

THEME:	Global Water Awareness and Active Citizenship
SCOPE & SEQUENCE UNIT:	Making the World a better place through active citizenship
OBJECTIVE:	‘Active Citizenship’ – an example of one boy’s dream
ACTIVITY:	“Ryan’s Well” – a viewing and reflection

Notes:	In-class activity
Teacher Prep.:	A copy of the video and appropriate equipment to view video in class (dependent upon format of video).
Time:	45-60 minutes

Skills:

- ◆ Critical and creative thinking
- ◆ Global, Local and Cross Cultural Understanding
- ◆ Ecological literacy

Objectives:

- ◆ Students learn about a young Canadian’s approach to dealing with the global water shortage and access issues in developing countries.
- ◆ Students consider this example of active citizenship and their own passions.

Background Information:

This lesson is part of an overall unit of study on global water issues the class is doing. This lesson is the first lesson where we start to look at potential solutions and some of the things people are doing to help with addressing the global water shortage and water access in different parts of the world.

Vocabulary:

Active Citizenship: A citizen who takes an active role in a community. (This is in its simplest form – there are countless and complex definitions of ‘active citizenship’)

In our class, to be an active citizen, a person needed to be engaged in direct action to solve a problem and the action required critical thought and reflection.

Materials:

Video: Ryan's Well (and appropriate equipment, either VCR, DVD, TV, or projector and computer).

Graphic Organizer 'My Thinking' on one side 'My Thinking-Images' (second side)

Teaching/Learning Sequence:

Ask for examples of active citizenship. Connect students to any active citizenship the class has been involved with which may or may not have been recognized at the time as active citizenship. Explain that the young Canadian they are about to learn about started this project when he was six years old.

REVIEW graphic organizer on overhead projector.

HANDOUT graphic organizer to students. Encourage them to fill out while watching video. Note that they will be given time to add to the organizer after viewing the video.

VIEW PRESENTATION: Ryan's Well (DVD or VHS or download or You Tube clips – see resource section below)

The overall format and strategy for this lesson will be THINK-PAIR-SHARE

Throughout this lesson, think, pair share will be done in an A-B partner format.

ACTIVITY: After viewing presentation, students individually reflect and connect what they have seen. This is done on the graphic organizer provided. Reminder about THINK time and the room is quiet.

Question: What connections did you make and thoughts did you have while viewing the presentation?

ACTIVITY: A-B PARTNERS to think, pair, share. General discussion. Students get into A-B partners and share what they have recorded. Students discuss and identify similarities and differences in responses.

Reflection Discussion:

DEBRIEF/BRAINSTORM – Pairs share with large group the important points they made in their discussion.

FLIP CHART ideas as they are being shared.

LIST any follow up questions or information students would like to get after viewing the video

Student Page:

My thinking
Images in my mind

Resources:

Ryan's Well Foundation website (great classroom resource section here)
<http://www.ryanswell.ca/>

Motivation Video produced by Ryan's Well Foundation
<http://www.youtube.com/watch?v=ZXDOxPiDyzc>

Short clip from actual video:
<http://www.youtube.com/watch?v=6eCk2sRQkq8>

Link to Youtube and many clips related to Ryan's Well Foundation (some great short clips here – following his story as it evolved):
<http://www.youtube.com/user/RyansWellFoundation>

Taking it Further:

Read book 'Ryan and Jimmy: And the Well in Africa That Brought Them Together' by Herb Shoveller. An excellent extension of the Ryan's Well story, following the relationships that developed after the initial project.

Watch various short video clips on Youtube highlighted in links above. A wealth of rich, child-centered citizenship in action.



My Thinking



<p>Important Ideas</p>	<p>Connections</p>
<p>Feelings</p>	<p>Questions</p>

