group on this website:
7. Describe what kinds of products are made by this artisan/group. Choose one that you determine to be their best work. Get an image and a description, and explain why you chose that product.
8. Create a PowerPoint presentation of the information you found for questions 5, 6 and 7. Include relevant images for each slide.
9. Practice presenting your information to your group. As a group, decide on a country to show the class.
10. As a group, present one of your countries to the class. Divide speaking responsibilities evenly.

# Ten Thousand Villages Webquest – Marking Scheme

Group members: \_\_\_\_\_

Criteria/Levels	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
	<b>Limited Evi- dence</b>	<b>Some Evi- dence</b>	<b>Considerable Evidence</b>	<b>Through Evi- dence</b>
<b>Knowledge/Understanding - Content (What you know)</b>	Answers showed limited understanding of facts, terms and concepts	Answers showed some understanding of facts, terms and concepts	Answers showed considerable understanding of facts terms and concepts	Answers showed thorough understanding of facts terms and concepts
<ul style="list-style-type: none"> <li>Description of Focus Country</li> <li>3 important “take away” facts</li> </ul>				
<b>Thinking and Inquiry – Process (How you know it)</b>	Problem-solving skills were applied with limited effectiveness  Analysis and interpretation was weak	Solving skills were applied with limited effectiveness  Analysis and interpretation was satisfactory	Problem-solving skills were applied with considerable effectiveness  Analysis and interpretation was effective	Problem solving skills were applied with high degree of effectiveness  Analysis and interpretation was strong
<ul style="list-style-type: none"> <li>Information connected to the artisan group</li> </ul>				
<b>Communication – Writing/Organization (How you express what you know)</b>	Information has been communicated with limited effectiveness	Information has been communicated with some effectiveness	Information has been communicated with considerable effectiveness	Information has been communicated with a great degree of effectiveness
<ul style="list-style-type: none"> <li>Presentation</li> <li>Proper tone and voice level</li> <li>Slides were appropriate and visible</li> <li>Eye contact – did not just read info from slides</li> <li>Able to explain info in own words and using examples</li> </ul>				
<ul style="list-style-type: none"> <li>Spelling, Grammar</li> <li>Sentence Structure</li> <li>Language</li> <li>Organization</li> <li>Completion</li> </ul> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 20px;">Entire Assign-</div>				
<b>Application – Final Product/Making Connections and Conclusions (How you use what you know)</b>	Ability to make conclusions, predictions and connections was limited in effectiveness	Ability to make conclusions, predictions and connections was moderately effective	Ability to make conclusions, predictions and connections was effective	Insightful conclusions, predictions, and/or connections were made
<ul style="list-style-type: none"> <li>Description of artifact as group’s best work</li> </ul>				

## TEACHER NOTES FOR WEBQUEST:

This Webquest is written as a whole class assignment, but it can easily be modified for a small group or an individual. Where instructions refer to a group's assigned choices, allow small groups and individuals to make their own choice. An individual may present to the teacher in conference, or a small group or whole class.

Permission for use of this website was granted by [jeanette.ewert@villages.ca] on July 8, 2011. This is the list of regions, countries and artisans/artisan groups at the time of this lesson's writing. You should review the website for any changes they may have made since.

- a. [Africa / Middle East](#)
  - i. [Burkina Faso](#)
    1. [LAAFI de Tenkodogo](#)
    2. [MCC West Africa \(Centre National D'Artisanat\)](#)
  - ii. [Cameroon](#)
    1. [Prescraft](#)
  - iii. [Congo](#)
    1. [MCC Congo](#)
  - iv. [Egypt](#)
    1. [Jirmit Papyrus](#)
    2. [MCC Egypt](#)
  - v. [Kenya](#)
    1. [Akamba](#)
    2. [Beacon of Hope](#)
    3. [Bombolulu Workshop](#)
    4. [Centre for International Market Access \(CIMA\)](#)
    5. [Creative Alternatives](#)
    6. [Jacaranda Workshop](#)
    7. [KICK](#)
    8. [Namaviana](#)
    9. [Nvabigena Soapstone Carvers](#)
    10. [Otic International Ltd \(OTICART\)](#)
    11. [Trinity Jewellery Crafts](#)
    12. [Undugu Society of Kenya](#)
  - vi. [Mauritius](#)
    1. [Craft Aid Company Ltd.](#)
  - vii. [Niger](#)
    1. [Union Of Peasants For Self-Development \(UPAP\)](#)
  - viii. [Nigeria](#)
    1. [Alternative Trade Network of Nigeria \(ATNN\)](#)
  - ix. [South Africa](#)
    1. [Jabulani Jewellery](#)
  - x. [Swaziland](#)
    1. [Eswatini Kitchen](#)
    2. [Gone Rural](#)
  - xi. [Tanzania](#)
    1. [Kwanza Collections](#)
  - xii. [Uganda](#)
    1. [NAWOU \(National Association of Women's Organizations in Uganda\)](#)
    2. [Uganda Crafts 2000 Ltd.](#)
  - xiii. [West Bank](#)
    1. [GE Workshop \(al-Atrash\)](#)
    2. [Johnny Hilal Workshop](#)
    3. [Mosleh Workshop](#)
    4. [Raja Bannoura](#)
    5. [Sindyanna Of Galilee](#)

- 6. [Zatoun](#)
- xiv. [Zimbabwe](#)
  - 1. [Dezign Inc.](#)
- b. [Central America/Caribbean](#)
  - i. [El Salvador](#)
    - 1. [ACOGIPRI](#)
    - 2. [La Semilla de Dios](#)
    - 3. [New Awakenings](#)
    - 4. [Taller Jesús Artesano](#)
  - ii. [Guatemala](#)
    - 1. [Ai Ouen](#)
    - 2. [Conavigua](#)
    - 3. [Creaciones Chonita](#)
    - 4. [Ruth and Naomi](#)
    - 5. [UPAVIM](#)
  - iii. [Haiti](#)
    - 1. [Comité Artisanal Haitien \(CAH\)](#)
  - iv. [Honduras](#)
    - 1. [ATUTO](#)
  - v. [Mexico](#)
    - 1. [Union Progresista Artesanal](#)
    - 2. [Xochiquetzal/Xochipilli](#)
  - vi. [Nicaragua](#)
    - 1. [ProExport](#)
- c. [Central Asia / India](#)
  - i. [Bangladesh](#)
    - 1. [Aarong/\(BRAC\)](#)
    - 2. [Bagdha Enterprises](#)
    - 3. [Corr-The Jute Works](#)
    - 4. [Dhaka Handicrafts](#)
    - 5. [Haiiganj](#)
    - 6. [Heed Handicrafts](#)
    - 7. [Jahanara Cottage Industries](#)
    - 8. [Prokritee](#)
    - 9. [Rishilpi Development Project](#)
    - 10. [Saidpur Enterprises](#)
    - 11. [Shova Handicrafts](#)
    - 12. [Usha Handicrafts](#)
    - 13. [YWCA Craft Centre](#)
  - ii. [India](#)
    - 1. [Ankur Kala](#)
    - 2. [Asha Handicrafts Association](#)
    - 3. [Ashirwad](#)
    - 4. [Craft Resource Centre \(CRC Exports Private Ltd.\)](#)
    - 5. [Craft Sales Centre](#)
    - 6. [Howrah Women's Association](#)
    - 7. [International Foundation for Fair Trade and Development \(IFFAD\)](#)
    - 8. [Madhya Kalikata Shilpangan \(MKS\)](#)
    - 9. [MESH](#)
    - 10. [Noah's Ark International](#)
    - 11. [Palam Rural Centre](#)
    - 12. [Poocharam Federation](#)
    - 13. [Sasha Exports](#)
    - 14. [Silence](#)
    - 15. [South India Producers Assoc. \(SIPA\)](#)
    - 16. [St. Marv's Mahila Shikshan Kendra](#)
    - 17. [Sundarban Khadi & Village Industrial Society \(SKVIS\)](#)

- 18. [Tara Projects](#)
- iii. [Nepal](#)
  - 1. [Association of Craft Producers](#)
  - 2. [Get Paper Industries](#)
  - 3. [Kumbeshwar Technical School](#)
  - 4. [Lydia Trading \(PVT.\) Ltd.](#)
  - 5. [Mahaguthi, Craft with a Conscience](#)
  - 6. [Manushi Arts and Crafts](#)
  - 7. [Nepal Knotcraft Centre](#)
  - 8. [New SADLE](#)
  - 9. [Sana Hastakala](#)
  - 10. [Wonder Products of Nepal](#)
- iv. [Pakistan](#)
  - 1. [Bunvaad](#)
  - 2. [The Dominion Traders](#)
- v. [Sri Lanka](#)
  - 1. [Golden Palm International](#)
  - 2. [Gospel House Handicrafts](#)
- d. [South America](#)
  - i. [Argentina](#)
    - 1. [SIWOK Crafts](#)
  - ii. [Bolivia](#)
    - 1. [O'antati](#)
  - iii. [Chile](#)
    - 1. [Comparte](#)
  - iv. [Ecuador](#)
    - 1. [Camari](#)
    - 2. [Maquita \(MCCH\)](#)
  - v. [Peru](#)
    - 1. [Allpa](#)
    - 2. [Candela Peru](#)
    - 3. [Intercrafts Peru](#)
    - 4. [Manos Amigas](#)
- e. [Southeast Asia](#)
  - i. [Cambodia](#)
    - 1. [Rehab Craft](#)
  - ii. [Indonesia](#)
    - 1. [APIKRI](#)
    - 2. [C.D. Bethesda](#)
    - 3. [Maranatha](#)
    - 4. [Mitra Bali](#)
    - 5. [Pekerti Nusantara](#)
    - 6. [Sukodono Mennonite Wood Carvers](#)
    - 7. [Tropical Salvage](#)
  - iii. [Laos \(Lao People's Democratic Republic\)](#)
    - 1. [Lao Sericulture](#)
    - 2. [Mulberries](#)
    - 3. [Phontong Handicrafts](#)
  - iv. [Philippines](#)
    - 1. [Community Crafts Association of the Philippines \(CCAP\)](#)
    - 2. [Much In Little, Inc](#)
    - 3. [Saffv Handicrafts](#)
    - 4. [Salav Handmade Paper](#)
    - 5. [Women's Multipurpose Co-op](#)
  - v. [Thailand](#)
    - 1. [Grassroots H.O. Co. Ltd.](#)
    - 2. [Lao Song Crafts](#)

3. [Manorom Christian Hospital](#)
  4. [Thai Craft Association](#)
  5. [Thai Tribal Crafts](#)
- vi. [Vietnam](#)
1. [Craft Link](#)
  2. [MAI Vietnamese Handicrafts](#)
  3. [UNIMEX \(Union of Hanoi Import/Export Corporation\)](#)
  4. [Viet House Bamboo Furniture](#)
  5. [Vilaco \(Viet Lam\)](#)

# It Takes A Village...

## Event Planning Assignment

Your task is to plan an after-school event that will raise awareness of the economic challenges faced by peoples in developing countries. Complete the following outline:

1. Select a country/region to focus on:
2. Find 10 facts (from reliable sources) about the issue of poverty and sustainability that you would like to communicate during your event:
3. In point form, answer the following:
  - a. WHERE the event will be held
  - b. WHEN it will happen (time and date, duration)
  - c. WHO will be involved (include contact information)
  - d. WHAT will happen at the event – format
    - i. Format of event will depend on your strengths. **Possible** examples: benefit concert; arts and crafts sale; spoken word poetry jam; dance showcase; play; fashion show
  - e. WHY we are holding this event
  - f. WHY this will attract an audience
  - g. HOW we will communicate our 10 facts to the audience
  - h. HOW we will donate any funds raised through this event

When this outline is complete, be prepared to speak about it in a teacher conference.

TEACHER CONFERENCE TIME AND DATE: \_\_\_\_\_

After the conference, prepare a proposal letter, addressed to the principal, about holding your event. Include all the information from the outline – attach your “10 facts” as a separate page. Your tone should be formal and polite.

PROPOSAL LETTER DUE: \_\_\_\_\_

Web Resources that may help / inspire you:

<http://www.devp.org>

<http://www.tenthousandvillages.ca/>

<http://www.playingforchange.com/>

<http://www.singout.org>

<http://www.adbusters.org/>

<http://www.kwmc.on.ca>



## Event Planning Assignment

Criteria/Levels	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
	<b>Limited Evidence</b>	<b>Some Evidence</b>	<b>Considerable Evidence</b>	<b>Thorough Evidence</b>
<b>Knowledge/Understanding - Content (What you know)</b>	Answers showed limited understanding of facts, terms and concepts	Answers showed some understanding of facts, terms and concepts	Answers showed considerable understanding of facts terms and concepts	Answers showed thorough understanding of facts terms and concepts
<ul style="list-style-type: none"> <li>10 facts from a reliable source on the issue of poverty and sustainability</li> </ul>				
<b>Thinking and Inquiry – Process (How you know it)</b>	Problem-solving skills were applied with limited effectiveness  Analysis and interpretation was weak	Solving skills were applied with limited effectiveness  Analysis and interpretation was satisfactory	Problem-solving skills were applied with considerable effectiveness  Analysis and interpretation was effective	Problem solving skills were applied with high degree of effectiveness  Analysis and interpretation was strong
<ul style="list-style-type: none"> <li>Promoting awareness around a social issue</li> </ul>				
<b>Communication – Writing/Organization (How you express what you know)</b>	Information has been communicated with limited effectiveness	Information has been communicated with some effectiveness	Information has been communicated with considerable effectiveness	Information has been communicated with a great degree of effectiveness
<ul style="list-style-type: none"> <li>Spelling, Grammar</li> <li>Sentence Structure</li> <li>Language</li> <li>Organization</li> <li>Completion</li> </ul>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Entire Assignment</div>			
<b>Application – Final Product/Making Connections and Conclusions (How you use what you know)</b>	Ability to make conclusions, predictions and connections was limited in effectiveness	Ability to make conclusions, predictions and connections was moderately effective	Ability to make conclusions, predictions and connections was effective	Insightful conclusions, predictions, and/or connections were made
<ul style="list-style-type: none"> <li>Creating and Planning a conference</li> </ul>				