



Ministry of
Education

Sharing the
D r e a m

Adopt a Country

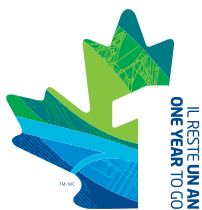
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The Vancouver 2010 Education program is based on 5 key components, with global citizenship as the unifying concept:

- Olympism
- Paralympism
- Sports and Healthy Living
- Culture
- Sustainability

For more details about the Vancouver 2010 Education Program, visit: vancouver2010.com/edu



What is the Adopt a Country Program?

Introduction

Adopt a Country is a school-based program where schools or classrooms “adopt” one of the countries participating in the Vancouver 2010 Olympic and Paralympic Winter Games. Students from Kindergarten to Grade 12 will learn about global citizenship by:

- ♦ Working together as a class or school to select a country;
- ♦ Engaging in research and discussion about geographic, economic, environmental and cultural topics;
- ♦ Connecting with related local cultural organizations to learn about their adopted country and to potentially make connections with students in the adopted country;
- ♦ Displaying their learning to the community; and,
- ♦ Cheering for their adopted country during the 2010 Winter Games.



Educational Value of Adopt a Country

Developing Global Citizens

The Adopt a Country school program is a valuable opportunity to use the Vancouver 2010 Olympic and Paralympic Winter Games as a starting point for developing global citizenship amongst students. Educating for global citizenship is not just about teaching geography; it is an opportunity to develop important skills and values. Understanding global citizenship teaches students to respect differences of opinion, overcome stereotypes, think critically and empathize with others – skills that will allow them to become well-rounded individuals. Learning about other cultures also provides an excellent opportunity to reflect on Canadian identity and examine Canada’s place in the world.

Making Local and Global Connections

As part of their Adopt a Country activities, Canadian schools may choose to make contacts with schools in other countries. Interacting directly with students in another country can be a deep and meaningful experience for students here in Canada.

This connection could consist of many different elements, such as a pen pal program, two-way communication via webcams or conference calls, or even an exchange program between the two schools. Regardless of the method, forging connections with students in other countries is the ultimate way to develop a sense of global citizenship.

Contacting local cultural organizations or immigrant societies is also a great way to learn more about other cultures. These organizations have many resources to enable deeper connections with, and understanding of other countries.

Cultural organizations may be able to provide language support and assist with contacting schools in other countries. They might also be willing to send a guest speaker to your school so students can ask questions and learn more about their selected country.

Be sure that you have informed parents before sending any letters, emails or other information to schools in your adopted country, particularly if names or pictures are being exchanged. A note to parents with a permission slip that outlines the nature of the activities is recommended.

Links to Existing Curriculum

Recognizing that teachers already have a busy class schedule, the Adopt a Country school program is designed to be integrated into existing class work. The activities are meant to provide teachers with ideas to support the learning opportunities that the Vancouver 2010 Olympic and Paralympic Winter Games offer. The resource is not directed to a specific grade level, nor is it designed to be completed as a step-by-step process.

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Global Education consists of 2 major elements:

- *Giving students a better understanding of the world around them by teaching geography, culture, history and current events.*
- *Fostering a global perspective and teaching students how to look at the world with empathy, an open mind and a critical eye.*

Teachers are encouraged to review the materials and select aspects that will meet the needs, abilities and interests of their students. The activities suggested in this document can be used to meet learning outcomes in many subject areas, particularly Social Studies and Language Arts.

Assessment

As this program is not designed for a particular grade level, assessment practices are not specified. Teachers are encouraged to determine the criteria for assessment with their students and to promote self- and peer-assessment, using criteria-based assessment strategies.

Showcase Your Work

Post accomplishments from your Adopt a Country program to the Project Showcase on www.vancouver2010.com/edu and show the rest of the world the kind of global education taking place in your classroom and school!

Teachers' Forum: Share Your Ideas

To share ideas with other teachers, visit the Vancouver 2010 Teachers' Forum at <http://eduforum.vancouver2010.com>. There, you can share your activity ideas, community organization contacts and other resources with fellow educators.

Suggested Activities

Below is a list of activities that teachers can use to involve their students in the Adopt a Country school program. These activities can be modified depending on grade level, student interest, time devoted to the activity, and whether your school or class will be making a direct connection with a partner school.

Adopt a Country

To adopt a country, visit the Ministry of Education's Olympic Education site at www.sharingthedream.gov.bc.ca. Under the "Adopt a Country" tab, you will see an online registration form and an interactive world map illustrating the countries participating in the Vancouver 2010 Olympic and Paralympic Winter Games. The map will be updated regularly with a list of Canadian schools and the countries they have chosen.

By registering online, schools will be added to a mailing list that will keep them informed of potential opportunities in their region involving the country they have chosen, such as athlete visits, 2010 mascot visits, Paralympic Winter Games attendance opportunities and local cultural events.

Share your activity ideas, community organization contacts and other resources with fellow educators





The process for choosing a country will be unique to each school or classroom and can be guided by a number of different considerations, including:

- ♦ Existing connections between Canadian schools and schools in other countries;
- ♦ International student/exchange programs;
- ♦ Sister city relationships;
- ♦ Local resources, such as cultural associations;
- ♦ Language programs, immigrant population, school trips, and student interest at Canadian schools.

Alternately, students could conduct research and present an argument for adopting a specific country, then have a class or school-wide vote.

Research Your Country

- ♦ Research a variety of different facts about your adopted country and report the findings to the class.

Possible topics include:

- | | |
|----------------------------------|--------------------|
| • Culture and Customs | • History |
| • Physical Geography and Climate | • Human Geography |
| • Famous People | • Economy |
| • Current Events | • Political System |

- ♦ Research immigration from your adopted country to Canada. Does anyone in the class have ancestors from your adopted country?
- ♦ Read a piece of literature from your adopted country as part of a Language Arts assignment.
- ♦ Trace the origins and creation of goods produced by your adopted country (e.g. coffee, rice, peanuts, electronics, computer chips). Why does your adopted country produce the types of goods that it does? If possible, trace any connections between their economy and Canada's economy.
- ♦ Examine a variety of statistical indicators for your adopted country, such as Gross Domestic Product, Human Development Index and Genuine Progress Indicator. Compare and contrast with similar research about Canada.
- ♦ How have recent global economic problems affected your adopted country?
- ♦ Scan the news for stories about your adopted country. Prepare a newsletter, pod cast or video broadcast summarizing recent events.



Examine the Issues

- ♦ Research federal and provincial budgets in Canada or your adopted country and have student teams craft a shadow budget, allocating funds based on the group's priorities.
- ♦ Study your adopted country's environmental policies and compare them to those of Canada.
 - What is your adopted country doing about the environment?
 - What type of impact will climate change have on Canada and your adopted country?
 - What is the highest and lowest geographical point in your adopted country? How might climate change and a rise in sea levels impact such geography?
 - Compare the levels of greenhouse gas and other pollutants emitted by Canada and by your adopted country. Are the pollution levels similar or different? Why or why not?
 - Compare Canada's carbon footprint and ecological footprints to those in your adopted country and brainstorm ways that students can reduce their impact on the planet.
 - What sorts of initiatives are happening in Canada and in your adopted country to improve the environment?
- ♦ Examine media literacy by comparing reactions to news events in Canadian media and the media of your adopted country. How are they similar and how are they different?
- ♦ How has globalization affected your adopted country?

Present Your Learning

- ♦ Hold a Cultural Day at your school where students display a number of aspects of the culture of their selected country. The Day could include a showcase of food, art, traditional dance, and music, including the adopted country's national anthem, as well as traditional sports.
- ♦ Host a learning fair where students present the information they have learned about the selected country. Invite individuals from your community who are from that country to speak to the class, or present traditional music and dance.
- ♦ Create a multi-media virtual tour of the country using a program like PowerPoint. Highlight the major tourist attractions, as well as the main economic resources and the significant geographic features of the country. Provide students with a budget for a class tour of the country and connect this with the virtual tour. As an extension, research how tourism is impacting the adopted country; consider factors such as sustainable development, environmental impacts and the pros and cons of tourism.
- ♦ Design and host a send-off celebration for the athletes before they come to Canada.



Cheer For Your Adopted Country and Get Active

- ♦ Learn about your adopted country's athletes by visiting vancouver2010.com.
- ♦ Choose a specific athlete to cheer on during the Vancouver 2010 Olympic and Paralympic Winter Games.
 - Learn more about that athlete's sport. If facilities and/or equipment permit, have students try their chosen sport.
 - Write a letter or postcard to your chosen athlete wishing them luck at the Winter Games, or congratulating them on their performance at the Winter Games.
- ♦ How do people in your adopted country stay fit? Learn about the traditional sports of your adopted country and perform them as part of a physical education class.
- ♦ Decorate your classroom with flags, pictures and the colours of your adopted country.
- ♦ Track your adopted country's performance at the Vancouver 2010 Olympic and Paralympic Winter Games.
 - Did they excel in a particular aspect?
 - Did they focus on certain sports, or compete in a wide range of activities?

Connect With Your Country

- ♦ Set up a pen pal connection with your adopted country. Students could write back and forth to learn more about one another. Possible writing topics could include:
 - Local weather and geography.
 - Entertainment:
 - Popular games/toys/activities/hobbies in your respective countries;
 - Favourite music/TV shows (send a CD/DVD copy if possible and view).
 - School:
 - Types of courses/activities/assignments/projects.
 - Daily life:
 - What do you do at school? What do you do after school and on weekends?
 - What are your parents' jobs?
- ♦ Team up with your partner school for a joint project. As an example, you could hold a challenge to see which school reduces their greenhouse gas emissions the most, or recycles the most trash.
- ♦ During the Vancouver 2010 Olympic and Paralympic Winter Games, Canadian students can report from their perspective as hosts and their partner school can report on the reaction in their country to the Winter Games and the performance of their athletes.
- ♦ Students can take pictures and video clips to create a multimedia virtual tour of their hometown. Once you have completed your local tour, exchange it with the students in your partner school to see what their hometown is like.

Links and Resources

VANCOUVER 2010 EDUCATION PROGRAM LINKS

www.sharingthedream.gov.bc.ca
– Sharing the Dream: the B.C. Ministry of Education's Vancouver 2010 Education Program resource website.

www.vancouver2010.com/edu
– /EDU: the official VANOC website for the Vancouver 2010 Education Program.

SHARE YOUR STORIES

www.vancouver2010.com/en/culture-and-education/education/project-showcase/submit-project/-/33992/13yu6u0/index.html
– Submit your project to the /EDU Project Showcase

www.vancouver2010.com/en/culture-and-education/education/project-showcase/showcase-toolkit/-/33996/160a3gh/index.html
– Project Showcase Toolkit: how to submit photos and videos.

MAKING CONNECTIONS

www.epals.com – An online site to connect schools and classrooms from around the world.

www.caslt.org/index_en.php
– Canadian Association of Second Language Teachers.

RESEARCHING YOUR COUNTRY

www.voyage.gc.ca/countries_pays/profiles-menu-profil-eng.asp

www.state.gov/www/background_notes/index.html

www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/displaysection.cfm&sec=36

http://en.wikipedia.org/wiki/Culture_by_region

Countries of the Olympic and Paralympic Winter Games

While the list of countries participating in the Vancouver 2010 Olympic and Paralympic Winter Games has not yet been finalized, below is a list of the countries that participated in the 2006 Games in Turin, Italy.

Albania	Czech Republic	North Korea	San Marino
Algeria	Denmark	South Korea	Senegal
Andorra	Estonia	Kyrgyzstan	Serbia and Montenegro
Argentina	Ethiopia	Latvia	Slovakia
Armenia	Finland	Lebanon	Slovenia
Australia	France	Liechtenstein	South Africa
Austria	Georgia	Lithuania	Spain
Azerbaijan	Germany	Luxembourg	Sweden
Belarus	Greece	Macedonia	Switzerland
Belgium	Hong Kong, China	Madagascar	Chinese Taipei
Bermuda	Hungary	Moldova	Tajikistan
Bosnia and Herzegovina	Iceland	Monaco	Thailand
Brazil	India	Mongolia	Turkey
Bulgaria	Iran	Nepal	Ukraine
Canada	Ireland	Netherlands	United Kingdom
Chile	Israel	New Zealand	United States
China	Italy	Norway	Virgin Islands
Costa Rica	Japan	Poland	Uzbekistan
Croatia	Kazakhstan	Portugal	Venezuela
Cyprus	Kenya	Romania	
		Russia	

