



## Global Voices Information Sheet

### All-Star Kids



Neha Gupta (left), Ishan Mandani (2<sup>nd</sup> from left) and Wes Prankard (right) with Canadian All-Star hockey player John Tavares (2<sup>nd</sup> from right). (Photo: FTC)

#### Background Info

- In 2011, the NHL and the NHL Players' Association partnered with Free the Children to create the All-Star World Changers Contest
- Young people, 17 years old or younger, were invited to write the contest and talk about what they were doing to make a difference in their own community or around the world.
- More than 250 kids from Canada and the United States applied to the contest. In December 2011, three winners were chosen. One from Canada – 13-year-old Wes Prankard from Niagara Falls, Ont. – and two 15-year-olds from the United States – Ishan Mandani from Dunedin, Florida, and Neha Gupta from Yardley, Pennsylvania.
- When he was eleven years old, Wes Prankard started raising money to help the First Nations people of the Attawapiskat reserve.
- Wes realized kids in Attawapiskat did not have a playground, so he raised the money to build one. He is also now raising \$500,000 to build a foster home in Attawapiskat.
- Wes now wants to build a playground in every Aboriginal reserve in Canada. This will cost about one million dollars.
- When he was nine, Ishan Mandani started visiting elderly people who were living in old age homes, who were lonely and wanted company. Ishan realized how happy these visits made the elderly people, so he started an organization which brings together young people with elderly people in homes.
- Ishan's organization, Grand Kids, has set up clubs in many schools in Florida, and in other U.S. cities.
- Neha Gupta's family has a tradition – for every family birthday, they go to an orphanage and bring gifts.
- Neha was also nine when she turned her family tradition into a charity organization called Empower Orphans that helps orphans and abused children in India and the United States.
- Empower Orphans has opened libraries and computer and science labs, sponsored health clinics, and delivered food and supplies to more than 10,000 kids.

#### Key terms

- **NHL** – National Hockey League
- **NHL All-Stars** – Hockey teams made up of the best players from all the teams in the NHL.

## Global Voices Elementary Educator Resources

### Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

### Themes and Course Connections

- Themes: Youth empowerment, volunteering, civic engagement, global citizenship, experiential learning, NHL, empathy
- Course Connections: Language and Social Studies.

### Materials

- Chart paper or blackboard
- Computer and internet
- Global Voices column

### Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

### Knowledge and Understanding

1. Understanding Empathy (estimated time: 10 minutes)
  - a. Explain to students that they will be reading an article about three outstanding young people who have identified issues that they each feel passionate about and taken action to make positive social change.
  - b. Write the word empathy on the board. Ask students to think about what the word means.
  - c. Create a word web around the word empathy, asking students to volunteer words they associate with empathy.
  - d. Once the word web is complete, as a class, discuss what it means to be empathetic and why it is important.

## Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
  - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
  - b. Pre-reading steps:
    - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
    - ii. Introduce vocabulary from the column.
    - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
  - c. Reading steps:
    - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
    - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
  - d. Post reading steps:
    - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
    - ii. Ask questions about the text to judge comprehension.
2. Discussing the Global Voices column (estimated time: 10 minutes)
  - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
    - i. What is the message in this column?
    - ii. What perspectives are presented in this column? Which ones are left out?
    - iii. What is the All-Star World Changer Contest?
    - iv. Who are the winners of this contest?
    - v. What did you learn from Neha, Wes and Isha in this column?
    - vi. What are the three young people doing to make a difference in the world?
    - vii. What are some similarities and differences between the three young people, and the kind of work they are doing?

## Communication

1. Volunteering and Community Involvement (estimated time: 20 minutes)
  - a. Divide the class into groups of four, and ask them to brainstorm places in the community that accept youth volunteers.
  - b. Once groups are finished, bring the class back together and ask each group to share what they have come up with. List these on the board.
  - c. Next, ask each student to look at the list, and choose a place they would like to volunteer at.
  - d. Explain to students that you will all be going to the computer lab, and each student will have to research the community organization they want to volunteer at.
    - i. Teacher Note: Depending on the student to computer ratio, students can research in groups.
  - e. As they conduct their research, ask them to write down the following information:
    - i. What is the name of the organization?
    - ii. What social or environmental issue does the organization focus on?
    - iii. Are they currently looking for volunteers? (If not, ask students to choose another organization)
    - iv. What do they look for in a volunteer?
    - v. What are the hours of commitment required?

- vi. Do they ask for any requirements you did not expect?
  - vii. Does this feel like a reasonable commitment to you? Why or why not?
  - viii. Why did you choose this organization and/or issue for volunteering?
  - ix. Why is volunteering in your community important?
- f. Ask each student to present the information to the class.

### Application

1. Class Field Trip! (estimated time: one day)
  - a. As a class, decide on where you want to go on a service learning field trip (For example, a homeless shelter, animal shelter, Salvation Army etc.)
  - b. Once you have chosen the destination, organize a field trip for the class.
  - c. On the field trip, ask students to record their observations by answering the following suggested questions:
    - i. What did you expect to learn before you went on the field trip?
    - ii. How similar or different from your expectations was the actual field trip?
    - iii. What social or environmental issue did you learn about on the trip?
    - iv. How did the trip make you feel?
    - v. What was one most memorable moment you experienced on the trip?  
Please explain.
  - d. At the end of the field trip, ask students to go home and think a little bit more about it. Then ask them to write a one page reflection on their experience, to hand in the next day.

### Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – [www.freethechildren.com](http://www.freethechildren.com)  
We Day Teach - <http://www.weday.com/teach>  
NHL.com - <http://www.nhl.com/ice/news.htm?id=614236>