

# BE THE CHANGE

<b>Grade: 9</b>		<b>Topic: Survival and Development</b>	
<b>Curriculum Area:</b> Grade 9 Geography, Art, Media Literacy		<b>Title: Through Your Eyes</b>	
<b>U.N. Rights of the Child Article(s):</b> <ul style="list-style-type: none"> <li>All children have a right to live. Governments should ensure that children survive and develop healthily. (Article 6)</li> <li>Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this. (Article 24)</li> <li>Children have a right to a standard of living that is good enough to meet their physical and mental needs.</li> </ul>		<p style="text-align: center;"><b>Teaching Strategies</b></p> <p><b>Important note:</b> For this lesson you need to either have multiple copies of the book <i>The Future of the Earth</i> or have one copy and use photocopies of a few of the pictures in the book. Access allows copying of no more than 10% of a book for educational use, but a board license must be purchased for this purpose. Check with your Board of Education to find out if they have purchased this license.</p> <p>Session 1: Using some of the following images from <i>The Future of the Earth</i> (Mali – page 30, War – page 34, Water – page 42, Shantytowns – page 48, Inland Sea – page 50, Garbage – page 58, Traffic – page 66), create a handout of the image only (colour images would be especially powerful). Also create a <a href="#">handout</a> of all of the sub-headings on a separate page (for example, from page 31 on Mali use, “Thousands of groups throughout the world work hard on behalf of their district, their city or the planet as a whole”). Put the students into groups of 3. Each group gets one image and a page of the captions and sub-headings. It is up to each group to discuss the image that they have been given, where could it be, why is it striking, how does it make them think or feel, why is it important? The students are then to read the sub-headings and decide which one(s) could apply to their image.</p> <p>After some time to explore the image and the possible sub-headings direct the students to create a caption for the image. Share the images and captions with the entire class. Now share the captions in the book (for example, the Mali caption reads “Can we live together”). How closely do their captions match those of the book? What does this mean in terms of point of view? Read the information found on these pages, does this change how you view the images? 🤔 Ask the following thinking questions: “Which is more powerful, words or images and why?” “Can images be manipulated to alter the reaction of viewers?” “What do you think the was the purpose of the photographer?” This can be followed by a discussion on point of view and bias.</p> <p>Session 2: Explore what issues are appearing in the local newspapers and news reports (radio and television). Look at online resources, magazines, journals and other photo images. Ask the students to analyze what the photojournalist was trying to portray in all of these resources. Who is the intended audience, what emotion was the photographer trying to access in the viewer, what questions are left unanswered, who or what was left out? 🤔 How would you use this understanding in developing your own issues based awareness campaign?</p>	
<b>Information Studies: Overall Expectations</b> <ul style="list-style-type: none"> <li>explore information using a variety of group activities</li> <li>relate prior knowledge to information tasks</li> <li>collaborate with others to share findings and ideas</li> <li>transfer new information skills and knowledge to solve problems and make decisions</li> </ul>			
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).			
<b>Resources:</b> <ul style="list-style-type: none"> <li><i>The Future of the Earth: an introduction to sustainable development for young readers</i></li> <li><i>Online databases, newspapers, radio and TV</i></li> </ul>			
<b>Black Line Masters:</b> <ul style="list-style-type: none"> <li><a href="#">Quotes handout</a></li> </ul>			
<b>Websites:</b> <ul style="list-style-type: none"> <li><a href="#">UNICEF photo essays</a></li> <li><a href="#">Youth Learn – photo essays</a></li> </ul>			
<b>BE THE CHANGE... Suggestions for Action</b> <ul style="list-style-type: none"> <li>Using the images that the students have taken from the local community, create an activity similar to above lesson to use with other classes to bring an awareness and action in the local community.</li> <li>Create an action team to work on areas in the local community that the students have identified as being important to them (cleaning up school yard, creating more green space in the community etc.)</li> <li>Contact your local paper to see if they will mount your photo essays</li> </ul>			

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**Topic:** Survival and Development

**Title:** Through Your Eyes (page 2)

## Teaching Strategies

Session 2 continued:

Brainstorm what type of images from the local community the students would like to explore in terms of creating awareness. Use the understanding gained in the previous activity to broaden the student's perspective, discuss the various points of view on these issues. Using digital cameras (or whatever is available to you) have the students take images of these areas (graffiti, vandalism, playground after recess, etc.). Create your own images book with captions, sub-headings and text.

***Extension:***

Explore the creation of photo essays/campaigns (along the lines of the Toronto Star "Why" Campaign). Look at [UNICEF's photo essays](#) online. There are many other sites to look at concerning photo essays, but concerning social issues, UNICEF's are the most useful. There are a series of lessons specifically on developing [photo essays](#) online that will help with creating and developing the sense of inquiry and research within the photo essays on local issues. Using whatever technology owned by your school, create your own photo essays with the pictures taken in Session 2.