



Ministry of  
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## Teacher and Student Materials Session One – Carol Huynh November 12, 2008

View the Archived Webcast at <http://bcelc.insinc.com/sharingthedream/20081112/>

The following Lesson Plans contain teacher and student materials for follow-up discussions and projects

- [Pre webcast lesson plans](#)
- [Post webcast lesson plans](#)
- [Global Connections - A family's journey , immigration and global connections](#)
- [Attitude, Achievement and Personal Excellence](#)
- [A Jigsaw Puzzle - Important Pieces of Me](#)
- [What Makes Me Who I Am - Creating a Speech About Me](#)
- [You Are My Hero - What Makes a Hero Important](#)
- [Reach For the Top - An Exercise in Goal Setting](#)
- [This Land is Your Land - A Journey to a New Country](#)
- [Be Better Today Than You Were Yesterday](#)



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## Session One – Carol Huynh

### Pre-WebCast Discussion and Activities

- Using the Think/Pair/Share activity sheet, think about what the term “Global Citizenship” means to you. With a partner, take turns telling each other your thoughts. Each partnership then shares with the full group their thoughts on the meaning of Global Citizenship

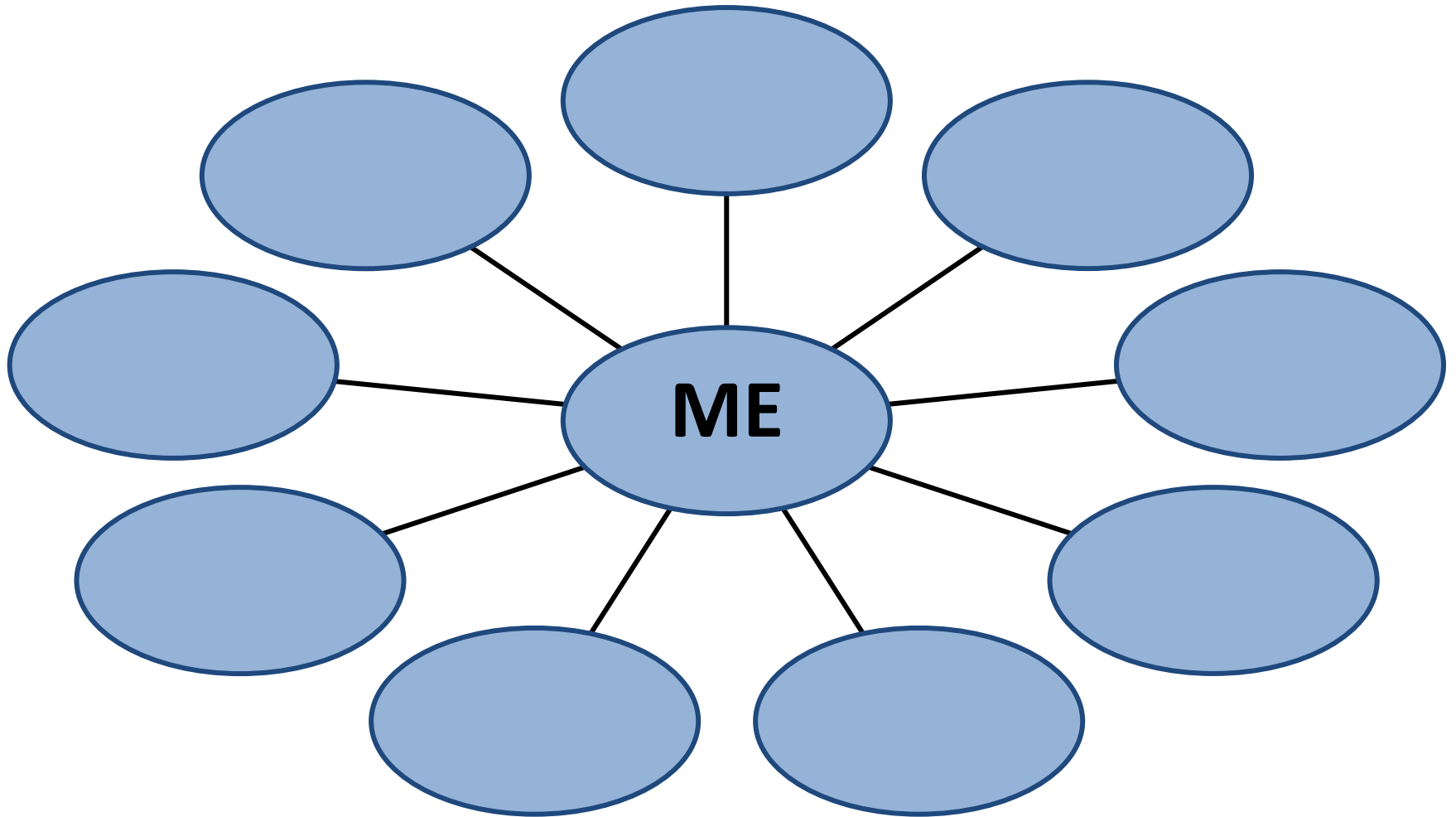
OR:

Global citizenship means *ensuring that we are not working in isolation from each other*. What does this mean, do you agree, and why or why not? Discuss in pairs and then share with the group.

- In an effort to define what a global citizen is, are you able to define for yourself what it means to be Canadian? What shared values do we hold as Canadians? Why would someone immigrate to Canada? Note that an understanding of your culture, heritage, traditions, regionalism, biases and assumptions can influence your definition and answers.
- What are Canadian rights and freedoms? How does this influence you as a global citizen?
- Do you think you can have an impact on your community? What could you do?
- There are varying levels of activism – can you describe them? In what ways have you engaged in activism? What else would you like to do?

## Think, Pair and Share

QUESTION	WHAT I THOUGHT	WHAT MY PARTNER THOUGHT	WHAT WE WILL SHARE
<p>WHAT DO THE WORDS "GLOBAL CITIZENSHIP" MEAN TO YOU?</p>			



**Global Citizenship Webcast Activity: Mind Map – Personal Support Systems**



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## Session One – Carol Huynh

### Post-WebCast Discussion and Activities

#### Questions for Discussion

- Why would someone immigrate to Canada?
- What steps did Carol's parents take to become successful?
- What roadblocks did Carol face?
- How did she achieve success?
- Are there examples of social activism that impacted Carol's ability to succeed?

#### Activity

Using the Mind Map activity sheet with 'me' in middle, fill in the map with the 'systems' in place in your life that support you.

#### Questions for Discussion

- Brainstorm: What does a hero look like?
- Carol has been defined as a hero, but how does she fit in with your characteristics of a hero?
- How does she challenge your perception of a wrestler or what is feminine?

## **Activity**

History is not 'foreordained' and heroes, including Carol, make their decisions like we all do, unsure about the outcome and basing them on the best knowledge we have at the time. Investigate something positive that happened in your family, and the causes and choices leading up to that event. Were there unintended consequences?



## Connecting Around the World

Check out [www.takingitglobal.org](http://www.takingitglobal.org) and  
<http://projects.takingitglobal.org/sharingthedream>

TakingITGlobal.org is an online community that connects youth to find inspiration, access information, get involved, and take action in their local and global communities. It's the world's most popular online community for young people interested in making a difference, with hundreds of thousands of unique visitors each month.

Want more information about Sharing the Dream?

[www.sharingthedream.gov.bc.ca/](http://www.sharingthedream.gov.bc.ca/)



## Global Connections

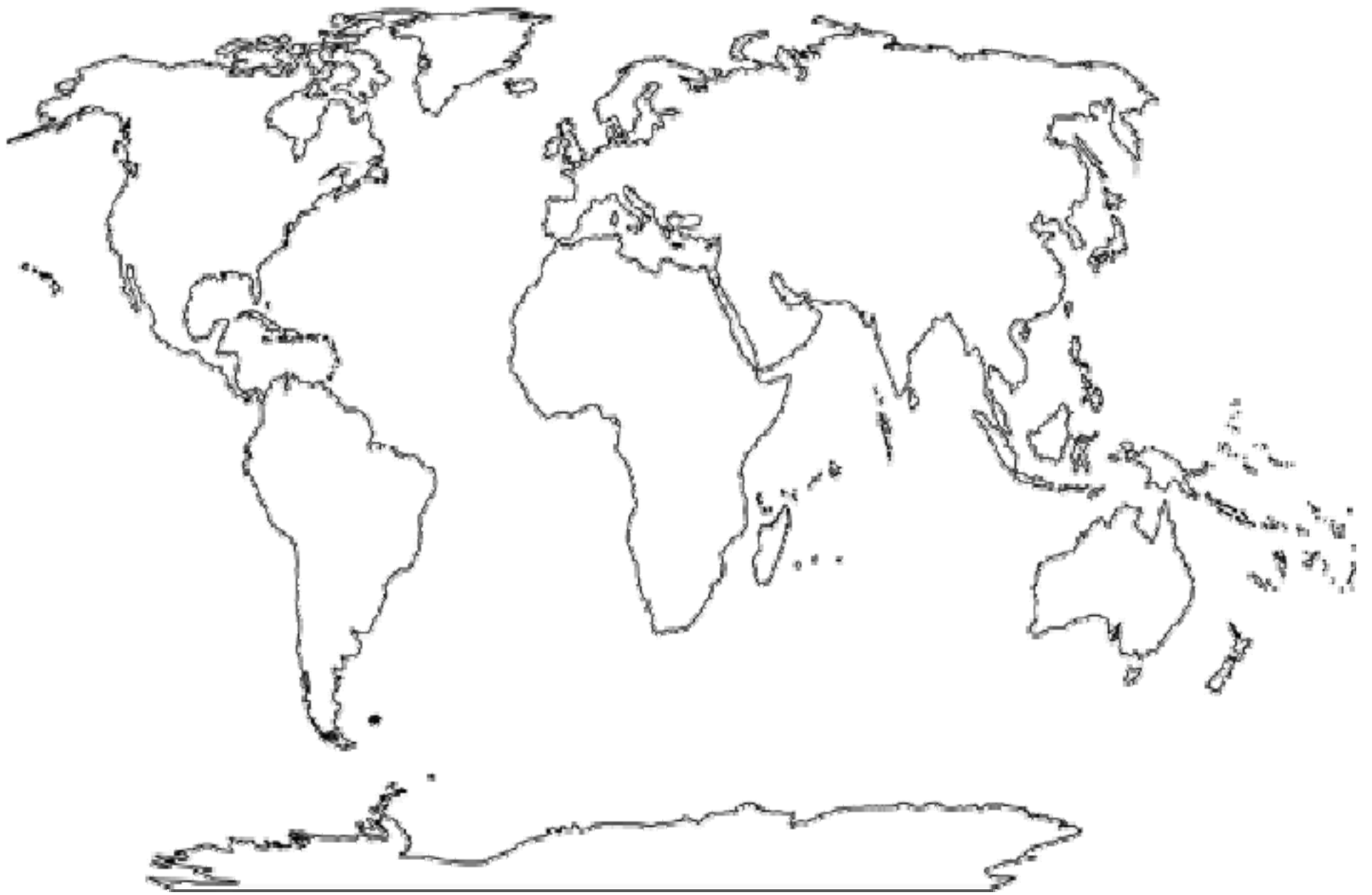
### Preamble

In her webcast, Carol Huynh discusses her family's history and the journey they took which ultimately led them to Canada. Her parents and two older siblings were from Vietnam and moved to Indonesia for a time before immigrating to Hazelton, British Columbia. When Carol is asked what she 'brought to the team' at the Olympics, Carol highlights the diverse ethnicities and strong personalities of her teammates; however, she reinforces that they all came from the same Canadian culture, no matter their background or origin.

### Assignment

- Discuss with students the concept of family (e.g. that it's about supportive people around you that you love and that there are many types of families).
- Have students think/pair/share about the following:
  - Where is your family from originally? Have they emigrated from another country, or are they aboriginal people? Have they migrated from another part of Canada? (e.g. perhaps they do not know their family history or their family has been in this land for centuries).
- *Homework:* Students to go home and investigate their family's journey. Where are their places of origin, either within Canada, or elsewhere? How did they come to be where they are today? Did they migrate from rural to urban, or from urban to rural? Write down their findings and bring to class. Ask students to share family experiences.

- Teacher to put an outline map of world on overhead (below) and trace a large map of world on white paper. Have students look in atlases and map their family's journey on small map. Then, on the large class map, outline their journey to (or within) Canada either with string or markers (Note: Having as many colours as possible is visually dramatic and better for student recognition). Make sure they include every 'stop' along the way in their journey.
- Label with students' names, and label countries/provinces/towns in the stops along the way. Teacher can participate with her/his own family experiences, and/or map out Carol's journey for comparison.
- Put map of world with journey experiences up on wall. Discuss findings. Was anyone's family's experiences similar to the experiences of Carol's family? Is there a 'typical' Canadian immigration experience? Do you agree with Carol that we all live in the same Canadian culture? If so, what does this culture look like?



### Extension Activity

- Discuss concepts of 'push' and 'pull' that lead to immigration or migration. Brainstorm generally why people have historically left their home countries (or, for aboriginal students, why they might have migrated within this country), and why people might be attracted to Canada.
- Students investigate the push/pull factors that led their families to immigrate or migrate to where their home is today. Note: If there are circumstances in a student's life where this is not possible or not advisable to do so, have him/her research a caregiver or someone they admire. Students may document their findings in the graphic organizer below and bring back to class to share.

	<b>PUSH FACTORS</b> (reasons for leaving)	<b>PULL FACTORS</b> (reasons to come to Canada)	<b>PLACE OF ORIGIN AND PLACES ALONG THE WAY</b>
<b>FAMILY EXPERIENCES</b>			



## Attitude, Achievement and Personal Excellence

### Preamble

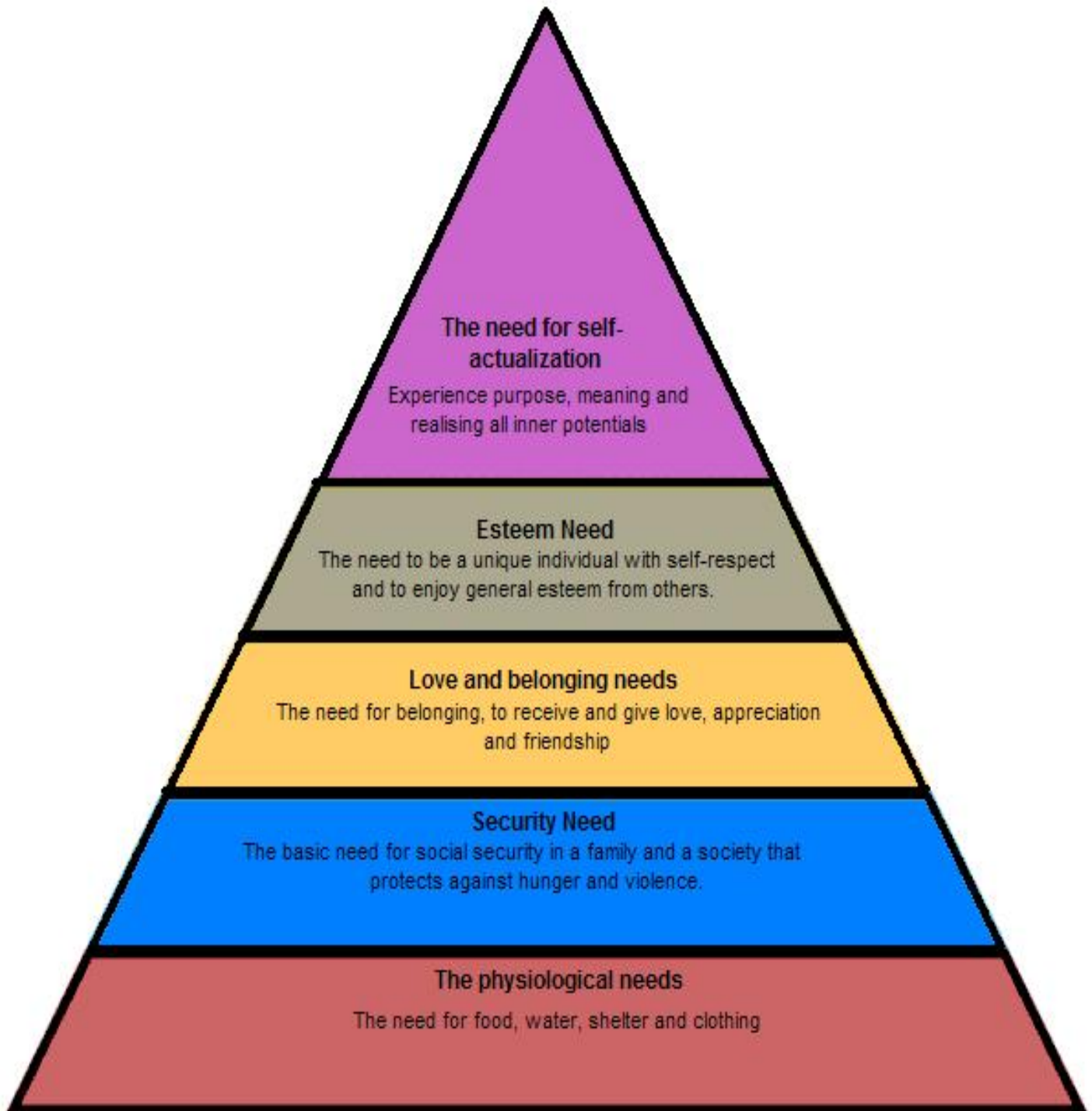
Carol Huynh's webcast discussion had a clear theme – excellence and achievement do not happen overnight. In fact, she states more than once that students need to “work hard, have a dream, set goals, and make conscious decisions everyday in order to reach them.” In other words, it takes a lifetime of experiences and deliberate actions to achieve a goal.

Moreover, Carol maintains that students need to ensure that they surround themselves with positive people for a strong support system; people who believe in them and want them to succeed. She discusses the impact that her support system had on her life, and how it enabled her to become a wrestling world champion and win a gold medal at the Olympics.

### Assignment

- Introduce the concept of Maslow's Hierarchy (see below). Discuss with students the concept of living up to one's potential (self-actualization), and how it cannot occur until basic human needs are met. Physiological needs, safety, feelings of love/belonging, and esteem issues must all be dealt with before self-actualization is possible.
- Show students Maslow's Hierarchy, either as photocopy or on overhead. In pairs, have students complete the hierarchy based on what they have learned about Carol Huynh, her life, her family, her choices, and her support systems. Discuss findings as a group.
- Have students brainstorm a goal of their own (put it on top in 'self-actualization' part of triangle) and have students create their own Maslow's Hierarchy on what they can do to achieve this goal. Teachers may want to model this by completing one of their own on the overhead first.

## MASLOW'S HIERARCHY



**What was  
Carol's  
ultimate goal?  
How did she  
achieve this?**

**What did Carol get involved in that  
allowed her to build her confidence  
and self esteem?**

**Who supported Carol?**

**How did Carol feel about her community and growing up in  
Hazelton?**

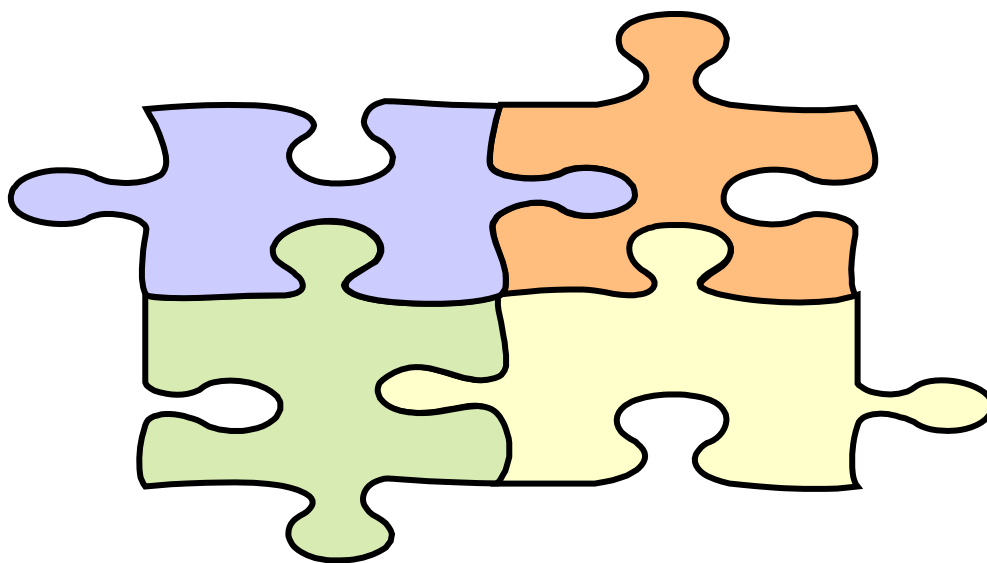
**Where did Carol live?  
Who provided the basic necessities in her life to her?**



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## Jigsaw Puzzle – Important Pieces of Me



### Preamble

In her opening statement, Carol Huynh refers to her success by stating how success doesn't happen overnight; rather it is a culmination of lifetime experiences that enabled her to become successful at the Olympic Games.

### Assignment

- Have students individually, in pairs or as a whole class discuss components of their lives that have made them who they are at this moment. If this is done in a small group, have students debrief and report their findings to the whole class.

- Jigsaw activity: Students must consider four to six components / segments of their life that have contributed to who they are as a whole person, e.g. family, friends, sports, culture, etc. Once students have been able to identify these components, they will need to reflect and consider how and why each of these segments has had an influence on them. Note: Components that a student identifies may have had a positive or negative impact on the student and can be information sensitive.

### **Extension Activity**

- Students create an actual jigsaw puzzle where they write a summary statement about each component they have identified (above) on one side of the puzzle, and on the other side they have a portion of their picture. When the pieces are joined together it forms the complete image of the student.
- Have students critically reflect whether they have a piece of the puzzle that doesn't fit in with the others – this may identify an area of their life that is not yet in place with other segments. Ask students to consider possible reasons why this piece is a stand alone and why their puzzle may not fit, or the image they have chosen may seem out of place with all of the other pieces.
- Four corners activity:
  - Select four major themes that students have identified as significant components for themselves and have each corner of your room represent one of those components.
  - Ask students to go to the corner that reflects the theme that has had the most influence on them at this stage in their lives. Students can discuss amongst their group factors that led them to select that particular theme, and then report out to the rest of the class.
  - If a corner has not been selected, discuss reasons why students did not consider it in comparison to the other three corners.
  - Ask students to consider these four themes as if it was five years earlier and five years later. Did their choice change? If so, ask them to critically reflect why; if not, ask them to critically reflect why not.
  - Artefacts activity: have students select and bring in five to eight artefacts that are significant to them to share with the class.



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## What Make Me Who I Am?

### Preamble

In Carol Huynh's webcast discussion with students, she asserts that she only achieved her goal with help from her family, friends, school, coaches, and the community of Hazelton. She states several times that only with help, working hard, surrounding herself with positive people, getting involved, and taking advantage of the opportunities around her, was she was able to achieve her goals.

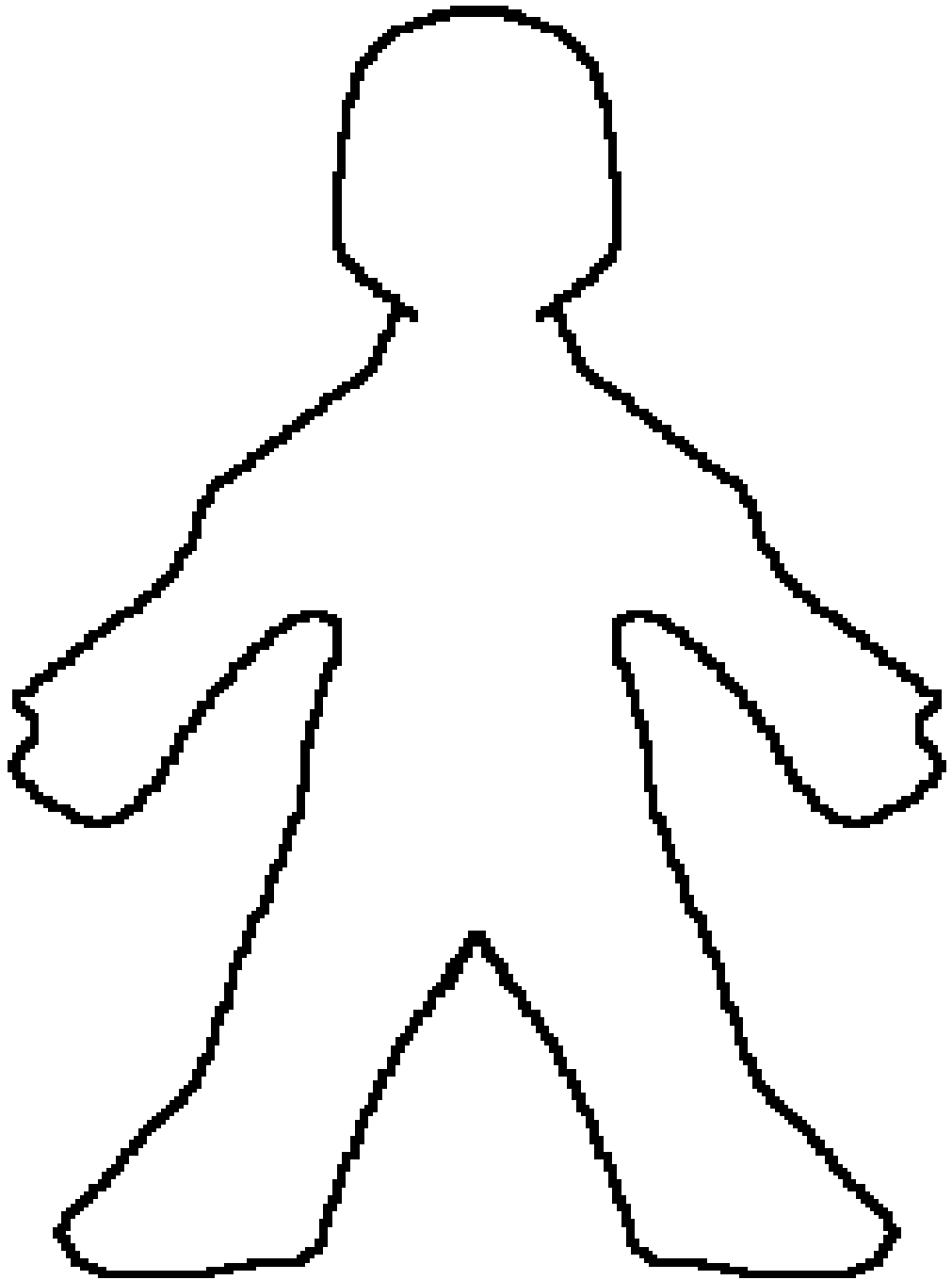
### Assignment

- Have students think / pair / share answering the following questions:
  - Who has helped us to become who we are today? Who has had an impact on us? What support systems do we have?
- Share answers on overhead or board. (Some student responses may include family, friends, school, teachers, religious organizations, sports organization, role model, coaches, community activities, etc.)
- Have students rank who or what in their lives has had the most impact on them. After they complete the ranking, have the students fill in the 'person' below, which has been put on large paper so there is a lot of room for this exercise. Students must decide what has had the most impact on them, and what 'deserves' the most space. Note: Perhaps suggest that the most important influences in their early years are labeled at the legs as the foundations, the most important influences on their thinking are labeled in the head area, most important influences on their actions are labeled in their hands, etc.)
- Students label and colour in the sections after ranking them.

### **Extension Activity**

- Students create a speech and present their 'person' creation to class. You may want to review effective speech writing and public speaking skills first (below).

## What Make Me Who I Am?





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## Keys to Effective Speech Writing

*"Speech is power: speech is to persuade, to convert, to compel..."*

Ralph Waldo Emerson

### Getting Started

Consider your audience, and be sure that you understand that your purpose is to inform, influence, and (hopefully) change the way people think.

### Structure

You may use a basic essay structure for your speech (introduction, body, conclusion), keeping in mind that you do need to alter this somewhat for the delivery of your content.

### Introduction

Give a brief history of your family and get to the point right away. You will not have as much time on your introduction as you would for an essay. Many public speakers like to provide a 'hook' to get the audience's attention. A quote, an interesting statement, a statistic or unusual fact may provide an easy 'hook' for you.

### Body

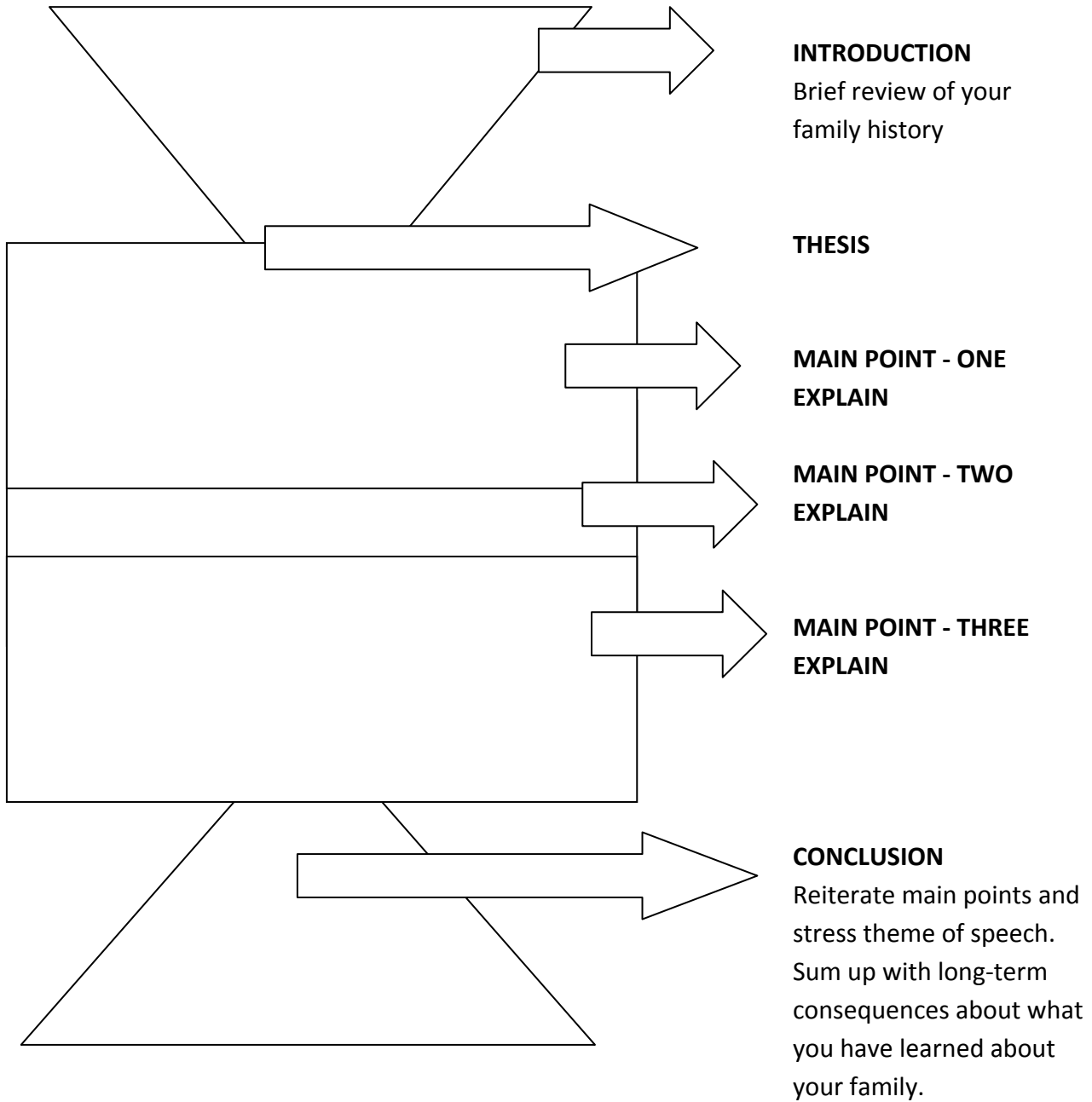
Have at least three points, and back them up with examples. Repetition is a device often utilized by public speakers to increase the chance that important ideas will be remembered. Use transitions between ideas to ensure that your audience does not get 'lost' as you move from one point to another. Lastly, come back to your main message at the end of every point.

## **Conclusion**

This is often the most important part of the speech as it is what the audience will remember most, however, it is sometimes hastily compiled. This is your opportunity to tie all your ideas together, to show the long-term importance of what you had to say, and a last chance to convince others of your points. The conclusion should not be your introduction restated!

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# Speech Graphic Organizer





## You're My Hero

### Preamble

Carol identifies her older sister, a former female wrestler and a coach as having a positive impact on her decision to join wrestling and persevere in the sport. Her perseverance in the sport was marked by her participation in other activities and she even quit the team at one point. She humbly accepts the fact that she is now a role model for others, but speaks glowingly of those who mentored her.

### Assignment

From a young age, children identify with a person (fictional or non-fictional) that is their hero e.g. superman or my dad. Their hero represents specific attributes or characteristics that empower the child to feel safe, secure, strong, special, magical, etc.

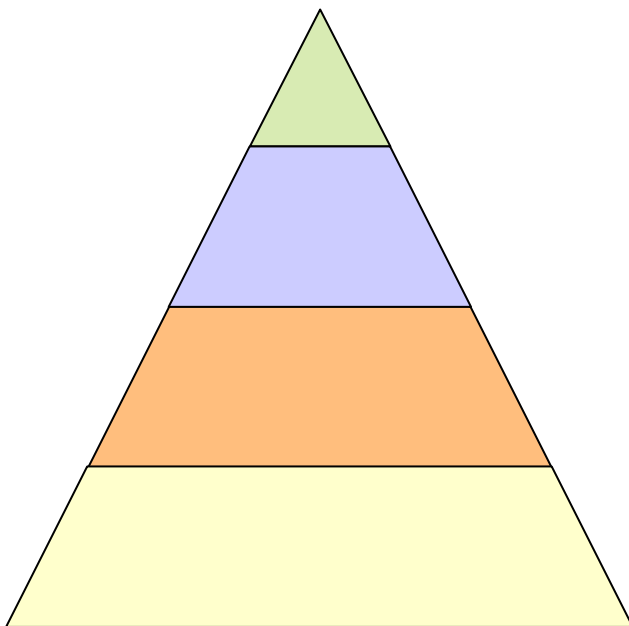
- Brainstorm and list some characteristics of a “super” hero.
- Have students design and create their own superhero and perform a written or oral description of their hero and the characteristics that make their character a hero for them. Are there stereotypical characteristics that define a particular super hero?

### Extension Activity

The power of one person to bring about change in a school, community or nation is inspirational.

- Have students select and nominate people from their community that they believe to be local heroes.
- They will run their own campaign, and, after a one month period, students vote for who they want to be the local community hero.
- Students can research great world leaders such as Mahatma Gandhi, Mother Teresa, Aga Khan, Hilary Clinton, Marc Kielberger, etc. that they identify with. Students can prepare a written, oral or video biography of the individual and describe how one person was able to bring about change.

## Reach For the Top – An Exercise in Goal Setting



### Preamble

Carol speaks directly to the power of positive visualization in reaching her goals and having a dream. She refers to herself not as someone who is special but as “a regular person doing an extraordinary thing.” Carol speaks to making a plan in an effort to reach her goal(s). She speaks of focusing on her confidence, visualization and journaling as part of her training as a high performance athlete, and how these activities helped her believe that she could be the best at her sport.

### Assignment

- Have you ever wanted something so bad you could almost taste it? As a class, discuss how visualization is applying imagery to your goals and being able to see yourself as you imagine it to be. To ensure that your vision fits in with the reality of a situation requires planning and effort. It also means being able to adapt to changes or roadblocks as they present themselves.
- Provide students with three pyramids. Have students list three goals that you hope to accomplish this year, one for each pyramid. Ask students to identify some of the steps they may need to take in an effort to reach their goals. Place these steps in the pyramid hierarchy. Beside each step, brainstorm who they may know that may be able to assist them in gaining more information or experience in this area.

### **Extension Activity**

- Bring in guest speakers that can speak to the students on their profession.
- Mind map attributes/characteristics that are unique to the goal that students have set for themselves.
- Using career cruising or education planner, have students research and narrow down their goals more specifically and plan their educational path to accomplish these goals.
- Have students research groups or agencies that they could volunteer with.
- Introduce journaling as a routine activity for your class whereby they outline their path and write down positive things about themselves.



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## This Land Is Your Land

### Preamble

Carol speaks about the story of sacrifice and its effects on her life. She openly speaks of her family's immigration to Canada as Vietnamese refugees with the assistance of the Red Cross and the United Church in bringing them to Canada, and to Hazelton, British Columbia in particular. She states how "Canada allowed my parents to reach their dream." Carol particularly identifies with how her small town of Hazelton was unified and how there was a strong sense of community while she was growing up. Moreover, she strongly identifies with being Canadian and having a sense of pride in being able to represent Canada at the Olympics.

### Assignment

Canada is a nation both of aboriginal peoples and of immigrants, and reflects a multicultural and diverse mosaic in many parts of the nation.

- Have students identify Carol's family's journey to Canada and the route they may have taken to get here, or a route taken within Canada. As a model, the teacher might share with students his or her own journey to where you currently reside.
- Discuss the push and pull factors that might influence people emigrating from their homeland (push) and immigrating to a new country (pull). Note the push/pull factors for aboriginal peoples migrating within Canada.

- *People Hunt Activity:* Have students trace their family journey to or within Canada. Note: depending on the age of the students, some will need to go home with specific questions to ask family members. Once students have a sense of where their family may have immigrated from, or where they may have migrated within Canada, have them write down on a card one specific/unique aspect of their journey that integrates their understanding of the push/pull factors associated with immigration and emigration. Randomly distribute one card to each student and ask students to circulate around the room trying to find the person who fits the story or characteristic on the card. When the match is made, the person then signs his or her name on the card.

### **Extension Activities**

- Students provide an oral, written or video autobiography of their family's journey to where they currently live.
- Students bring in family pictures, letters, or diaries to share that provide snapshots of their family's journey.



## Be Better Today Than You Were Yesterday

### Preamble

Carol closes her presentation with some words of encouragement and advice for the youth of today. She has some *key messages*, including as:

- Everyone has the potential to be great at something
- Support yourself with positive people who want you to succeed
- Be open-minded and willing to try everything and new things to allow yourself to find something that you love, and,
- Never stop learning as a means to helping yourself make goals and reaching them.

### Assignment

- As a class, discuss the power of words or phrases that can guide a generation.
- Ask students if they can identify a phrase or a quote that inspires them in how they lead their lives? Is there a saying or motto that their family always uses that resonates with them (e.g. always try your best, or be all that you can be)?
- Have students create an inspirational poster or banner that highlights a key phrase or quote for them. Remind them to cite the source and/or author of their quote.
- Place student posters or banners on display in the classroom.

## **Extension Activities**

- Begin a quote of the day or week ritual in the classroom. Introduce the quote and its author to students. Students can write a journal reflection as to how they identify or relate to the quote.
- Students can design their own portfolio of themselves using a quotation for each page to illustrate an aspect of their life.