

## THANK YOU FOR THE RAIN



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# THANK YOU FOR THE RAIN

Directed by Julia Dahr

2017 | UK/Norway | 87 min

## TEACHER'S GUIDE

This guide has been designed to help teachers and students enrich their experience of *Thank You for the Rain* by providing support in the form of questions and activities. There are a range of questions that will help teachers frame discussions with their class, activities for before, during and after viewing the film, and some weblinks that provide starting points for further research or discussion.

### The Film

Kenyan farmer Kisilu Musya records climate change's roller-coaster ride of flash floods and devastating droughts. For the past five years, he's kept a video diary documenting the damaging effects of wild weather on his family's life and livelihood. Convinced that planting trees is the answer to counteracting global warming in his community, Kisilu organizes local farmer groups, makes endless presentations and, with the support of his wife and Norwegian filmmaker Julia Dahr, takes his message all the way to the COP—the UN's Framework Convention on Climate Change. But is anyone listening? This emotional, earnest and essential film about climate change is driven by Kisilu's point of view. It gives voice to a natural leader who expects politicians to be doing as much as he is—to care and to be interested in hearing from those directly affected by the environmental transformations taking place on this planet we all share.

Angie Driscoll

Source: <https://www.hotdocs.ca>

### The Filmmaker

Julia Dahr is a multi-award-winning documentary director and producer, known for her intimate and engaging stories on human rights, social justice and environmental issues. In 2016 she was listed by *Forbes* as one of the top young people under 30 year that is "driving and defining the world of media." She has won the One World Media Award, been nominated for best student film for the Grierson Awards and directed a 48-minute documentary that screened at Al Jazeera's flagship observational documentary strand *Witness*. Julia holds a master's in Screen Documentary from Goldsmiths University of London and a bachelor's in International Studies from the University of Oslo. She is the co-founder and manager of the Norwegian production company Differ Media. This year she launches her first feature documentary: *Thank You for the Rain*, which tells a story of hope from the frontline of climate change. Julia wants her films to make a difference, so along with the film there will be a global climate justice impact campaign building on the message of the film.

Source: <http://www.thankyoufortherain.com>

Co-director Kisilu Musya, a Kenyan farmer and father, started to use his camera six years ago to capture the life of his family, his village and the damages of climate change. He has filmed floods, droughts and storms but also the more human costs—his kids are sent home from school when he can't pay the fees and men are moving to towns in search for jobs. When a violent storm destroys much of Kisilu's crops and

his home, Kisilu transforms from a father, to a community leader, to an activist on the global stage. He decides to take this message of hope all the way to the UN Climate Talks in Paris, COP21. Kisilu's footage and story has been part of several short docs that have won awards internationally, and have been screened by more than 20 NGOs worldwide. In early 2017 Kisilu spoke at TEDNairobi and he will be speaking at TEDGlobal in August 2017. At the moment Kisilu is busy working on an impact campaign that will be launched in East Africa building on the message of the film and on Kisilu's work to create and strengthen local climate resilient farming communities.

Source: <http://www.thankyoufortherain.com>

Educational package written and compiled Irina Efimov  
[irinaefmov11@gmail.com](mailto:irinaefmov11@gmail.com)

## VIEWING THE FILM WITH STUDENTS

The following three subsections are intended to provide you with a range of Pre-Viewing, Viewing and Post-Viewing activities. They are followed by a set of questions based upon the film's larger thematic domains, some follow-up questions and quotations, sample curricular outcomes and a page of weblinks for further investigation.

### Pre-Viewing Activities

Have students complete the PBS viewing guide on documentaries (<http://www.pbs.org/pov/docs/Copies%20of%20Viewing%20Guide.pdf>). Students can revisit their completed documents as a Post-Viewing Activity.

As an assessment for learning, have the class identify what they understand to be the main impacts of global climate change. What kinds of changes are being observed? What parts of the world are feeling the impact of these changes?

Also have students discuss what kinds of solutions to climate change are currently being suggested, and what influence political and economic concerns might have on the search for solutions.

With reference to the Greenpeace motto, "Think Globally, Act Locally," raise the issue of how a problem of global significance might be addressed by local interest groups. How much of an impact could they have? How could others who are not experiencing the same challenges and outcomes of climate change share their concerns? Is this a problem that should be solved on a global scale, or by local initiatives?

### Viewing Activities

Have students jot down three to five ideas for discussion, or questions that the film raises in their minds. Given the number of issues touched on by the film, these may touch on topics other than climate change. As an Extension and/ or Post-Viewing Activity, students can enter their questions into an online response or polling system and can vote on the questions or issues they would like to explore in further detail.

Have students keep track of any words, terms or ideas they don't understand, or content they may have missed due to subtitled sections. Discuss these with the class later as a Post-Viewing Activity.

Ask students to pay particular attention to the visual details provided by the film of Kisilu's day-to-day life as a farmer in eastern Kenya. Observations can be made regarding housing, standard of living, resources and materials, tools, mechanization and technology, family life, access to education and medical services, earnings, sustainability, etc.

### Post-Viewing Activities

Have students participate in a Socratic discussion on the film. Guidelines for Socratic discussions can be found here: <http://www.authenticeducation.org/documents/WhatSeminar04.pdf>

Students can become more familiar with Kenya by looking at a variety of agricultural and climate maps of the country. (This can be done most simply using Google to search for agricultural and climate maps of Kenya and clicking on images.) There is also a post on the site Expert Africa detailing climate and weather in Kenya (<https://www.expertafrica.com/> Type the words "climate and weather Kenya" into the search function of the website).

Have students find climate-change impact maps of Kenya and of Africa. Google search using the words "climate change maps Africa" and then go to images.

For further information, students can read the article titled "8 Ways Climate Change Is Already Affecting Africa" (<http://350africa.org/8-ways-climate-change-is-already-affecting-africa/>).

Students can read and summarize or discuss the article "How Farmers in Kenya Might Adapt to Climate Change." This article proposes a number of solutions for traditional farmers facing the same kinds of challenges that are addressed by Kisilu (<https://www.scientificamerican.com/> Type the title of the article into the search function of the website).

Students can read, summarize or discuss the article "Drop by

Drop, Kenyans Struggle with Climate Change,” found on the UN website (<http://www.un.org/> Type the title of the article into the search function of the website, then click on the title when the list of relevant articles appears).

Have students share what they learned about the life of subsistence-level farmers in arid zones. What are the challenges these people face? What options are available to them? How is climate change affecting them?

Have students choose one of the events or stories from the film and write a diary entry as if they were part of the event. Suggestions might include: Kisilu’s impressions of the standard of living he witnesses in Norway or Paris, his anticipation of the Paris Climate Change Summit and/or his final impressions, the mixed emotions expressed by his wife, Christine, or the reluctance of his fellow villagers to become involved in his plans.

Have students complete an exit note. The exit note should contain one idea that demonstrates what they learned from the film, as well as one question that they still have about the topic.

## WEBSITES AND ONLINE RESOURCES

### About the Film

<http://www.thankyoufortherain.com>

<https://differmedia.com/project/kisilu>

Twitter: <https://twitter.com/kisilumovie>

Facebook (film): <https://www.facebook.com/ThankYouForTheRain>

Facebook (Kisilu Munya): <https://www.facebook.com/musya.kisilu>

### Additional Resources

*A Student's Guide to Global Climate Change*: This interactive site allows students to explore the basics and impacts of climate change, as well as finding ways to become part of the solution. It contains slideshows and videos.

<https://www3.epa.gov/> Type "climate change" into the search function of the website.

*CBC News*: This link is to an in-depth article written after Prime Minister Justin Trudeau signed the Paris Agreement on Climate Change on behalf of Canada. The article, "Justin Trudeau Signs Paris Climate Treaty at UN," includes links to discussions about the economic impact of ratifying the Agreement, and to FAQs.

<http://www.cbc.ca/news/> Type the name of the article into the search function of the website.

*Climate Change and Food Security Research Program*: This organization has published a study titled "Climate Change Will Shift Kenya's Breadbaskets." The article cautions that Kenyan farmers are challenged by poverty and lack of resources, but does offer some optimistic predictions for the future of agriculture in Kenya.

<https://ccafs.cgiar.org/> Type the name of the article into the search function of the website.

*The Globe and Mail*: This site has posted a detailed, extensive article titled "The Paris Climate Deal: What Is Canada Signing Up For?" It includes links to background information, videos and details about Canada's contributions to the Climate Change Summit.

<http://www.theglobeandmail.com/> Type the name of the article into the search function of the website.

*The Huffington Post*: The Huffington Post article "Encounter with a Climate Change Warrior—A Simple Farmer From Kenya" profiles Kisilu Musya and his work.

<http://www.huffingtonpost.com/> Type the name of the article into the search function of the website.

*Kisilu's Climate Blog*: Kisilu Musya posted a number of pages on his Climate Blog, including techniques for conserving water and the building of a green house. Photos are included.

<https://kisilum.wordpress.com/> Type "Kisilu's climate blog" into the search function of the website.

*NASA*: Explore best practices for teaching global climate change to middle- and high-school students with free, self-paced modules for teachers.

<https://climate.nasa.gov/> Type "resources/education/pbs\_modules" into the search function of the website.

*The Royal Society*: The article "Extreme Vulnerability of Smallholder Farmers to Agricultural Risks and Climate Change in Madagascar" offers a parallel study of farmers under similar challenge and threat as those portrayed in *Thank You for the Rain*. In particular, this article contains an extensive section of figures and data that could be used as the basis for a statistical study.

<http://rspb.royalsocietypublishing.org/> Type the name of the article into the search function of the website.

*Scientific American*: The article "10 Solutions for Climate Change" will introduce students to the types of solutions that are currently being studied and offer ways that individuals can make a difference.

<https://www.scientificamerican.com/> Type the name of the article into the search function of the website.

*United Nations Framework Convention on Climate Change*:

This site provides a summary of the essential elements of the agreement, a list of countries that ratified the agreement and a Progress Tracker.

<http://unfccc.int>

*United Nations Sustainable Development Goals*: This site has links to a number of videos related to climate change and a FAQ section specific to questions on climate change and its impact.

<http://www.un.org/> Type "climate change/sustainable development" into the search function of the website.

## WEBSITES AND ONLINE RESOURCES

*World Food Program:* The article "How Farmers in Kenya Are Beating the Effects of Drought" provides a summary of initiatives, illustrated with photos, that complements the story of Kisilu's efforts in his own community.

<https://www.wfp.org/> Type the title of the article into the search function of the website.

## EXTENSION ACTIVITIES

### Questions for Pre-Viewing or Post-Viewing Activities

Kisilu Musya's story, as told in *Thank You for the Rain*, traces his rise as a community leader. What qualities of leadership does he possess? How does he take on the role of leader?

Kisilu's wife, Christine, expresses a number of mixed emotions in the film that offer the perspective of a woman in a subsistence farming community. Ask the students to describe the challenges she faces as she works to fulfill her various roles as a mother, wife, community member and farmer.

The film reflects the contrast between global and local initiatives that seek to address the impact of climate change. Ask the students to reflect on the differences between President Obama's address to the Paris Climate Change Summit and Kisilu's. Do they share any common ground? What makes their approaches different? Is there any basis here for a shared solution?

Some of Kisilu's children are sent home from school because all of their school fees have not been paid. Ask the students to consider how many ways this fact informs them about the reality of Kisilu's family's situation? Should guaranteed public education for all children be a right?

Why is it so difficult for Kisilu to keep a steady group of volunteers working with him? What events seem to change the minds of those who become involved in his plans?

Planning for a better future must include both short-term and long-term goals. How does Kisilu try to keep a balance between these, and how successful is he? Does the same tension exist in the larger fight against climate change, globally?

Kisilu comes to the Paris Climate Change Summit full of expectations and hope. As the summit goes on, he becomes more and more disillusioned. Do you think one private individual can make an impact on a world stage such as this one? If so, how? If not, why not?

President Trump has recently announced that his forthcoming budget will propose funding cuts to the Environmental Protection Agency and other programs that focus on the issue of climate change. How do students

think Kisilu and his fellow activists in Kenya would respond to this announcement? To what extent are local initiatives in developing countries dependent on or affected by the environmental policies of developed nations?

## QUOTATIONS FROM THE FILM TO EXPLORE

1. *"I will pay the school fees when we harvest."* Kisilu Musya
2. *"Can you cook money for these children?"* Kisilu Musya
3. *"You should know that a farmer is a great person. We are like kings."* Village leader at group meeting
4. *"You can be in big trouble with family members, hearing that you've come from group meetings and have nothing for their bellies. Unfortunately, that is a very big problem to some people, and to me."* Kisilu Musya
5. *"He is just a tree planter."* Kisilu Musya's wife, Christine
6. *"The other season, we were crying, 'no rain!' And, really, there was no rain. And now we are talking of flood. Everything is being contradicted."* Kisilu Musya
7. *"Planning; failures. Planning; failures. I planned but I could not perform."* Kisilu Musya
8. *"If insects are deciding for their life, I wonder why human beings are not doing it."* Kisilu Musya
9. *"It made me uncomfortable for Kisilu to see the difference in our lifestyles."* Julia Dahr
10. *"The story I have is an alarm to everybody."* Kisilu Musya
11. *"They are saying a lot of good words but avoid words like 'equity,' like 'right.'"* Observer at the 2016 Paris Climate Change Summit
12. *"It'll get cooler, it'll get warmer. It's called weather. That's what people don't understand."* Donald Trump
13. *"We were like aliens at this conference."* Julia Dahr
14. *"If I had my own world and power, I could select some leaders and take them there to starve in order for them to understand what it means for a starving community."* Kisilu Musya

## **CULMINATING ACTIVITY: ASSESSING THE IMPACT OF LOCAL ACTIVISM**

Complete a short independent research project to extend your knowledge and understanding of the impact of climate change on African farmers and what is being done to meet this challenge. Submit a one-a-half- to three-page written summary of your findings, including a list of at least three sources you have used. Alternately, you can to print three sources and annotate them, submitting your annotated copies for assessment. Suggestions for general research topics:

1. The role of women in African agriculture
2. The work of activist farmers in East Africa
3. Changes being proposed to make agriculture resilient to climate change in Africa
4. The work of specific NGOs in East Africa
5. Agricultural organizations in Kenya and their future goals
6. Canadian foreign aid and support for farmers in Africa

Submit this work as a written exercise (if time permits, there may be oral reports of findings). A list of all sources used will be compiled and made available to the class as a resource for students interested in further reading on these subjects.

# ASSIGNMENT RUBRIC: ASSESSING THE IMPACT OF LOCAL ACTIVISM

## Knowledge/Understanding

Concepts	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Understanding the content of the sources used and how to create an effective summary	Student demonstrates a limited understanding of the sources used and how to complete an effective summary; much of the information from the sources is missing	Student demonstrates a moderate understanding of the sources and how to complete an effective summary; some of the information is missing	Student demonstrates a considerable understanding of the sources and how to complete an effective summary, and includes most of the information	Student demonstrates a high level of understanding of the sources and how to complete an effective summary, and includes all information	/5

## Thinking/Inquiry

Research	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Ability to synthesize and organize information, and draw well-founded deductions	Student demonstrates a limited ability to synthesize and organize resources, and draw well-founded deductions	Student demonstrates a moderate ability to synthesize and organize resources, and draw well-founded deductions	Student demonstrates a considerable ability to synthesize and organize resources, and draws well-founded deductions	Student demonstrates an outstanding ability to synthesize and organize resources, and draws insightful deductions	/5

## Application

Report	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Making connections within and between various sources and contexts	Student makes connections within and between various sources and contexts with limited effectiveness	Student makes connections within and between various sources and contexts with some effectiveness	Student makes connections within and between various sources and contexts with considerable effectiveness	Student makes connections within and between various sources and contexts with a high degree of effectiveness	/5

## Communication

Debate	2.5 2.9	3.0 3.4	3.5 3.9	4.0 5.0	
Organization of ideas	The presentation contains numerous grammatical, spelling or punctuation errors	The presentation contains some grammatical, spelling or punctuation errors	The presentation is largely free of grammatical, spelling or punctuation errors	The presentation is free of grammatical, spelling and punctuation errors	/5

Comments:

Total: \_\_\_\_ /20 = \_\_\_\_ /100

## EXAMPLES OF CURRICULUM EXPECTATIONS

COURSE	OVERALL EXPECTATIONS
Grade 7 & 8 Media Literacy	<ul style="list-style-type: none"> <li>• explain how various media texts address their intended purpose and audience.</li> <li>• evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues and/or experience in media texts.</li> <li>• demonstrate understanding that different media texts reflect different points of view.</li> <li>• identify who produces various media texts and determine the commercial, ideological, political, cultural and/or artistic interests or perspectives that the texts may involve.</li> <li>• identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience.</li> </ul>
Grade 11 Politics in Action: Making Change	<ul style="list-style-type: none"> <li>• formulate different types of questions to guide investigations into issues of political importance in various communities and ways to address them.</li> <li>• evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions.</li> <li>• communicate their ideas, arguments and conclusions using various formats and styles, as appropriate for the intended audience and purpose.</li> <li>• apply the concepts of political thinking when analyzing current events relating to issues of political importance at the local, national and/or global level.</li> <li>• describe personal attributes, attitudes and skills that enhance an individual's ability to be a responsible citizen and contribute to the common good.</li> <li>• explain, with reference to the perspectives of bystanders and upstanders, why people choose to take action on, or not get involved in, political issues.</li> <li>• analyze the causes of some issues of political importance and how an understanding of these causes can affect the action taken to address the issues.</li> <li>• analyze the impact of some issues of political importance, with a particular emphasis on issues related to equity, human rights and/or the environment.</li> <li>• identify actions that have been taken to address some issues of political importance, and assess the effectiveness of these.</li> </ul>
Grade 9–12 English	<ul style="list-style-type: none"> <li>• demonstrate an understanding of a variety of media texts.</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.</li> </ul>
Grade 10–12 Media Arts	<ul style="list-style-type: none"> <li>• demonstrate an understanding of how media art works reflect personal and cultural identity, and affect personal, cultural and community values and their awareness of those values.</li> <li>• demonstrate an understanding of the sociocultural and historical contexts of media arts.</li> <li>• demonstrate an understanding of responsible practices associated with producing, presenting and experiencing media art works.</li> </ul>

Grade 10 Civics (Politics)	<ul style="list-style-type: none"> <li>• analyze a variety of civic contributions, and ways in which people can contribute to the common good.</li> <li>• formulate different types of questions to guide investigations into issues, events and/or developments of civic importance describe some civic issues of local, national and/or global significance.</li> <li>• explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action explain, with reference to issues of civic importance, how various groups and institutions can influence government policy.</li> <li>• assess the significance, both in Canada and internationally, of the civic contributions of some individuals.</li> <li>• explain how various actions can contribute to the common good at the local, national and/ or global level.</li> <li>• Grade 11 Introduction to Anthropology, Psychology and Sociology</li> <li>• explore topics related to anthropology, psychology and sociology, and formulate questions appropriate to each discipline to guide their research.</li> <li>• use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour.</li> </ul>
Grade 11 & 12 Equity Studies	<ul style="list-style-type: none"> <li>• explore topics related to equity and social justice, and formulate questions to guide their research.</li> <li>• demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice.</li> <li>• analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization.</li> <li>• assess the impact of media and popular culture on equity and social justice issues.</li> <li>• analyze a range of historical and contemporary equity and social justice issues and the impact of economic and environmental factors on these issues.</li> </ul>
Grade 11 The Individual and the Economy	<ul style="list-style-type: none"> <li>• explain the concepts of scarcity and opportunity costs, and analyze how individuals, governments and organizations apply these concepts as they make economic choices.</li> <li>• analyze how the scarcity of the factors of production (i.e., land, labour, capital, entrepreneurship) influences productivity and specialization.</li> <li>• explain how various factors contribute to income inequality.</li> <li>• explain how governments, firms and non-governmental organizations respond to economic inequalities.</li> </ul>
Grade 12 Analyzing Current Economic Issues	<ul style="list-style-type: none"> <li>• explain how the concepts of scarcity and opportunity costs influence economic decisions at both the personal and societal levels.</li> <li>• analyze issues associated with the efficient use of the factors of production and the relationship between efficiency, growth and sustainability.</li> <li>• assess the benefits and costs, including the environmental costs, of economic growth.</li> <li>• analyze ways in which sociocultural factors and the influence of political-economic stakeholders affect economic decisions.</li> <li>• analyze how different stakeholders view the trade-off between economic growth and concerns for the environment.</li> <li>• describe ways in which individuals and groups influence macroeconomic policies, and assess the effectiveness of their actions.</li> <li>• explain how various social movements and social justice organizations address global economic inequality, and assess their effectiveness.</li> </ul>

<p>Grade 11 Regional Geography</p>	<ul style="list-style-type: none"> <li>• analyze various criteria that are used to measure quality of life, and assess quality of life in the region with reference to several of these criteria.</li> <li>• analyze how various factors affect quality of life indicators in the region.</li> <li>• assess the effectiveness of programs, policies and strategies of various groups and organizations, including governments, aimed at improving the quality of life for people in the region.</li> <li>• describe programs in the region that are intended to foster stewardship/sustainability with respect to natural resources.</li> <li>• assess the sustainability of the regional economy.</li> <li>• describe the role of non-governmental organizations (NGOs), as well as international government aid, in the region and evaluate their effectiveness in promoting sustainability.</li> <li>• describe some alternatives to large-scale developments/megaprojects in the region, and explain their advantages and disadvantages.</li> <li>• explain interrelationships between economic change/development and conflict and/or cooperation involving this region.</li> <li>• analyze key causes of social and/or cultural conflict and cooperation within the region.</li> <li>• analyze how various factors affect economic development in the region.</li> <li>• explain how climate change currently affects the region and how it is likely to do so in the future.</li> </ul>
<p>Grade 11 Forces of Nature: Physical Processes and Disasters</p>	<ul style="list-style-type: none"> <li>• describe strategies and practices that are used to protect local ecosystems and make them more sustainable.</li> <li>• identify strategies and practices that individuals can use to reduce their personal impact on the natural environment.</li> <li>• explain how human activities that modify the natural environment may increase the possibility of a natural disaster or intensify its impacts.</li> <li>• assess the effectiveness of various means for decreasing risks from natural hazards.</li> <li>• explain how natural events or human activities in one part of the world can have impacts on other parts of the world.</li> <li>• analyze factors that influence human settlement in hazardous areas.</li> <li>• assess the role of various adaptation and response measures in reducing the human impacts of natural disasters.</li> <li>• analyze ways in which communities prepare for and respond to natural disasters, using local, national and international examples.</li> </ul>

<p>Grade 12 World Issues: A Geographic Analysis</p>	<ul style="list-style-type: none"> <li>• analyze relationships between the distribution and availability of natural resources in a country or region and its quality of life, as reflected by various indicators.</li> <li>• assess the effectiveness of various international agreements for protecting the natural environment.</li> <li>• analyze the roles and responsibilities of international organizations, governments and companies with respect to the protection of the natural environment.</li> <li>• analyze the influence of the values and beliefs of individuals and groups (e.g., environmental non-governmental organizations (NGOs)) in shaping public opinion about environmental sustainability.</li> <li>• analyze the effectiveness of policies, programs and initiatives in various countries in enhancing sustainability.</li> <li>• assess the effectiveness of local sustainability initiatives in building sustainable communities.</li> <li>• explain the meaning and geographic significance of the commons and the global commons.</li> <li>• analyze the impacts of human activities on the commons (e.g., overfishing, atmospheric pollution, water pollution, water depletion).</li> <li>• analyze issues relating to the management of the commons.</li> <li>• analyze issues relating to the impacts of globalization on economic and social conditions in both developing and developed countries and on the environment.</li> <li>• assess the responsibilities of governments and businesses for managing economic, environmental and social impacts associated with globalization, and describe ways in which this could be done.</li> <li>• assess the effectiveness of various international aid policies, programs and practices in improving the quality of life in developing countries.</li> <li>• assess the contributions of various individuals to advancing human rights and improving the quality of life in various countries, and assess the roles and responsibilities of individuals, as global citizens, in helping to solve issues of global concern.</li> <li>• analyze the influence of mass media, including the Internet, on social and political change.</li> <li>• analyze challenges relating to food security and safety, and assess ways of responding to these challenges.</li> </ul>
<p>Grade 12 The Environment and Resource Management</p>	<ul style="list-style-type: none"> <li>• describe ways in which human settlement and modifications of the natural landscape affect the environment.</li> <li>• evaluate the contributions of selected individuals, environmental non-governmental organizations (ENGOs) and intergovernmental organizations to creating awareness of and implementing solutions for selected natural resource management issues.</li> <li>• compare the economic, cultural and social costs and benefits of selected resource development projects for various individuals or groups.</li> <li>• assess the economic implications of pollution reduction and other environmental protection policies.</li> <li>• explain how changes affecting the natural environment in one location may cause changes to the natural environment in other places around the world.</li> <li>• assess the contribution to environmental sustainability of selected locally implemented initiatives and personal choices.</li> <li>• assess the importance of behavioural and ethical factors in reducing the human impact on the environment.</li> </ul>

The Overall Expectations listed above are from the *Ontario Curriculum*. Complete course descriptions, including all Overall and Specific Expectations can be found at: <http://www.edu.gov.on.ca/eng/teachers/curriculum.html>