An Introduction to Empowerment

Use some of Nates G7 material

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| **Content**  | **Learning Outcomes** | **Teaching and Learning Activities** | **Resources** |
| Authority and Power2 lesson  | Students should be able to:Define power and authority and explain how each influences theirown livesIdentify and categorize sources of power and authority) | * Students define the word ‘authority’ – who has authority?
* Ready p.5.
* Brainstorm people in our society that have authority, and then rank. Using www.mind2map.com
* (Emphasis not only on Presidents, world leaders, think locally too. Also teacher should emphasize neatness)

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| Examples of authority | Power the person uses |
| Mr. Robertson |  |
| Captain of a soccer team |  |
| School secretary |  |
| Prime Minister |  |

* Give examples/discuss of the following sources of power; intellectual, physical, age, gender, language, religion, person with disabilities. (Possible quiz style)
* E.g, a college professor has \_\_\_\_\_\_\_\_\_\_\_\_ power

**Power and Authority Worksheet** | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, p. 4 – 7www.mind2map.comComputer lab  |
| Power and Authority | Students should be able to:Identify groups that are empowered and disempowered in our society (local, national, and global | Key Question: What is the difference between power and authority?**AUTHORITY GIVES PEOPLE POWER** | Power and authority worksheets.(word)Power and Authority (ppt) |
| Personal Empowerment1.5 lesson | Students should be able to:Define power and authority and explain how each influences theirown livesIdentify and categorize sources of power and authorityIdentify groups that are empowered and disempowered in our society (local, national, and global) | Discuss – what is empowerment? What words do you associate with empowerment?Students write a definition of empowerment in their books. TaskDiscuss the meaning of the terms political, societal, economic, cultural and national empowerment.Students complete a card sort activity, arranging actions into examples of ways to build political, societal, economic, cultural and national empowermentPlenary: Define different types of empowerment. | *Changing Your World: Investigating**Empowerment*, Chapter 1Becoming empowered (ppt)Empowerment statements (ppt)The Empowerment puzzle (word) |
| Disempowerment2 lessons | Define power and authority and explain how each influences theirown livesIdentify and categorize sources of power and authorityIdentify groups that are empowered and disempowered in our society (local, national, and global) | Students sort the following into empowered/disempowered.* Police officer
* Prime minister
* Ebi-Chan
* Taxi driver
* Mayor
* Teacher
* Soldier
* Child
* Principal
* Homeless person.

Students then add 3 or 4 more to the list.Task: (Intro to disempowerment)Discuss the scenarios on the worksheet and decide if they are examples of economic, political, cultural disempowerment etc.Key Questions* How do disempowered people feel?
* Feelings such as anger, fear, rage, the inability to do anything about the situation we are in, hurt, more hurt followed by more frustration
 | Intro to disempowerment (word)*Changing Your World: Investigating Empowerment*, Sterling Chapter 1, p..15.Disempowerment pictures (word) |
| Practice Assessment | Students should be able to:clearly define and give examples of national, economic, cultural, political and societal empowerment and disempowerment. | Student practice AssessmentAt the beginning of grade 7 I usually assign the students an assessment that will not be counted on the their report card but is used they can be exposed to the kind of assignments they will receive in Junior High School. The majority of the students have come from the PYP program in elementary so may not be used to it. Screencast – min 2, max 5 minutesUsing Screencast-O-matic and a collection of photographs that the students will have researched on the internet the students must identify images which show different types of empowerment and disempowerment. During the screen-cast the students must explain why a particular image is a good example of political empowerment/disempowerment, etc. | Self-portrait questions guide (word)Self portrait rubric (word)Web 2.0 tools (as this is a ‘practice’ assignment the students will be given the option to use a variety of tools to complete the assignment. Screencast-O-matic.com |
| Assessment |  | **Assessment – 5% of final mark**Students must research some form of disempowered people, for example modern day slavery. Students |  |
| Understanding primary sources3 Lessons | Students are able to:Identify what ‘sources’ are. Understand the difference between primary and secondary sources. . | IntroductionAim: Understanding primary and secondary sources.* Source match from the PowerPoint.
* Teacher will read p.16 and 17 from the textbook to the students about the Home Children
* ***How can we easily recognize if a source is primary or secondary*?**
* Students complete the source analysis table.
 | *Changing Your World: Investigating Empowerment*, Sterling Chapter 1, p..16-17.Sources match (ppt) |
| Discussing the reliability of primary Sources | Students should be able to:Identify and explain bias | * Are primary sources reliable? What’s are the good points and bad points of primary sources.
* Introduce the idea of bias – could the sources in the book be bias?

Group TaskFirst students will given varying accounts of a fictional fight that happened in my classroom. Students will read the sources and post their initial responses to the sources and differing accounts of the fight via In groups Students complete ‘the fight’ task.Use table to record the reliability of the information.

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| Witness | Is it reliable? | Why? Why not? |
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What is bias? Give examples of bias? Is bias information useful | The fight (ppt)The flight reliability (word)The witness statement (word)www.Todaysmeet.com |
| Exploring bias further | Students should be able to:Understand bias and create their own biased reports from different perspectives. | Writing Exercise* Students complete the activities from the worksheet
* Students write their own bias sports reports from the perspective of the two teams
 | Computer labClass discussion via Todaysmeet.comBias football report. |
| Map work | Students should be able to:Distinguish between different types of maps, and their uses. Evaluate different maps: the symbols, purpose and information | The teacher points out that maps are an important part of learning about geography. The teacher has students look at three kinds of maps – political, physical, and thematic – using maps from the PowerPoint. Students will compare and consider similarities and differences between the map using a 3 way Venn diagram.The teacher elicits the kind of information we learn from the maps and the symbols on the maps.TaskStudents analyze the thematic map on pp.68-69 in pairs using the worksheet “Analyzing maps flow chart” | Maps and AtlasesThe Geography of Canada (ppt)Venn diagram (word)Analyzing maps flow chart (word)*Changing Your World: Investigating Empowerment*, Sterling Chapter 1, p..68-69. |
| Basic Cartography | Students should be able to:Create a physical and political map of Canada using appropriate symbols, title and legend. | Lesson 2Students produce a political and physical map of Canada.Political Map. Students must label.Canada’s 10 Provinces… Canada’s 3 Territories…Canada’s capital:What is a natural barrier?Based on the physical geography of Canada where do you think the population is dense and where do you think the population is sparse. | Maps and AtlasesThe Geography of Canada (ppt) |
| Migration |  | Look at your physical map of Canada and the population density map and complete the following table;Any general patterns between the geography and population density.e.g; Further north – lower population density – north has a colder climate.What is migration?Reasons for migration.Push and pull factors.Read the worksheet why move to Canada and highlight the push and pull factors.Complete the Migration alphabet challenge. | * <http://cache.eb.com/eb/image?id=70010&rendTypeId=4>
* <http://www.ngfl-cymru.org.uk/vtc/2008-09/geography/Migration/Lesson%201/Plenary/lesson_1_plenary_pairs.html>
* Workcircle
* Workcircle answers

 <http://www.ngfl-cymru.org.uk/vtc/2008-09/geography/Migration/Lesson%203/Starter/lesson_3_starter_pen.html>* Why move to Canada push and pull (word)
* Why move to Canada highlight (word)
* Migration alphabet challenge
 |
|  |  | You have to design a fair and just society* Government system
* Economic system
* Rights and freedoms
* Punishments

Is it impossible to create a utopian society? |  |