



Global Voices Information Sheet

All-Star Kids



Neha Gupta (left), Ishan Mandani (2nd from left) and Wes Prankard (right) with Canadian All-Star hockey player John Tavares (2nd 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 Secondary 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: Civics, English, Psychology and Religious 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. Once they have had a chance to do that, ask students to volunteer instances in their lives where they have experienced empathy. This can be circumstances where they have acted on the feeling or circumstances where they have received empathy from someone else.

- d. Hold a discussion around empathy, discussing why it is important and what it looks like in our everyday lives.

Thinking

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?

Communication

1. Volunteering and Community Involvement (estimated time: 60 minutes)
 - a. Ask the class whether they are currently volunteering in the community.
 - b. For students who are not currently volunteering, follow the process outlined below:
 - i. 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.
Teacher Note: Depending on the student to computer ratio, students can research in groups.
 - ii. As they conduct their research, ask them to think about the following questions:
 - a) What is the name of the organization?
 - b) What social or environmental issue does the organization focus on?
 - c) Are they currently looking for volunteers? (If not, ask students to choose another organization)
 - d) What do they look for in a volunteer?
 - e) What are the hours of commitment required?
 - f) Do they ask for any requirements you did not expect?
 - g) Does this feel like a reasonable commitment to you? Why or why not?
 - h) Why did you choose this organization and/or issue for volunteering?
 - i) Why is volunteering in your community important to you?
 - iii. Finally, let students know that they will be creating a presentation based on the information they have recovered. PowerPoint presentations are encouraged.
 - c. For students who are volunteering, follow the process outlined below:
 - i. Explain to students that you will all be going to the computer lab, and each student will have to create a presentation about their volunteering experience.
 - ii. Students can think about the following:
 1. What is the name of the organization?

2. What social or environmental issue does the organization focus on?
 3. How many hours each week do they volunteer here?
 4. What has this experience taught you?
 5. Why did you choose this organization and/or issue to volunteer for?
 6. What some challenges you have faced through this experience?
 7. How did you overcome any challenges?
 8. Why is volunteering in your community important to you?
- d. Ask each student to present their 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

We Day Teach - <http://www.weday.com/teach>

NHL.com - <http://www.nhl.com/ice/news.htm?id=614236>

Youtube video on empathy - <http://www.youtube.com/watch?v=l7AWnfFRc7g>