

TEACHER'S GUIDE

A Window to the World: Images by Youth on Issues that Matter

By TakingITGlobal with support from the Renaissance Expedition

OVERVIEW

Welcome to *A Window to the World: Images by Youth on Issues that Matter!* In an age of rapidly developing technology, we wanted to go back to basics and create a card deck that could tackle the issues that matter to us – and youth – the most. Each artwork was created by a participant in our Adobe Youth Voices program through educational workshops and represents a range of issues and challenges including; Culture, Education, Environment, Health, Human Rights and Peace & Conflict. We designed the card deck as a hands-on resource for your students to interact with some of the world's greatest challenges and to empower them to act, together.

The cards have been organized in two ways: you'll find there are 43 individual **Image Cards** and 15 **Activity Cards**. On the back of each Image Card is the name and location of the artist, as well as a description that is meant to help you and your students better understand the issue behind the image. To accompany the Image Cards are 15 Activity Cards, each of which has a unique, creative activity recommendation to get your students interacting with both images and issues.

Below are the ways you can connect the 'A Window to the World' image deck to the current elementary and secondary Ontario curriculums. Instead of focusing on specific expectations, we have taken an overarching look at the objectives and underlying ideas of each subject so that it's clear to see how individual images, or the deck as a whole, connects your students to their learning goals.

ELEMENTARY: <http://www.edu.gov.on.ca/eng/curriculum/elementary/index.html>

Subject	Underlying Curriculum Connections
Language (p. 4)	<ul style="list-style-type: none">• Communicate – that is, read, listen, view, speak, write and represent – effectively and with confidence• Make meaningful connections between themselves, what they encounter in texts, and the world around them• Use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens
The Arts (p. 6)	<ul style="list-style-type: none">• Taking an innovative approach to a challenge• Making a commitment to equity and social justice and dealing with environmental issues• Making connections between the cognitive and affective domains (expressing thoughts and feelings when creating and responding to art works)
Health & Physical Education (p. 20)	<ul style="list-style-type: none">• Using adaptive skills, such as being flexible, making connections and applying problem-solving, stress-management, and conflict-resolution skills, when confronted with challenges and change• Demonstrating teamwork skills by working collaboratively with a partner or in a group to achieve a common goal• Presenting results (e.g., orally, in writing, through a demonstration or performance)
Science and Technology	<ul style="list-style-type: none">• To relate science and technology to society and the environment (p. 6)• The student asks questions that demonstrate curiosity about the world around him or her (p. 15)• The student selects information from prior knowledge, other people, and observations made during his or her explorations (p. 15)

Social Studies, History, Geography (p. 6)	<p>Social Studies</p> <ul style="list-style-type: none"> • Developing an understanding of responsible citizenship • Developing the personal attributes that foster curiosity and the skills that enable them to investigate developments, events and issues <p>History</p> <ul style="list-style-type: none"> • Developing an understanding of past societies, developments, and events that enables them to interpret and analyse the historical, as well as current, issues • Understanding the experiences of and empathizing with people in past societies <p>Geography</p> <ul style="list-style-type: none"> • Analysing the connections within and between natural and human environments and communities • Being responsible stewards of the Earth by developing an appreciation for both natural and human environments and communities
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SECONDARY <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Subject	Underlying Curriculum Connections
English (p. 4)	<ul style="list-style-type: none"> • Communicate – that is, read, listen, view, speak, write and represent – effectively and with confidence • Make meaningful connections between themselves, what they encounter in texts, and the world around them • Use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens
The Arts (p. 5)	<ul style="list-style-type: none"> • Taking an innovative approach to a challenge • Making a commitment to equity & social justice and dealing with environmental issues • Making connections between the cognitive and affective domains (expressing thoughts and feelings when creating and responding to art works)
Health & Physical Education	<ul style="list-style-type: none"> • Describe the influence of mental health on overall well-being (Grade 11 – p. 11) • Analyse the social factors that influence personal health (Grade 11 – p. 14) • Analyse how the environment influences the health of the community (Gr. 11 – p. 15) • Use social skills to work effectively in groups and enhance relationships (Gr. 12 – p. 23)
Science and Technology	<ul style="list-style-type: none"> • To relate science to technology, society and the environment (p. 16) • Formulate questions (p. 20) • Communicate ideas, procedures and results in a variety of forms (e.g., orally, in writing, using electronic presentations) (p. 20) • Think critically and logically; draw conclusions; justify conclusions (p. 20)
Social Studies & Humanities (p. 9)	<ul style="list-style-type: none"> • Disciplined inquiry and critical literacy • Problem solving • Understanding of self and others • Local and global mindedness
Geography, History and Politics (p. 7)	<p>History</p> <ul style="list-style-type: none"> • Developing an understanding of past societies, developments, and events that enables them to interpret and analyse the historical, as well as current, issues • Understanding the experiences of and empathizing with people in past societies <p>Geography</p> <ul style="list-style-type: none"> • Analysing the connections within and between natural and human environments and communities • Being responsible stewards of the Earth by developing an appreciation for both natural and human environments and communities <p>Politics</p> <ul style="list-style-type: none"> • Developing an understanding of how to influence change within the diverse communities to which they belong, and of how individuals and groups can participate in action that promotes change

We hope you and your students enjoy using the 'A Window to the World' card deck, and we welcome any suggestions about how you see your class using it.

INTRODUCTION

As part of this guide you'll receive tailored discussion questions for each image that are meant to help your students focus on the artwork and develop a relationship with it and the issue it represents. They are starting points to help introduce an issue and the feelings that might be associated with the topic and the content of the piece. They can be adjusted for your class ability level and age range.

These questions are best used to engage or re-engage students before using the Activity Cards, but they can also be used as a post-activity reflection tool. The purpose of the Activity Cards is to get your students thinking critically about these issues in a creative way; using their imaginations, their hands and their voices to personally explore the challenges that face youth today. The diversity of the cards allows for a wide range of differentiation in the classroom so that you know each student is accessing the ideas behind the issues.

Group size

The beauty of 'A Window to the World' is that it can be used in many different ways. However, the card deck is best managed when students are working independently, in pairs or in groups no larger than five students. This helps students learn from one another but prevents them from getting lost in a large group. Whole-class discussion and reflection at the end, however, is greatly encouraged.

Selection of image

You will see that, along with a description on the back of each card, we have also provided a suggested grade-range for each image. This is because we know some issues are difficult to comprehend at certain ages, and some images may tackle the issue in a more mature way. These are guidelines only, and we hope you feel comfortable deciding on the appropriateness of each card for your classroom.

Because the images have been created by youth, we think it is important for your students to have the power to choose their own images – to pick an image that means something to them. However, you may want to organize images by how they might relate to your subject (substance use and abuse in Physical Education, for example) or how they relate to each other and allow your students to pick within those guidelines.

One way to have students choose their own image, while also helping them think critically about the images as a whole, is a Gallery Walk. Before setting them loose on an activity, set up the images around the room and have your students walk through them as if they were at an art gallery. Additionally, you could provide your students with post-it notes and a question or two (ie. Why do you like this image? What does this image mean to you?) that they must answer for each image. Afterwards, encourage them to choose the one that, for whatever reason, felt relevant to how they were feeling and read the post-it notes that their peers shared. This may help them form an opinion on both the image and the issue that they'll be exploring.

Selection of activities

To include each student and their unique skills in 'A Window to the World', we suggest using multiple activities in the classroom at one given time. We imagine the lessons working most fluidly if you, as the teacher, pick 3-5 activities from the 15 we provide and have them somewhere visible in the classroom – either on the board or on a piece of paper, depending on the needs of your students. Then, either suggest to specific students what you'd like them to do (depending again, on their needs) or allow them total freedom in choosing an activity that will challenge them.

If you have a very high-ability class, you can try and have students pick their own activity from all 15 cards. However, it could be quite a challenge to explain and monitor each card if your class struggles with independent tasks. This of course, is up to you!

Time allocation

The amount of time you spend on these activities depends on how deep you want your students to go with their image and issue. Some of these activities (such as See. Think. Feel or Lasting Impression) can be completed within five to 15 minutes, but others will be most successful if students are introduced to an activity in class, and given plenty of time (perhaps outside the classroom) to think as deeply, and be as creative, as possible. This means that certain activities could require two or three lessons (including a class for presentation) for completion.

INTERACTION

'A Window to the World' is meant to inspire many different types of thinking, including, but not limited to; generative thinking, entrepreneurial thinking, collaborative thinking, creative and critical thinking, interconnected and interdisciplinary thinking and global citizenship. You can use the cards in different ways to achieve each of these by choosing to focus on one card, or the relationship between different images or issues, or by choosing images based on subject-specific (Science, Art, Language/Media Literacy) objectives.

If you are using the cards to introduce a topic such as eating disorders, bullying or environmental issues, group only those cards together and work within them. Or, you can choose images at random and ask students to identify a relationship between them – there will be no right answer, only deep thinking.

DEBRIEF

We think that sincere reflection on the activity is just as important at the activity itself. Some of your students may struggle with the issues at hand and some may need time to digest what they've learned and what they've felt. Below are some ways we hope your students might be able to purposefully reflect on their participation and activism.

Think-Pair-Share: This is a simple exercise at the end of the lesson to have students reflect independently, learn from their pair, and then listen to the thoughts of their classroom peers. Have prompts at the front of the room for students to copy down and reflect on: How did they enjoy their activity; what did they like or didn't like? How is this issue present in your own community? What can you do to effect change for your issue? How can you or we learn more? (Guide students to the TIG website, suggestions below)

Target Practice: If you have lots of space (or the ability to take your lessons outside) set up a bulls-eye target with tape or material you have on hand. Each student will need a ball, stone or object to place on the bulls-eye. Have students stand in a circle around the bulls-eye and

ask them about their understanding of the activity; students who didn't understand or didn't like the activity/image/issue are to put their object on the outer-most ring of the target. Students get closer to the bulls-eye the more they understood or liked the activity. This is a measure to see how to build on your students' learning next time, or where there may be gaps in understanding. Have students justify their place on the target.

Traffic Light: This reflection activity requires a bit of pre-planning, but will very easily help students indicate their understanding or feelings about the issues they're exploring. Provide each student with three cut-out circles: one red, one yellow and one green. Have students indicate their level of understanding, or their feelings about their issue or image, by holding up a coloured circle when prompted. Students who hold up a red circle didn't understand/like the activity, while yellow means they feel neutral and green indicates that they understood/liked the activity very much.

If you have a SmartBoard in the classroom, you can cut out the prep time by having the three coloured circles up on the board. Choose students to come up and tap the colour that they relate to (exactly as if they had the circles in their hands) to indicate their level of understanding. The colour can then disappear/explode/say something and the student must justify their choice. If they choose red, for example, the circle could ask them a question such as 'What are you going to do to help better your understanding'. If they chose green, the circle could prompt them to teach three additional people about their topic. The possibilities are endless!

All In A Row: You'll need to have enough space in your classroom to have your students line up in a row against the wall. This activity is to help you gauge the success of the lesson and to help students think about their own interactions. Students start off at the back of the classroom and move 'up' the classroom based on their feelings to the questions you ask or statements you make. They can be about understanding or feelings, but there needs to be some sort of progression so that students work their way closer to the opposite wall from where they started.

Example statements: *I enjoyed the activity. My image made me feel... I learned more about... I now know how to act on my issue.*

Students take a step forward for each statement they agree with.

You may also want to consider how much time you want to give your students to reflect. It might be beneficial to reflect immediately in the classroom, and again as homework. We invite you to use our website (www.tigweb.org) as a reflection tool outside the classroom; have your students further research the issue they chose and explore the Action Tools and Discussion Groups we provide and have them Commit2Act. To engage further with the images, students can log on to the Global Gallery and comment on what they thought of the image they selected. Have them reflect on how they might help make change happen.

Thank you for your participation!

We invite you to share stories with our team about how you have used this guide and the Card Deck of images with your students.

You can contact us at education@takingitglobal.org