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INTRODUCTION

In our rapidly changing world, as we face multiple challenges on an international scale, education for global citizenship is key. We need to address issues that impact us all, such as poverty in marginalized populations; climate change; sustainability and social, economical and political justice.

Education for global citizenship encourages youth to develop empathy for others living across the planet and to realize we all share our environment. When educators raise students’ awareness of the issues, deepening their understanding and mobilizing them to take action, they are helping students to become more conscious of our interconnectedness and interdependence. By teaching global citizenship, we provide students with the skills to participate in ensuring their own and our collective well-being. Introducing international issues in the classroom empowers students and motivates them to contribute positively to a society that values human rights, justice, global solidarity, environmental sustainability, global health and peace. Documentaries are powerful tools for educating students about global issues and helping them to understand and change the world they live in on a local and global scale.

CONTEMPORARY VOICES: FILMS FOR GLOBAL EDUCATION PLAYLIST

The National Film Board (NFB)’s CONTEMPORARY VOICES: Films for Global Education Playlist and the Global Issues Film List were created to help educators integrate documentary films about various global issues into secondary education, across several subject areas. It has been developed to suit the curricula of provinces and territories throughout Canada. The films were selected to represent a variety of global issues, which fall into seven broad categories (see Overview on page 3).

Educators, to show NFB films or NFB Interactive projects that are online to your students you require a subscription to CAMPUS. Your ministry of education or school board may have already purchased a subscription; to check and see if they have or to inquire about purchasing a subscription for you or your school, contact us. A subscription to CAMPUS ensures that you have the public performance rights to share content from NFB.ca with an audience, including your students.

RECOMMENDED AGE LEVEL

15+ (SECONDARY AND POST-SECONDARY-LEVEL STUDENTS)

Note: Certain films on our list are also suitable for ages 13+. Content from the guide can be adapted for this age level. Also, it is recommended that educators preview selected films prior to screening to their students, given that some contain mature content that may not be suitable for all viewers.

ABOUT THE GUIDE

This guide is designed to help secondary-level educators integrate the NFB’s Global Issues film collection into their curriculum. It offers a range of entry points for discussing complex global problems and identifying the role we can play in implementing solutions. Whether used with just one or a selection of films from our Global Issues Film List, this guide will assist teachers in enhancing students’ understanding of global challenges, developing their critical thinking skills, teaching them how to voice opinions appropriately and fostering their awareness of global citizenship.

The discussion questions encourage students to probe the global challenges presented in the films and to consider their causes and consequences; historical and cultural contexts; and the issues of ethics, human rights and value systems raised. They also guide students towards exploring solution-driven responses and courses of action. Documentaries are a powerful tool for highlighting both sensitive global issues and the challenges of decision-making. They expose us to different realities, confront our concepts of truth, and play a profound role in shaping our understanding of the world and the world we want. By watching documentaries, students learn about their own role as global citizens and discover the key players behind global challenges.

This guide also has a section addressing media literacy within the context of global issues. It has been designed to help students analyze a medium—such as film—its message, its audience, certain production elements and its potential impact.

Teachers and students who would like to further explore specific global issues can learn more from the list of resources at the end of this guide.

LEARNING APPROACHES

This guide includes general discussion questions that can be applied to any Global Issues film. Educators can focus on one or a combination of films to meet their learning objectives. The sample discussion questions provide a useful baseline from which to probe more complex issues within a global context. We encourage you to use a variety of learning approaches including:

- Group discussions
- Debates
- Brainstorming
- Concept mapping
- Essay writing
- Cooperative learning
- Role-playing
- Starting Clubs
- Research projects
- Awareness-raising projects (e.g., artistic expression, oral presentation, poster)
- Hosting screenings in your school or community
- Inviting speakers
- Organizing slam, song or poetry contests
- Problem resolution
GENERAL LEARNING OUTCOMES

Here is a list of the general learning outcomes this guide targets; these apply across curricula.

**KNOWLEDGE**
- Acquire knowledge about a specific global issue
- Learn about different global challenges and their causes
- Understand the consequences of globalization on individuals and societies
- Understand the links between environmental, social and economic factors
- Discover and discuss possible solutions
- Discover key players behind global issues (e.g., citizens, NGOs, governments)
- Learn about film and social media as tools of social change

**SKILLS**
- Select and interpret information
- Develop critical thinking about a global issue
- Reflect on a systemic approach to problem-solving
- Communicate effectively to express a point of view
- Develop research skills
- Develop media literacy

**VALUES**
- Develop consciousness of a shared global citizenship
- Outline the challenges, dilemmas and conflicts of values behind certain decisions
- Reflect upon one’s own values
- Consider principles to integrate as a citizen and in one’s future career

**TAKING ACTION**
- Encourage reflection on the participants’ roles or on whose role it is to take action
- Develop a project to raise awareness of a specific global issue
- Determine which local actions have a global impact
- Explore social media as a tool for change

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**EDUCATIONAL APPROACHES**
- Education for Global Citizenship
- Global Education
- Environmental Education
- Education for a Sustainable Future
- Education for Sustainable Development
- Human Rights Education
- Media Education
- Peace Education
- History & Citizenship Education
- Contemporary World
- Politics
- Economics
- Law
- Philosophy
- Ethics & Religious Culture
- Science
- Environmental Science
- Earth Science
- Geography
- Health Care
- Biology
- Chemistry
- Media Studies
- English Language Arts
- Business Leadership

**TARGET SUBJECT AREAS**
- Social Studies
- Civic Studies
- World Issues
- Social Justice
GLOBAL ISSUES – SEVEN BROAD CATEGORIES

1. ENVIRONMENT, CONSERVATION & SUSTAINABILITY
   Environment, environmental degradation, conservation, biodiversity, wildlife and habitat, ecosystems preservation, climate change, fossil fuels, environmental refugees, environmentally sustainable development, energy efficiency, natural resources, waste, water contamination and treatment, ecotoxicology, environmental issues and health, etc.

2. FOOD & AGRICULTURE
   Food, food crisis, food safety, agriculture, nutrition, socially and ecologically responsible consumption (ethical consumption), industrial vs. traditional farming methods, synthetic fertilizers vs. organic farming methods, local farming vs. imports, environmentally sustainable development, fair trade, cooperatives, GMOs (genetically modified organisms), etc.

3. HUMAN RIGHTS, SOCIAL JUSTICE & GLOBALIZATION
   Human rights, social justice, globalization, humanitarian aid, citizenship, politics, international justice, international relations, international law, labour rights, child labour, migrant workers, human trafficking, sexual exploitation, child soldiers, gender justice, women’s rights, children’s rights, poverty, access to essential public services (e.g., safe and clean water, health care, housing, basic education), immigration, prejudice, stereotypes, discrimination, exclusion, cultural conservation, etc.

4. WAR, CONFLICT & PEACE
   War, conflict, peace, peacekeeping, conflict resolution, child soldiers, diplomacy, security, refugees, genocide, war crimes, international criminal court, global justice, etc.

5. INTERNATIONAL DEVELOPMENT
   International development, poverty, fair trade, cooperatives, access to essential public services (e.g., water, health treatments, shelter, education), access to education for girls in developing countries, peace-building, etc.

6. GLOBAL HEALTH
   Pandemics, medicine, public health, AIDS, treatment of infectious diseases, access to basic health care, access to clean water and sanitation, etc.

7. ECONOMICS
   Economics, free trade, fair trade, globalization, equity, wealth inequality, poverty, capitalism, sustainable development, labour rights, pricing, export and import, outsourcing, redefining progress, etc.
Ecological footprint: A measure of human demand on the Earth’s ecosystems (e.g. water, land).

Fairtrade: Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world. By requiring companies to pay sustainable prices (which must never fall lower than the market price), Fairtrade addresses the injustices of conventional trade, which traditionally discriminates against the poorest, weakest producers. It enables them to improve their position and have more control over their lives. (Source: http://www.fairtrade.org.uk/what_is_fairtrade/faqs.aspx)

Food security: The World Food Summit of 1996 defined food security as existing “when all people at all times have access to sufficient safe, nutritious food to maintain a healthy and active life.” Food security is built on three pillars:

- Food availability: sufficient quantities of food available on a consistent basis
- Food access: having sufficient resources to obtain appropriate foods for a nutritious diet
- Food use: appropriate use based on knowledge of basic nutrition and care, as well as adequate water and sanitation. (Source: who.int/trade/glossary/story028/en)

Genocide: The intent to destroy in whole or part a national, ethnic, racial or religious group. The difficulty of proving genocide in court—versus the media or a human rights group describing a crime committed as genocide—lies in proving the intent of the perpetrator. (Source: NFB, Prosecutor Teacher’s Guide)

Pandemic: A global disease outbreak. A pandemic is a worldwide epidemic that, according to the World Health Organization (WHO), has to meet three conditions:

- The microbe infects and causes serious illness in humans.
- Humans do not have immunity against the virus.
- The virus spreads easily from person to person and survives within humans. (Source: World Health Organization. “WHO global influenza preparedness plan: The role of WHO and recommendations for national measures before and during pandemics—March 2005”, in <infectiousdiseases.about.com/od/diseasesbyname/g/Pandemic.htm>.)

Precautionary principle: The precept that an action should not be taken if the consequences are uncertain and potentially dangerous. (Source: Collins English Dictionary Complete & Unabridged, 10th Edition, 2009, in <dictionary.com>.)


Stereotype: Generalizations about the “typical” characteristics of members of a group (e.g., Jane is a woman, so she is probably x, y or z.)

Prejudice: Attitude toward people based solely on their belonging to a certain group (can be positive or negative).

Discrimination: Positive or negative behaviour towards someone based only on their belonging to a group.

Sustainability: Long-term environmental, economic and social well-being.

War Crimes: Crimes committed during an armed conflict—international or domestic—or as part of a plan or policy on a large scale, including murder, mutilation, cruel treatment, torture, taking hostages, intentionally directing attacks against civilian populations, pillaging, rape, sexual slavery, conscripting/enlisting children under 15 into armed forces and using them to actively participate in hostilities. (Source: NFB, Prosecutor Teacher’s Guide)
Your students may or may not know much about the issue presented in the documentary. The KWL(C) chart is recommended as a tool to help them explore what they know, want to learn and will have learned after viewing the documentary.

**WHAT IS THE KWL(C) CHART?**

A KWL chart (developed by Donna Ogle, 1986) is an inquiry-based tool that helps students activate prior knowledge of a topic and then encourages inquiry into what they have learned. It is very useful for exploring media works in the classroom as it challenges students to question their own assumptions, to reflect on their ideas and knowledge about the film they are viewing and to share what they have learned. The KWL stands for: what they know; what they want to learn; and what they have learned.

Since you will be viewing a documentary about a global issue, you are encouraged to take this process a step further and add a C, so that students can reflect on how their knowledge and opinions have changed. Invite them to consider whether their initial perceptions have shifted. Inquire if any stereotypes they may have held were challenged.

The KWL(C) chart on the following page can be given to students as a handout. Invite your students to complete the chart in two steps:

**STEP 1: Prior to viewing:**

**K:** WHAT I KNOW

**W:** WHAT I WANT TO LEARN

**STEP 2: After viewing:**

**L:** WHAT I HAVE LEARNED

**C:** HOW MY OPINIONS AND KNOWLEDGE HAVE CHANGED
**THE KWL(C) CHART**

**STEP 1: Prior to viewing** the documentary, write what you already know about the global issue in question and what you would like to learn. The global issue is:

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**K:** WHAT I **KNOW**

**W:** WHAT I **WANT** TO LEARN

**L:** WHAT I **HAVE LEARNED**

**C:** HOW MY OPINIONS AND KNOWLEDGE HAVE **CHANGED**

**STEP 2: After viewing** the documentary, write what you have learned and how your knowledge and opinions have changed. Did your initial perceptions shift? Were any previously held stereotypes challenged?
Here are a few general discussion questions to ask students after viewing a Global Issues film. The general questions can be applied to any topic and are divided into nine sections (see below). A few specific questions are also provided for Section B: Global Challenges.

Discussion Question Categories

A) BASIC INFORMATION (the 5 Ws)
B) GLOBAL CHALLENGES
C) CAUSES
D) CONSEQUENCES
E) ETHICAL DILEMMAS, HUMAN RIGHTS & VALUES
F) SOLUTIONS
G) CULTURAL PERSPECTIVE
H) HISTORIC PERSPECTIVE
I) TAKING ACTION

A) BASIC INFORMATION (the 5 Ws)
- Who is portrayed in this film? (Who are the main characters)
- What is this film about?
  - How would you describe it to a friend?
  - What are the main themes?
- Where does this film take place?
  - On which continent?
  - In which country or countries?
  - In which states/provinces?
  - In which other specific region?
  - Can you locate these on a map?
- What do you know about these regions?
- What political regime is in place there?
  - Is it a democracy? How do civil rights there compare to those you have?
  - What do you know about this region in terms of culture and religion?
- When does this film take place?
  - Which year(s) was it filmed?
  - Is the film linked to a specific event?
- Why do you think this documentary was made?
B) GLOBAL CHALLENGES

Here are a few general questions about global challenges, as well as some specific questions based on each of the seven broad categories from which your documentary might have been taken.

GENERAL QUESTIONS

- Which **challenge or problem** is discussed in this film?
- How would you **define it**?
- How would you describe its **symptoms** (i.e., the realities into which it translates)?
- Are people **fighting for a cause**? Which one?
- Is **injustice** an issue in this film? If so, how?
- Is **access to essential services** an issue in this film (e.g., access to clean water, food, health treatments, education)?
  - If so, which ones?
  - Is there **unequal access** to these services?
- Are **human rights and access to democratic processes** issues in this film?
- Does the identified issue affect certain **subgroups** differently (e.g., children, adults, seniors, women, men, First Nations, marginalized populations with lower status, different ethnic groups)?
- Is the issue presented in the film **connected to you**? Explain.
- Does this global challenge illustrate how we are all **interconnected** on Earth?

FOOD & AGRICULTURE

- Which **farming/production methods** are used?
- Are they **ecological**?
- Are they **organic**? Are **synthetic/chemical** products used?
- Do these methods have a large **impact on nature**?
- Are they **small-scale or large-scale** (industrial)?
- Did some small-scale farms have to shut down due to fierce competition with industrial farming?
- Are these farming/production methods **fair** to workers/producers?
- Who do most **profits** go to (e.g., the workers, the owners of the company)?
- Is the food produced for **local** consumption or as a cash crop for **exports**?
- Is **food security** (refer to the glossary) an issue in this documentary? If so, how is it compromised?
- Are **health issues** related to food production addressed (animal or human health)?

HUMAN RIGHTS, SOCIAL JUSTICE & GLOBALIZATION

- Is **inequality** an issue (e.g., gender, wealth, racial inequalities)?
- Do some people suffer from **stereotyping, prejudice** or **discrimination** (refer to the glossary)?
- Which **human rights** are addressed in this film?
- Are **workers’ rights** denied? If so, how?
- Are **migrant workers** employed?
- Why do you think migrant workers go work far away from their home countries?
- Why do you think foreign producers employ them?
- Do **women** have to fight for their **rights** in this film?
- If so, which rights?
- What are they asking for?
- How do they do it?
- Why do you think women have unequal rights?
- Are **children's rights** respected? If not, which ones?
- Are some people/businesses **profiting** from an unfair situation in this film?
- Is **poverty** an issue in this film? If so, is it directly addressed as a theme or simply suggested?
- Do people suffer from **exclusion** in this film? If so, how?
- Is **local culture threatened** (e.g., traditional practices)?
- How much **freedom of speech** is evident?

ENVIRONMENT, CONSERVATION & SUSTAINABILITY

- Which elements of the environment are being **degraded**?
- What are the problems affecting the **ecosystem**?
- How do these environmental problems also **affect humans**?
- Are **health issues** linked to that environmental problem?
- What do you think is the **ecological footprint** (refer to the glossary) of the environmental issue dealt with in this documentary?
- Is **sustainability** (refer to the glossary) addressed?
WAR, CONFLICT & PEACE

- Which conflict is presented in this film and how does it arise?
- What are people fighting for?
- Do people have their security threatened? If so, how?
- Are children involved in the conflict (e.g., child soldiers)?
- Does the conflict produce any refugees (refer to the glossary)?
- Is genocide (refer to the glossary) an issue in this film? If so, why do you think conflict arises between the groups?
- Are war crimes (refer to the glossary) brought up in this film?
- If so, are the responsible people charged? Explain.

INTERNATIONAL DEVELOPMENT

- Which international development issue is brought up in this film? Which situation are the people involved trying to improve?
- Do people have access to food?
- Do people have access to clean water and sanitation?
- Do they have access to education?
- Do they have access to healthcare?
- Is gender equality attained?
- Do they have the infrastructure they need?
- Is fair trade (refer to the glossary) considered as a means of helping local populations?
- Is humanitarian aid provided?
- If so, by which organization?
- Is it linked to a crisis/event/catastrophe?
- Is poverty a challenge to local citizens in this film? If so, explore and attempt to explain the root causes of poverty in the region profiled.
- Is an environmental issue raised?
- If so, how is it taken into consideration during development?

GLOBAL HEALTH

- Which health issue is discussed in this film?
- What are its symptoms?
- Is this health issue linked to other health problems?
- Is it a pandemic (refer to the glossary)?
- Do people have access to proper health care? If not, why not?
- Are they able to control and treat the health issue? Explain.

ECONOMICS

- Is wealth inequality an issue in this film?
- If so, what effects does it have?
- Where do the inequalities lie?
- Are some people living in poverty? Are some people very wealthy?
- Why do you think there is such a gap?
- How does this cause injustice and discontent?
- Which trade agreements are involved?
- Are people getting trapped in a cycle? Explain.
- Is the market controlled by just a few people/companies?
- If so, does that cause a problem? How?
- Does it determine pricing?
- Is fair trade (refer to the glossary) something people fight for?
- Is having to import or export goods a problem?
- Are environmental issues taken into account (e.g., natural resources consumed for production)?
- If so, which ones?
- If not, why?
- Is the need to redefine progress brought up?
- If so, by whom?
- Does a conflict/war emerge because of the protection of a commercial interest (e.g., the region's natural resources being used for producing a specific good, fighting for a market)?
- If so, whose interest?
C) CAUSES

- What is causing the issue?
- Do people agree on its causes?
- Has enough scientific proof or data been gathered on the causes of this issue?

D) CONSEQUENCES

- What are the consequences of this issue? (You may want to have students draw a consequences chart)
  - On the individual
    - Do people suffer from injustice?
    - Are basic needs going unanswered?
    - Are there victims of discrimination?
    - Are people living in poverty? If so, does this have other consequences?
  - On society
    - On family and kin (e.g., wives, husbands, children)
    - Globally
    - Are there any other related consequences (e.g., economic, political)?

E) ETHICAL DILEMMAS, HUMAN RIGHTS & VALUES

- Are ethical dilemmas presented in the film?
  - If so, which ones?
  - Are they resolved? If so, how?
- Are human rights issues involved?
  - If so, which ones?
  - Are there conflicts between different human rights?
  - Are they resolved? If so, how?
  - How would you have dealt with the conflict of human rights?
- Which values are represented in this film?
  - Is there a clash of values between people or groups? Explain your answer.
- Are there any interests being protected?
  - If so, whose?

F) SOLUTIONS

- Which solutions would be suitable for the people involved in this issue?
- Are these solutions available to these people?
- Does the solution or treatment vary according to different subgroups (e.g., children, adults, seniors, women, men, First Nations, marginalized populations such as people with lower status, different ethnic groups)?
- Who are the people or groups working on improving this problem?
- With a systemic approach, which solutions exist at each of these levels:
  - Individual
  - Family
  - Educational (in schools or education of the public at large)
  - Community
  - NGO (non-governmental organizations)
  - Scientific community
  - Economic/Business
  - Political/Governmental (federal, provincial, municipal)

- If access to essential services is an issue in this film (e.g., access to clean water, food, health treatments, education), which solutions are suggested to improve the situation?
- Is reducing injustice brought up in this film? If so, by which means?
- Is reducing poverty brought up in this film? If so, how?
- Is poverty impeding the implementation of certain solutions?

G) CULTURAL PERSPECTIVE

- Is this issue specific to a geographic area or is it worldwide?
- Does the perception of this issue change according to the country and the culture where it occurs?
- Are there cultural issues to take into consideration in dealing with this issue?
- Do culture, beliefs or religion influence the solutions applied to this issue (e.g., traditional healing practices)?

H) HISTORICAL PERSPECTIVE

- Does this film provide an historic perspective on the issue?
  - When does the issue arise?
  - What progress was made?
  - Did the situation regress?

I) TAKING ACTION

- What actions can be taken here, locally? Which ones must be taken in the region profiled?
- Whose role or responsibility is it to take action?
  - What can you do to encourage those responsible to take the appropriate action needed?
- Are there other things you can do to take action and help resolve the problem?
- Who else should take action in your opinion (e.g., citizens, activists, consumers, artists, businesses, schools, communities, associations, NGOs, scientific community, governments)?
  - How?
- Would your class like to develop a project to raise awareness or otherwise help improve this issue?
  - If so, what could be done (e.g., artistic project, organizing a conference, holding a movie screening followed by a discussion)?
- In international development or humanitarian projects, do you think it is important for local populations (faced with the problem) to be involved in the development and implementation of the project (i.e., a participatory approach)?
  - If so, what do you think are the advantages of such an approach?
  - If not, what do you think are the challenges of such an approach?
- Should people research and acquire sufficient knowledge about a certain issue before taking action?
  - If so, how can that be achieved?
- Should we wait until we know everything (or gather sufficient data) about an issue to take action? Defend your opinion, illustrating it with an example.
  - When we don’t yet know enough about an issue (e.g., when science hasn’t yet proven a phenomenon), do you think we should opt for the precautionary principle (refer to the glossary)? Why?
Media literacy is concerned with the process of understanding and using media. It is centered on the ability to access, analyze, evaluate and produce media. It includes recognizing how elements of a specific medium communicate a message, analyzing the audience the message is intended to reach and thinking critically about how the message has been produced. Deconstructing a film’s meaning, analyzing the motivation and viewpoint of characters, questioning the intentions of the filmmaker, and reflecting on a film’s impact are all central to citizenship and media education.

**What is Media Literacy?**

**Media Literacy in the Context of Films on Global Issues**

Documentary films provide a perspective on the world around us, introducing us to micro- or macro-level global issues, their associated realities, their causes, their consequences and potential solutions. Ultimately, documentary films tell a story and mobilize our thinking in potentially new and exciting ways we hadn’t considered before. Media Literacy is therefore important when it comes to learning about how global issues are represented in the documentary format. While documentaries aim to capture reality, or a certain truth, they may only represent a partial reality. Students are encouraged to analyze realities and contexts being presented in films and to engage in critical viewing. They are invited to examine how films represent the director’s perspective through the choices he or she makes. When students look through a critical lens at different media, they arrive at different understandings of the same issue, and this is where a rich discussion or debate can flourish.

Media literacy encourages students to compare and contrast film to other types of media (e.g., books, television news broadcasts, newspapers, websites) and analyze how conventions were used to present an issue, while considering the depth in which it is covered. Learning how the medium of film is constructed helps us deconstruct its intended message and “read” film as a text. Developing creative and critical thinking skills plays an important role in our understanding of an issue being documented. Having a better appreciation of how film is constructed helps shape our opinion of its context, its analytical structure, its targeted audience, the production methods used, and their impact.

In the context of media-literacy education, watching documentary films on global issues challenges students to think about their previously held assumptions about an issue, region, culture or politics, and provides methods to evaluate and reflect on how their perceptions have shifted after viewing a film.

Through this process, we also learn to differentiate fact from opinion. In our globalized digital world, where we are saturated with messages delivered via a variety of media platforms, being media literate enables us to examine the role of media in society and the right to freedom of expression. It makes us question whether censorship has been applied to a work, and if so, for what reasons. We learn to ask: why? Media literacy and education for a global citizenship are complementary in helping students become informed, critically aware and involved citizens.

**Digital Learning**

Information and Communication Technologies—or ICT—enhanced learning can benefit students and societies, as a means of developing skills such as researching, thinking critically, solving problems, using technology to communicate and collaborate, and understanding societal issues related to digital citizenship. They also allow more people to have access to information about important global issues (e.g., through online documentaries and social media). The following media-literacy questions encourage students to reflect on digital learning, new media and social media.
MEDIA LITERACY QUESTIONS

This section addresses media-literacy questions in the context of global issues and can be applied to any Global Issues film. These questions have been divided into four broad categories: 1) Message; 2) Audience; 3) Production; and 4) Impact.

1. MESSAGE
   - **What type of media** is this? How is it different from other types of media you know (e.g., magazine, newspaper, radio, television show, social media)?
   - In what **ways** does this film **tell a story**?
   - How are the **characters** depicted?
     - Do you think they are appropriately depicted?
     - In your opinion, are there any stereotypes in their depiction? Explain.
   - What do you think was the **intent** of the filmmaker in creating this documentary?
   - Which main **values** are promoted in the message? How is this done?
   - **Whose point of view** do the values represent?
   - **Are your values** represented?
     - If so, how?
     - If not, why not?
   - Are the issues of **power and powerlessness** addressed? If so, in whose interests do they operate?
   - Does the documentary present mostly **facts or opinions**?
     - Identify some facts.
     - Identify some opinions.
   - Do you think the message is **objective or subjective**?
     - Do you think the message is **well balanced**, i.e., both sides of the argument are presented?
     - What do you **like** about how the message is presented?
     - What do you **not like** about how the message is presented?
     - What would you change?
   - Which **image** from the documentary will **stay with you**?
     - Why (e.g., for aesthetic reasons, because of the emotions it conveys, because of the information it provides)?
   - Are the issues presented in this film **often discussed in the media**?
     - If so, in which media (e.g., mass media, alternative media)? Explain your answer.
     - If not, why do you think this is the case?
   - Do you think the director had **freedom of expression** to express his or her point of view?
   - Do you think **censorship** has been applied in this film? If so, what makes you say that?

2. AUDIENCE
   - **Who is the documentary’s target audience**?
     - What makes you say that?
   - How and why does this film **appeal to its target audience**?
   - How does this film **appeal to you**?
   - Could different audiences **interpret** this film differently? If so, how?

3. PRODUCTION
   - From **whose perspective** is the story being told?
   - What do you think is the **aim** of the director(s)?
   - What **filming or editing techniques** are used?
   - Do you think documentary films depict reality? Explain your answer.
   - Do you think certain **directing choices** can give an angle to an issue (e.g., choice of characters, questions asked, directing and editing choices)? Provide examples.
   - Does this documentary film include **directly solicited observation, information, reflection, or commentary by witnesses, experts and other participants** in relation to the documentary subject?
     - What kind of response does the filmmaker seek to evoke by portraying these subjects as she or he does?
   - **Does the documentary filmmaker stage or compose any scenes**?
     - How?
     - Why?
   - Does the documentary filmmaker use any other kinds of **illustrative or suggestive material** (such as animated or still photographic images or dramatic reconstructions or reenactments) to get points across? If so, what, and to what effect?
   - How does the filmmaker **represent sensitive scenes**? In your opinion, are those directorial choices effective?
3. PRODUCTION (CONTINUED)

- Does this documentary film include voiceover or direct-to-camera address by a figure who is essentially directing the viewer in the reception of information or an argument? If so, how, and to what (intended) effect? Does the documentary filmmaker self-reflexively identify and account for his or her position versus that of the subject of the film? How? And to what effect?
- What role does music have in the film?
- How does the documentary film format differ from that of other media, including books, newspapers, magazines, websites, television news, fiction films, television, Twitter, Facebook, etc.?

4. IMPACT

- Do you think this film can have an impact? Explain.
- Do you think this film can play a role in improving the issue? Explain.
- Do you think that movies accessible on the Internet and in social media are effective in relaying information about important global issues?
- How do you think social media, new media, digital media can shape social movements and our perceptions?
- Is social media changing the world in your opinion? Explain your answer.
- If you were responsible for raising awareness about a global issue, which media would you use and why?

To learn more about media literacy and documentary films:

@ MEDIA LITERACY

The Association for Media Literacy
aml.ca/whatis

Media Awareness Network – Media Literacy
media-awareness.ca/english/teachers/media_literacy/index.cfm

Media Education: Make It Happen! Program
medialiteracyweek.ca/en/101_download.htm

Center for Media Literacy
medialit.org

@DOCUMENTARY FILM

NFB - Capturing Reality: The Art of Documentary
http://films.nfb.ca/capturing-reality/
The chart below provides a quick reference for educators to identify the curricula in each province and territory related to the issues covered in the NFB films and interactive projects on the Films for Global Education and in the Global Issues Film List.

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LIST OF RESOURCES

@ GENERAL

GLOBAL ISSUES

TakingITGlobal
tigweb.org

TakingITGlobal for Educators
tigweb.org/tiged

Global Education
globaleducation.edna.edu.au/globaled/go/pid/178

Resources for Rethinking (classroom resources for different subjects)
r4r.ca/en

Globalization 101
globalization101.org

Oxfam Education (UK) – Get Global! (a skills-based approach to active global citizenship)
oxfram.org.uk/education/resources/get_global/files/section_one_get_global_steps_english.pdf

Oxfam Education (UK) – Global Citizenship
oxfram.org.uk/education/gc/

One World Guides
uk.oneworld.net/guides/topics

Global Issues.org
globalissues.org/issue

@ ENVIRONMENT, CONSERVATION & SUSTAINABILITY

David Suzuki Foundation (climate change, health, oceans, wildlife, habitat, fresh water, etc.)
davidsuzuki.org

Greenpeace International (climate change, forests, oceans, agriculture, toxic pollution, etc.)
greenpeace.org/international/en

National Geographic – Environment
environment.nationalgeographic.com/environment

EarthTrends – Environmental Information
earthtrends.wri.org

NFB – Films for Change
nfb.ca/playlist/films-change

Environment Canada
ec.gc.ca

Environment Canada – Educational resources
ec.gc.ca/education/default.asp?lang=En&n=D3D10112-1

Earth Day Network – Ecological Calculator Footprint (quiz and calculator)
earthday.org/footprint-calculator

North American Association for Environmental Education
naaee.net

UNESCO – Natural Sciences – Environment
unesco.org/new/en/natural-sciences/environment

World Wildlife Fund (WWF)
worldwildlife.org

PlanetFriendly.net
planetfriendly.net/living.html
@ FOOD & AGRICULTURE

Toward a Sustainable Agriculture – A curriculum for high school students (CIAS)
cias.wisc.edu/curriculum/index.htm

Soup’s On! – Education Kit (Équiterre) – English high school (Cycle 2)
trousseas.com/secondaire.php?s=introduction

GRUB – Youth Perspectives on Food Choices and Food Systems
tigweb.org/tiged/projects/grub

Farming Solutions
farmingsolutions.org

PlanetFriendly.net – Local and Organic
planetfriendly.net/organic.html

Oxfam International – Agriculture
oxfam.org/en/about/issues/agriculture

Food and Our Planet – David Suzuki Foundation
davidsuzuki.org/what-you-can-do/food-and-our-planet

Greenpeace International – Agriculture
greenpeace.org/international/en/campaigns/agriculture

Oxfam Education (UK) – Food for Thought (citizenship project for schools)
oxfam.org.uk/education/resources/grow

Oxfam Education (UK) – World Food Crisis
oxfam.org.uk/education/resources/world_food_crisis/2384

Oxfam Education (UK) – Milking It (small farmers and international trade – a global citizenship resource)
oxfam.org.uk/education/resources/milking_it/milkingit

@ HUMAN RIGHTS, SOCIAL JUSTICE & GLOBALIZATION

The Universal Declaration of Human Rights – United Nations
un.org/en/documents/udhr

United Nations – Human Rights
un.org/en/rights

International Bureau for Children’s Rights
ibcr.org/eng

Human Rights Education (UNRIC for Western Europe)
humanrightseducation.info

Amnesty International – Canada – Human Rights Activism for Youth
amnesty.ca/youth

Equitas – International Centre for Human Rights Education
equitas.org/en

Education for Peace, Human Rights, Democracy, International Understanding and Tolerance (Council of Ministers Education, Canada & Canadian Commission for UNESCO)
cmec.ca/Publications/Lists/Publications/Attachments/32/pax.en.pdf

Free the Children – Educators
freethechildren.com/getinvolved/educator

UNICEF – Child protection from violence, exploitation and abuse
unicef.org/protection/index.html

Child Rights International Network
crin.org

Oxfam International – Gender Justice
oxfam.org/en/about/issues/gender

International Criminal Court (ICC)
icc-cpi.int/_menus/icc/about+the+court
@ WAR, CONFLICT & PEACE

Oxfam Education (UK) – Making Sense of World Conflicts (lesson plans for 13–17-year-olds)
oxfam.org.uk/education/resources/making_sense_of_world_conflict/?6

Oxfam International – Conflicts and Disasters
oxfam.org/en/campaigns/conflict

Amnesty International – Armed Conflict
amnesty.org/en/armed-conflict

United Nations – Peace and Security
un.org/en/peace

Child Soldiers Initiative
childsoldiersinitiative.org

United Nations Cyberschoolbus – Child soldiers – A Web Quest
cyberschoolbus.un.org/childsoldiers/webquest

Watchlist – On Children and Armed Conflict
watchlist.org

Teaching for Peace (web sources for peace education)
teachingforpeace.org

@ INTERNATIONAL DEVELOPMENT

Millenium Development Goals – United Nations
un.org/millenniumgoals

United Nations – Development
www.un.org/en/development

Canadian International Development Agency (CIDA)
acdi-cida.gc.ca/home

Oxfam International
oxfam.org/en

UNICEF
unicef.org

Oxfam Education (UK) – Global Poverty
oxfam.org.uk/education/resources/2010_conferences/?5

Save the Children - Education
savethechildren.org/site/c.BrKLXMGpl4E/b.6153015/k.E633/Education.htm
@ GLOBAL HEALTH

Oxfam International – Health
oxfam.org/en/campaigns/health-education/health

Oxfam International – HIV and AIDS
oxfam.org/en/about/issues/hivaids

Doctors Without Borders
doctorswithoutborders.org

World Health Organization
who.int/en

Save the Children – Health and Nutrition
savethechildren.org/site/c.8tKLXMGipl4E/b.6153021/k.51E5/Health_and_Nutrition.htm

UNICEF – Health
unicef.org/health

@ ECONOMICS

Fair Trade Games (teach.ewb.ca – Global Education resources)
teach.ewb.ca/resources/fairtradegames

Pa Pa Paa – Teach about Fair Trade and Cocoa
papapaa.org/index2.htm

The Story of Stuff Project
storyofstuff.com

The Story of Broke – Why there's still plenty of money to build a better future (Video)
storyofstuff.com/movies-all/story-of-broke

Oxfam Education (UK) – Looking Behind the Logo
(An assembly plan introducing the life of a sweatshop worker in a sportswear factory. For ages 13–17)
oxfam.org.uk/education/resources/looking_behind_the_logo/?5

CorpWatch – Issues
corpwatch.org/article.php?list=type&type=166

Globalization 101 – Trade Quiz
globalization101.org/quiz-4
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International Society for Technology in Education (ISTE) iste.org/AM/Template.cfm?Section=NETS

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