

## UNESCO ASSOCIATED SCHOOLS NETWORK IN CANADA WINTER 2020 NEWSLETTER

Dear ASPnet schools,

I would like to take the time to thank our Provincial Coordinators Robert Mazzotta from Alberta and Éric Laroche from Quebec for all the hard work they have done throughout the years in promoting and sustaining the network in their respective province. They both have showed tremendous leadership and will be missed, but not forgotten! I would like to also extend a warm welcome to our new provincial coordinators, Tim Jeffares in Alberta, and Tommy Bureau in Quebec. We look forward to working with both of you!

A reminder that our ASPnet National Steering Committee includes the following regional coordinators:

- Barbara Ryeburn (BC)
- Tim Jeffares (Alberta)
- Camille St-Amand (Saskatchewan)
- Linda Connor (Manitoba)- Current Chair
- Lorraine Otoide (Ontario)
- Tommy Bureau (Quebec)
- Mark Perry (NB and NS)
- Michel Emery (Yukon)
- Isabelle LeVert-Chiasson (National Coordinator)

Our ASPnet Action Area Themes are:

- Global Citizenship Education
- Climate Change
- Reconciliation through education

We are pleased to share with you many updates from the international and national UNESCO Schools Network.

Isabelle



### **Isabelle LeVert-Chiasson**

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## ONE NEW MEMBER SCHOOL!

We are pleased that the following school from Canada received membership to the international ASPnet Network:

 Elm Creek Elementary School (Winnipeg, MB)

We are patiently awaiting the membership confirmation from UNESCO for a few other schools in Canada.

## ACTIVITIES AND OPPORTUNITIES FOR ENGAGEMENT

### VIDEO CONFERENCING EXPERIENCES WITH THE CENTRE FOR GLOBAL EDUCATION

CCUNESCO, in partnership with the [Centre for Global Education](#) is pleased to invite you to join us on the following video conferencing experiences for 2019-2020:

#### **Traditional Environmental Knowledge**

*Through the understanding and integration of traditional knowledge, students will examine the complex nature of climate change and explore practical steps and ways youth can be involved to make a difference.*

April 21 2020, 11am-12pm (EST) FRENCH ONLY

**Keynote Speaker:** André-Yanne Parent is the current Executive Director of the Climate Reality Project.

Download the Activity Guide in French [here](#).

Email Mike Kawchuk at [mkawchuk@takingitglobal.org](mailto:mkawchuk@takingitglobal.org) for more information or to register.



#### **Promoting Gender Equity in STEM: Featuring Eugenia Duodu**

Tuesday, February 4, 2020, 11am-12pm (PT); 2pm – 3pm (EST) – ENGLISH ONLY

Eugenia Duodu is the CEO of [Visions of Science Network for Learning](#), a charitable organization that empowers youth from low-income communities through meaningful engagement in STEM (science, technology, engineering and math). She is an educator, speaker, community organizer and advocate who is passionate about creating equitable opportunities for youth to achieve their full potential. Eugenia Duodu holds both an honours bachelor degree in Chemistry and Biology and a PhD in Chemistry from the University of Toronto. Email Mike Kawchuk at [mkawchuk@takingitglobal.org](mailto:mkawchuk@takingitglobal.org) for more information or to register.

#### **A Global Refugee Crisis: Art & Healing**

Wednesday, April 1, 2020, 12- 1pm (EST) – ENGLISH

Wednesday, April 1, 2020, 1-2pm (EST) FRENCH

This conference will provide students with the opportunity to connect with both experts from the [United Nations High Commission for Refugees](#), and artist activists from a community-based art organization that seeks to ignite positive social change through collaborative art making in refugee camps around the world. Together these speakers will share their experiences working alongside Refugees. This event will be focusing on SDG's: #1 No Poverty, #10 Reduced Inequalities, #16 Peace, Justice and Strong Institutions. Email Mike Kawchuk at [mkawchuk@takingitglobal.org](mailto:mkawchuk@takingitglobal.org) for more information or to register.



## LITTLE INVENTORS

Little Inventors is launching **Mission: Protect our oceans** in partnership with the [Natural Sciences and Engineering Research Council of Canada \(NSERC\)](#) and the [Canadian Commission for UNESCO \(CCUNESCO\)](#). All students across Canada are invited to become ocean scientists and think of inventions to protect the ocean. Teachers are invited to plan a workshop as a class activity to learn more about

ocean health, the impacts of climate change and our future with the oceans. **FREE downloadable resources are available on the [website](#)**. Follow the Workshop Guide and use the accompanying Mighty Oceans PowerPoint and activity sheets provided. These will provide a step-by-step guide on what to do during the workshop. Once you're finished, scan or take a photo with your phone or of the ideas and upload them to this [page](#). The challenge is open until **Sunday, December 20, 2020**, but enter by **March 15, 2020**, for an extra chance to see the ideas featured on World Oceans Day on June 8, 2020!

## ParticipACTION COMMUNITY BETTER CHALLENGE

The [ParticipACTION Community Better Challenge](#) is a great opportunity to motivate our communities to get active together. The challenge takes place from June 1 – 21, 2020 and will award **'Canada's Most Active Community'** with **\$150,000**. To participate, leaders like us – from schools, community organizations, sports and recreational teams, workplaces and municipalities – can register our groups and track physical activity on our participants' behalf. To help us out, ParticipACTION is offering micro-grants from \$250 to \$1,000 that can be used to support activities we host from **June 1 – 21**. Grant applications are being accepted from **January 27<sup>th</sup> to February 28<sup>th</sup>**. [Learn more](#).



## BE AN UPSTANDER

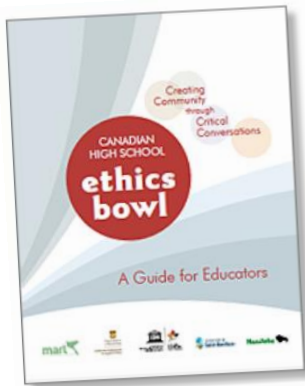
The [Canadian Museum for Human Rights \(CMHR\)](#) has launched a new online teaching resource called ["Be an Upstander"](#). This resource was developed by teachers, for teachers. The ["Be an Upstander"](#) resource is a project-based learning unit designed to complement the "Be an Upstander" school program, which is offered both [online](#) and [onsite](#). This resource targets students in middle years and encourages inquiry and action on human rights issues. Students examine the traits of human rights upstanders and consider how to follow their examples. By the end of the project, students will have had the opportunity to explore an issue they are personally passionate about, share their knowledge and lead others toward action. We want to hear what your students are doing to be upstanders so they can inspire other young Canadians to do the same. Ask your students to reflect on their learning during the "Be an Upstander" program and share it with the CMHR. By participating in the ["Be Canada's Next Upstander"](#) contest, your students could win a trip to the Museum and be featured on the museum's website. Learn more about how to implement the "Be an Upstander" program in your classroom with this [comprehensive Teacher Guide](#).

## KIDS BOOST IMMUNITY

[Kids Boost Immunity \(KBI\)](#) is a free [World Health Organization](#)-accredited online educational resource that pairs local learning with a global reward: vaccines for children in need through [UNICEF Canada](#). Developed initially in British Columbia and supported nationally through the Public Health Agency of Canada, KBI is designed to boost health literacy and critical thinking skills for Canadian students from grades 4-12 by connecting learning in the classroom directly to global citizenship. The more lessons and quizzes students complete, the more vaccines they earn for children in another part of the world through UNICEF – it's that simple. KBI leaderboards track student outcomes and encourage friendly competition through a series of inquiry-based articles, videos and online quizzes aligned to science, health and social studies curricula. KBI's *Teacher's Guide* includes

a downloadable PDF Teacher Resource with curriculum outcomes, lesson descriptions and teacher support materials for each province.

## CANADIAN HIGH SCHOOL ETHICS BOWL



ASPnet schools are invited to participate in the **Canadian High School Ethics Bowl!** Teams from **public schools** are eligible to participate, and each school team comprises five students from **Grades 9 to 12**. In advance of the Ethics Bowl, schools receive cases that focus on current ethical issues—social, political, economic, scientific, cultural, or beyond. Students research and develop the cases, and arrive at the Ethics Bowl prepared to present their ideas and to listen to other perspectives. All teams participate in a round robin-style competition. In each round, two teams discuss two cases, and winning teams proceed to the semi-final and final competitions. Download the [Canadian High School Ethics Bowl: A Guide for Educators](#) and find everything you need to run your own ethics bowl at your school. The **National Event** will be held at the Canadian Museum for Human Rights

in Winnipeg on April 23 and 24, 2020. If you are interested in organizing an ethics bowl at your school or in participating at the National Event in Winnipeg, please contact **Linda Connor**, Manitoba Education and Training, at [Linda.Connor@gov.mb.ca](mailto:Linda.Connor@gov.mb.ca).

## POETRY IN VOICE

The Canada Council for the Arts and CCUNESCO invite ASPnet youth to participate in the [Poetry In Voice Competition](#). The top 3 competitors of each category win Individual Prize money and money for the purchase of poetry books for their school library. The **SENIOR Recitation Competition** is open to students in **grades 9, 10, 11, and 12**, which takes place in the winter and spring. Students begin competing in the 1) [classroom contest](#), and winners move on to the 2) [school contest](#). School champions submit recitation videos for the 3) [Online Qualifiers](#). Then the top 24 students are invited with a teacher to participate in the 4) [National Finals](#), with travel and accommodation provided. Learn more about the [senior competition](#), the [Team Regionals](#), and review [deadlines](#). Deadline to submit recitation videos for the Senior Online Qualifiers: **March 5, 2020**.



## 10,000 CHANGES: CANADA'S COMMITMENT TO RETHINK PLASTICS

Did you know that Canadians generate on average 708 kilograms of garbage per person, per year? We have a new learning package for teachers to help students learn about how to become a more conscientious shopper by letting go of plastics. Each learning package comes with a bilingual video, infographic, and lesson plan: <https://10000changes.ca/en/education/>

## UPDATES FROM CCUNESCO

### SHARING OF TEACHER RESOURCES VIA GOOGLE DRIVE

Many of our regional, national and international partners develop excellent tools and resources for schools to support teachers in further exploring UNESCO's priority themes. In order to facilitate sharing these tools and resources with our UNESCO Schools Network, CCUNESCO has created a Gmail account ([aspnet.reseau@gmail.com](mailto:aspnet.reseau@gmail.com)) linked with the following [Google Drive folder \(ASPnet/RéSEAU\)](#) in order to save and share resources online. We invite you to share with us additional resources that you think would be relevant for the network, in particular if they link to our priorities in Canada:

1. UNESCO's mission and mandate and the Sustainable Development Goals
2. Global Citizenship Education (includes the sub-themes of Diversity and Inclusion, Media Literacy, Prevention of Violent Youth Extremism)
3. Education for Sustainable Development and Climate Action (includes the sub-themes of UN Oceans Decade, Girls in Science)
4. Indigenous Education and Reconciliation

### NEW CCUNESCO RESOURCES

-  [Media and Information Literacy: Challenges and Opportunities for the World of Education](#): Written by Carolyn Wilson, this paper explores media and information literacy and its importance to understanding democratic rights, active citizenship, and technological literacy. Filled with key concepts, sample questions, and additional resources, it is essential reading for both educators and the wider public.
-  [Our Civic Relationship with the Ocean in Canada](#): Produced in partnership with the Canadian Ocean Literacy Coalition, and in advance of the UN Decade of Ocean Science for Sustainable Development (2021-2030), this paper brings together the perspectives of Indigenous elders, science-policy practitioners and the ocean literacy community. It explores our civic relationship with the ocean in Canada and asks: to what extent do we, as Canadians, recognize the ocean as the determining life system of the planet?
-  [Two-Eyed AI: A Reflection on Artificial Intelligence](#): Produced by Dick Bourgeois-Doyle, this reflection paper discusses the benefits and the power of integrating knowledge perspectives, both Indigenous and Western, as it relates to artificial intelligence (AI). The author argues that mixing the two points of views aligns well with thoughtful strategies for navigating the AI reality and could offer a practical framework for ethical policy development.

## UPDATES FROM UNESCO

### NEW UNESCO MEMBERS GUIDE

UNESCO is very pleased to present you with the new [Guide for Members](#) of the UNESCO Associated Schools Network (ASPnet). Based on the 2018 Guide for National Coordinators, the booklet provides to all educational institutions in the world, which have committed to contribute through their ASPnet membership to UNESCO's mission of building peace in the world, clear information and guidance on the related objectives, benefits and requirements.

## FUTURES OF EDUCATION INITIATIVE

This past September, UNESCO launched a new global initiative at the United Nations, [Futures of Education](#). This initiative focuses on rethinking the role of education, learning and knowledge in the light of the great challenges and opportunities for the future that are anticipated, possible, and preferred by 2050 and beyond. Your voice counts and your perspective matters. Become a part of this global initiative by sharing your vision of the futures of education! There are a few ways you can contribute:

- **Top 3 Challenges and Purposes of Education - Survey:** A 3-minute online survey to offer views on the top three development challenges ahead in the future and top three ways education can address them.
- **[Your Vision of Education in 2050 – Submission of artwork:](#)** This platform invites people to share their original creative, artistic visions of what education might look like in 2050.
- **Your View on the Futures of Education - Written contributions:** This platform invites people to present their thoughts on what they see as the one major issue for the futures of education (max 1000 words).
- **[Organize a Focus Group Discussion within your organization or network:](#)** The insights gained through these focus group discussions will be synthesized by UNESCO and presented to the International Commission as input into the development of the global report.
- **Organize seminars or workgroups that result in a written report prepared for the [International Commission](#).** Written reports (maximum 10pp), will be accepted in any of the 6 UN working languages (Arabic, Chinese, English, French, Spanish and Russian), and should be received before 30 June 2020.

## NEW UNESCO RESOURCES

- **[“Writing Peace”](#)** is a manual that invites young audiences to discover contemporary writings through the introduction of various languages. Its goal is to make the world appear a little closer and a little more familiar. "Writing Peace" encourages children (ages 8 to 14) to become aware of the interdependence of cultures through familiarization with contemporary writing systems, their history, and their borrowings. The manual contains 24 activity sheets. Each section presents the characters of a writing system, an introductory text and historical background, the word “peace” and the word “hello,” the language(s) attached to the system(s), and an activity whose answers appear at the end of manual. Six thousand years after the advent of writing, what do we know about others, their systems of thought, and the transcriptions of their writing systems? How can different writing systems contribute to a better understanding of the world and our place within it? By beginning to learn about these writings and their fascinating beauty, the manual connects children to diversity, thus opening their eyes to the concept of peace and our awareness of it.
- **[Teaching and Learning with Twitter Guide:](#)** Social media conglomerates are often looked upon with suspicion when it comes to the management of their platforms and collaboration for social development. Media and information literacy is a potent way to help people to critically navigate these information superhighways while enabling them to understand that they have the autonomy to choose what they do online or not.

## UPCOMING SOCIAL MEDIA CAMPAIGNS—KEEP AN EYE OUT!

- 🌸 January 24- [International Day of Education](#)
- 🌸 February- [Black History Month](#)

- 🌸 February 11 – International Day of Women and Girls in Science
- 🌸 March 8- International Women’s Day
- 🌸 March 21 – International Day for the Elimination of Racial Discrimination
- 🌸 April 22- International Earth Day
- 🌸 May 3- World Press Freedom Day
- 🌸 June 8- World Oceans Day
- 🌸 June 20- World Refugee Day
- 🌸 June 21- National Indigenous Peoples Day
- 🌸 August 9- International Day of the World’s Indigenous Peoples
- 🌸 August 12- International Youth Day

Follow us on **Twitter** ([@CCUNESCO](https://twitter.com/CCUNESCO)) and like us on **Facebook**!

## ASPNET SCHOOLS IN ACTION!

### INDIGENOUS MAP OF CANADA (Dec, 2019, Winnipeg, MB)

Sid Williamson leads a thought-provoking walk on the Indigenous Map of Canada last December in Manitoba with ASPnet Schools. Des Kappel, Provincial Toponymist, offered additional information and an interesting presentation on the value of understanding the importance of place names. This activity encouraged schools to connect with local Indigenous communities to rediscover their Indigenous Place Names. *To note: Geographic Education’s [giant floor map](http://www.canadiangeographic.com/educational_products/giant_floor_maps.asp) program is a free resource offered to Canadian teachers from Kindergarten to grade 12. Each floor map comes complete with a trunk of additional supplies to further enhance students’ experience including map legends, activity cards, props and more. In addition, a teacher guide with at least ten curriculum-linked activities will help bring the map to life. Each floor map is made of heavy-stock vinyl and measures 11 m x 8 m, roughly half the size of a school’s gymnasium.* [http://www.canadiangeographic.com/educational\\_products/giant\\_floor\\_maps.asp](http://www.canadiangeographic.com/educational_products/giant_floor_maps.asp)






### MOOSEHIDE CAMPAIGN (November 2019, Whitehorse, YK)




Last November, F.H. Collins Secondary School participated in the Moosehide Campaign. More than 600 Moosehides were distributed at the school, in order to promote awareness against violence towards women and children. To find out more about the campaign, or to order pins for your school: <https://www.moosehidecampaign.ca/>.

## ADDITIONAL RESOURCES



### ASPnet in Canada

-  [Strategy 2015-2021 for the UNESCO Associated Schools Network \(ASPnet\) in Canada](#)
-  [Guide for School Membership for the UNESCO Associated Schools in Canada](#)
-  [ASPnet promo video](#)





### ASPnet International Network

-  [UNESCO Associated Schools Network: Guide for National Coordinators](#)
-  [Climate Change/Education for Sustainable Development: Getting Climate-Ready: A Guide for Schools on Climate Action](#)
-  [Global Citizenship Education \(GCED\): Schools in Action: Global Citizens for Sustainable Development: A Guide for Teachers](#)
-  [Global Citizenship Education \(GCED\): Schools in Action: Global Citizens for Sustainable Development: A Guide for Students](#)

### Education reflection papers by CCUNESCO

-  [Global Citizenship Education in ASPnet Schools: An Ethical Framework for Action](#) which provides an ethical framework for action and practical resources to integrate global citizenship in classrooms by Lynette Shultz and Maren Elfert.
-  [Indigenous pedagogy reflection paper](#) by Jean-Paul Restoule and Chaw-win-is (University of Victoria): [How Indigenous pedagogy can benefit everyone.](#)

### Sustainable Development Goals (SDGs)

-  [Sustainable Development Goals: https://sustainabledevelopment.un.org/](https://sustainabledevelopment.un.org/)
-  [The World's Largest Lesson](http://worldslargestlesson.globalgoals.org/), which introduces the SDGs to children and younger students: <http://worldslargestlesson.globalgoals.org/>
-  [Teachers' Guide](http://worldslargestlesson.globalgoals.org/teachers-guide/) on SDGs and the **World's Largest Lesson**: <http://worldslargestlesson.globalgoals.org/teachers-guide/>
-  [Education for Sustainable Development Goals: Learning Objective](http://unesdoc.unesco.org/images/0024/002474/247444e.pdf). The document aims to support policy-makers, curriculum developers and educators in designing strategies, curricula and courses to promote learning for the SDGs. <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

### Indigenous Languages

-  [UN 2019 International Year of Indigenous Languages \(IYIL\): https://en.iyil2019.org/](https://en.iyil2019.org/)



- 🌸 [Indigenous Languages in Canada](#) prepared by CCUNESCO in collaboration with Dr. Onowa McIvor (University of Victoria) to raise awareness of the importance of actively helping protect, preserve and revitalize Indigenous languages in Canada.

### Examples of Best Practices on Indigenous Education, Pedagogy and Reconciliation

- 🌸 **Walking Together (Alberta Teachers' Association):** [www.learnalberta.ca/content/aswt/](http://www.learnalberta.ca/content/aswt/)
- 🌸 **Indigenous Education (Alberta):** <https://goo.gl/rzo54d>

### Prevention of Radicalization and Violence

- 🌸 **Centre for the Prevention of Radicalization Leading to Violence:** <https://info-radical.org/en/>
  - [Printable poster](#)
  - [Booklet](#)
- 🌸 **School Violence and Bullying (UNESCO):** <https://en.unesco.org/themes/school-violence-and-bullying>
- 🌸 **Addressing Anti-Semitism through Education (UNESCO):**  
<http://unesdoc.unesco.org/images/0026/002637/263702e.pdf>

### Media Literacy

- 🌸 **Fighting Fake News Blog:** <https://en.ccunesco.ca/blog/2018/11/fighting-fake-news>
- 🌸 **MediaSmarts:** <http://mediasmarts.ca/>

### International Decade for People of African Descent (2015-2024)

- 🌸 <http://www.un.org/en/events/africandescentdecade/index.shtml>

### Sexual Education

- 🌸 **UNESCO's International Technical Guidance on Sexuality Education** offers structured learning about sex and relationships to support young people to develop the knowledge, skills, ethical values and attitudes they need to make conscious, healthy and respectful choices about relationships, sex and reproduction.  
<http://unesdoc.unesco.org/images/0026/002607/260770e.pdf>

### Articles on Artificial Intelligence

- 🌸 **UNESCO Courier on Artificial Intelligence:** <https://en.unesco.org/courier/2018-3/audrey-azoulay-making-most-artificial-intelligence>
- 🌸 **UNESCO Bangkok article on AI and Education:** <https://bangkok.unesco.org/content/artificial-intelligence-opportunities-threats-and-future-learning>