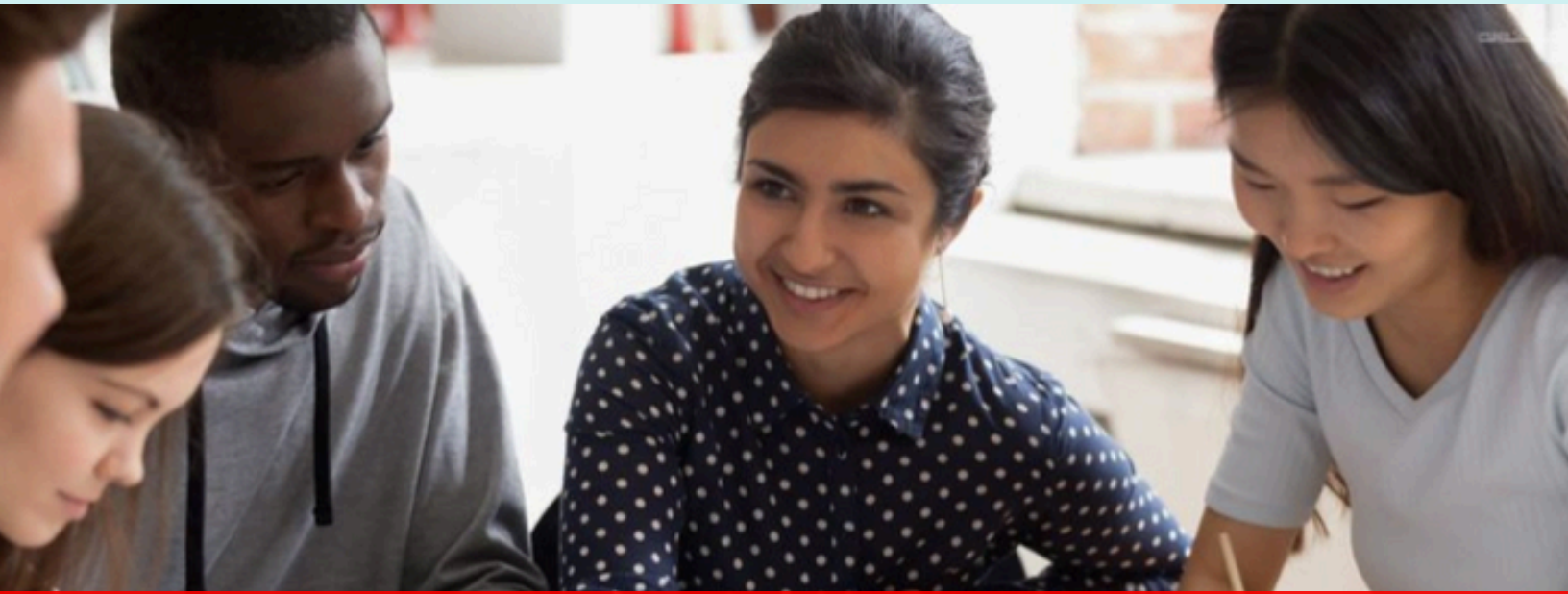


The Centre for Global Education

Cross-Canada Online Youth Action Summit

Protection of Civilians, a Focus on
Children Affected by Armed Conflict



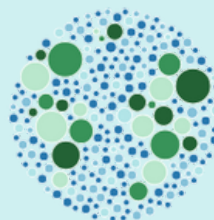
INTERNATIONAL HUMANITARIAN LAW YOUTH ACTION SUMMIT 2025

SUMMIT SHOWCASE: APRIL 6, 2025 @ 12:00-13:00 EASTERN



**Canadian
Red Cross**

**Croix-Rouge
canadienne**



CGE
CENTRE FOR
GLOBAL EDUCATION

Introduction

The Centre for Global Education develops and delivers virtual collaborative learning projects that engage and empower children as global citizens, by connecting them to the people, places, and issues they are learning about in their classrooms.

cgeducation.org

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Event Information

We would like to extend a warm welcome to the
Cross Canada Online Youth Action Summit!

Pre-Showcase Learning

The activities will take place:
Asynchronously

Participating schools are tasked with completing asynchronous learning activities to help develop a knowledge base for their action projects. These activities are divided into two sections: Classroom Activities, and Individual Students Activities. Both are beneficial to complete in preparation for our Summit Showcase in April.

**Jump to
Classroom
Activities**

**Jump to
Student
Activities**

National Online Showcase

The event will take place:
Apr. 16, 2025 at 12:00 EDT

It is a 60-minute interactive session held on Zoom. Students are joined by the Red Cross and guest speakers, including humanitarian practitioners and International Humanitarian Law experts, to discuss some of the most pressing humanitarian issues. Students showcase their learning and action projects to a national audience of youth and Red Cross champions.

Join Zoom Meeting

If you are unable to make it to the live events, please access our YouTube Livestream to watch a recording of the session at **any time**.

Watch Youtube Live

About This Educators Guide

Prepare for Live Event

In order to make the live events as interactive as possible, we ask that all participants prepare questions or comments related to the content of the Educators Guide. If participants are unable to attend the live event, they can watch the recording and send in any questions or comments to

hmanitarianeducation@redcross.ca

Content Warning

This guide includes narratives of physical and sexual violence. Exercise caution and sensitivity, especially in educational settings. Prioritize emotional well-being and offer support resources if needed. Proceed with empathy and commitment to creating a safe learning environment.

Classroom Activities

All of the learning activities in this document are designed to be completed in your classroom prior to the Summit live event on April 16. Most activities will require a device with access to the internet and will take approximately 80 minutes to complete. The activities have been collected from the Canadian Red Cross IHL learning resources to help students prepare for their Action Summit.

Learning Objectives

The objectives of these activities are to educate students on International Humanitarian Law and provide inspiration for action around conflict, climate, and migration.

Activity 1 - What is IHL?

Ages: 13 - 18

Time: 80 min

Big Ideas:

International Humanitarian Law (IHL) - a set of rules which aim to protect life and human dignity during armed conflict to prevent and reduce the suffering and devastation caused by war. It applies to wars between states and civil wars but not to violence that happens during peacetime, such as violent crimes or riots.

Goals:

- Students will understand humanitarian issues and the principles of IHL, as well as the complexities of their application
- Students will understand gender inequities in armed conflict and the importance of equitable access to protections and humanitarian assistance

Structure:

1. Watch the introduction video: [What are the Rules of War?](#) | ICRC (4:43)
2. Present the [Photos of Conflict](#) and give students a few minutes to study each.
3. Discuss the following questions as a class:
 - How would you describe the photos. What do you notice taking place?
 - Is anything happening in the photo that might be concerning? If so, what?
 - In what ways are the 'subjects' human dignity at risk?
4. Divide the class into small groups and have them come up with a list of rules that they think are needed to protect people affected by armed conflict and give their reasons for each rule.
5. As a class, review and discuss the [Basic Rules of IHL](#). What are some rules that they missed? Why are they important?

Extension: Photo Reflection

Once students are familiar with the rules of IHL, have them return to the photos and discuss which rules they believe might be broken in each.

Activity 2 - From Awareness to Action

Ages: 13 - 18

Time: 80 min

Goals:

- Students will explore personal stories of young people affected by armed conflict and reflect on the impacts that IHL can have in people's lives
- Students will reflect on solutions to prevent violations of IHL, and share ideas to amplify adherence when IHL is respected in armed conflict.

Structure:

1. Watch the introductory video: [What are the 4 Geneva Conventions?](#) | ICRC (3:23)
2. Divide the class into small groups. Prepare and provide for each group a selection of real or fictitious stories or events they can review together, highlighting how young people are impacted by armed conflict. Alternatively, have each group research their own real or fictitious story or event about a young person impacted by armed conflict.
3. As they work through their selected story, have them choose whether they want to identify violations of or adherence to IHL in their story. Provide the appropriate [Identifying Violations](#) or [Identifying Adherence](#) printouts to each group based on their preference.
4. After each group has gone through their story and completed their chosen matrix, have them brainstorm possible solutions to the issues found.
5. Each group can present their main issue(s) and solution to the class.

Extension: More Stories

A menu of interactive stories for Ana, Tam, Nora and Miguel are available at [ForcedtoFight.ca](#). Resources to help support these topics can be found [here](#).

Activity 3 - Individual Student Activities

Ages: 13 - 18

Time: 80 min

Structure:

1. Circle one solution that you brainstormed from [Activity 2](#) that strikes inspiration about the kind of world you would like to live in.

If you are picking up this activity independently of a lesson from your teacher, you can choose one of the [Basic Rules of IHL](#) that strikes inspiration in you about the kind of world you would like to live in.

2. Turn to the [Action Project Mindmap](#) and use the prompts to develop an idea for a student action project, a community action or an awareness activity.

3. Access the [Project Type Brainstorming Sheet](#) for information on the different options you have for an action project.

4. Review [Past YAS Projects](#) to be inspired by successful action projects of past participants.

5. Once you have a plan for your individual or group action project, go through the [IHL Neutrality Checklists](#) to ensure that your project follows The Red Cross' principles of impartiality and neutrality.

6. If you are planning on creating a poster for your action project, read the [Tips for Creating and Engaging Poster](#) sheet.

3. Submit your activity to your teacher so that it can be shared with peers across Canada in the Virtual Humanitarian Yearbook for the 2025 Humanitarian Education Youth Action Summit.

Submitting your activity places you in our draw for prizes and provides an opportunity to have your activity featured at the Youth Action Summit Showcase on April 16th 2025!

Extension: Take Action!

Carry out your project independently or with a group of your peers, and share your project at the Summit Showcase in April.

Resources

Humanitarian Education Curriculum Guidebook | Canadian Red Cross

International Humanitarian Law and International Human Rights Law | American Red Cross (13:40)

Decade of death in Syria's civil war | ABC News (10:00)

The ICC Process | IntlCriminalCourt (11:31)

Vancouver Principles | Government of Canada

Climate change and conflict: Impact on displacement | ICRC

We would love your feedback on this Educators Guide.
Please send any questions or comments to rebecca@cgeducation.org

And don't forget to [subscribe to our newsletter](#)
and follow us online at www.cgeducation.org - Thank you!

Photos of Conflict



Arrival of refugees in Nong Chan | Jean-Jacques Kurz/ICRC



A 13-year-old Karenni soldier prepares for an imminent ground offensive, Myanmar | Dean Chapman/Panos Pictures



Refugee in Hadrut| Zaven Khachikian/ICRC



House devastated by the army | Thierry Gassmann/ICRC.

Basic Rules of IHL

These rules are helpful to know and to have on hand when you are creating your project. Think critically about how you can incorporate some of these in your project.

Distinction between civilian and civilian objects and military targets:

- Attacking civilians is prohibited.
- Attacking civilian objects (houses, hospitals, schools, places of worship, cultural or historic monuments, etc.) is prohibited.
- Before an attack, every possible precaution must be taken to minimize the potential harm to civilians and civilian objects.
- The use of weapons that are not able to distinguish between civilians and military targets is prohibited.

Civilians and combatants hors de combat (out of action due to injury) must be treated humanely:

- Murder, torture, and cruel or degrading treatment or punishment are prohibited.
- Sexual violence is prohibited.
- Forced displacement of civilians is prohibited.
- Starving civilians is prohibited.
- Using human shields to protect military objectives is prohibited.
- Wounded, sick, or shipwrecked enemy combatants must be searched for, collected and cared for.
- There should be no preferential treatment, except on medical grounds.
- Captured civilians and enemy combatants must be given adequate food, water, clothing, shelter, and medical care and must be allowed to correspond with their families.
- Everyone must receive a fair trial.

Basic Rules of IHL

Weapons and tactics

- The use of weapons that cause unnecessary suffering is prohibited.
- Taking hostages is prohibited.
- Killing or wounding a surrendering enemy is prohibited.
- Ordering or threatening that there shall be no survivors is prohibited.
- Pretending to be a civilian while fighting is prohibited.
- Destroying objects necessary for the survival of civilians (foodstuffs, farming areas, drinking water installations, etc.) is prohibited.
- Attacking medical and religious personnel and objects lawfully using the red cross/red crescent/red crystal emblem is prohibited.
- Misusing the red cross/red crescent/red crystal emblem is prohibited.

Specific protection

- Recruiting or using children under the age of 15 in armed conflict is prohibited.
- Medical personnel and facilities (hospitals, clinics, ambulances, etc.) as well as religious personnel must be respected and protected.
- Humanitarian relief personnel, supplies and operations must be respected and protected.
- Cultural property must be respected and protected.
- The specific protection, health and assistance needs of women affected by armed conflict must be respected.

Identifying Violations IHL Matrix

Instructions

While researching or viewing a real or fictitious story or event, take note of each violation of International Humanitarian law by circling the violation in the first column below. In the middle column, summarize the situation that occurred in the event or story next to each violation that you identified. In the third column, brainstorm how the situation should have been approached differently to prevent the violation while limiting human or environmental suffering. Think about what could have been done by everyone, whether by individuals, communities, armed groups, governments, or other institutions.

Rules: Distinction: between civilians and civilian objects and military targets	What occurred in the story or event that represents a violation of this rule?	What could have been done to prevent the violation?
Attacking civilians is prohibited.		
Attacking civilian objects (houses, hospitals, schools, places of worship, cultural or historic monuments, etc.) is prohibited.		
Before an attack, every possible precaution must be taken to minimize the potential harm to civilians and civilian objects.		
The use of weapons that are not able to distinguish between civilians and military targets is prohibited.		

Identifying Violations IHL Matrix

Rules: Treatment : Civilians and combatants hors de combat (out of action due to injury) must be treated humanely	What occurred in the story or event that represents a violation of this rule?	What could have been done to prevent the violation?
Murder, torture, and cruel or degrading treatment or punishment are prohibited.		
Sexual violence is prohibited.		
Forced displacement of civilians is prohibited.		
Starving civilians is prohibited.		
Using human shields to protect military objectives is prohibited.		
Wounded, sick, or shipwrecked enemy combatants must be searched for, collected and cared for. There should be no preferential treatment, except on medical grounds.		
Captured civilians and enemy combatants must be given adequate food, water, clothing, shelter, and medical care and must be allowed to correspond with their families.		
Everyone must receive a fair trial.		

Identifying Violations IHL Matrix

Rules: Weapons and tactics : The only legitimate objective of war is to weaken the enemy's military forces.	What occurred in the story or event that represents a violation of this rule?	What could have been done to prevent the violation?
The use of weapons that cause unnecessary suffering is prohibited.		
Taking hostages is prohibited.		
Killing or wounding a surrendering enemy is prohibited.		
Ordering or threatening that there shall be no survivors is prohibited.		
Pretending to be a civilian while fighting is prohibited.		
Destroying objects necessary for the survival of civilians (foodstuffs, farming areas, drinking water installations, etc.) is prohibited.		
Attacking medical and religious personnel and objects lawfully using the red cross/red crescent/red crystal emblem is prohibited.		
Misusing the red cross/red crescent/red crystal emblem is prohibited.		

Identifying Violations IHL Matrix

Rules: Specific protection : Certain categories of people and objects must receive additional protection.	What occurred in the story or event that represents a violation of this rule?	What could have been done to prevent the violation?
Recruiting or using children under the age of 15 in armed conflict is prohibited.		
Medical personnel and facilities (hospitals, clinics, ambulances, etc.) as well as religious personnel must be respected and protected.		
Humanitarian relief personnel, supplies and operations must be respected and protected.		
Cultural property must be respected and protected.		
The specific protection, health and assistance needs of women affected by armed conflict must be respected.		

Identifying Adherence IHL Matrix

Instructions

Instructions: While researching or viewing a real or fictitious story or event, take note of each example of adherence to International Humanitarian Law by circling each rule followed in the first column below. In the middle column, summarize the situation that occurred in the event or story next to each example of adherence that you identified. In the third column, brainstorm a way in which amplifying this example could have further humanitarian benefits, such as talking about it at school, sharing it online, or sending it to a news outlet. Describe the impact of shining a spotlight on the rules each time they're followed.

Rules: Distinction: between civilians and civilian objects and military targets	What occurred in the story or event that represents someone following this rule?	How could this example of following the rules be shared more widely? What could be the impact of shining a spotlight on this example?
Attacking civilians is prohibited.		
Attacking civilian objects (houses, hospitals, schools, places of worship, cultural or historic monuments, etc.) is prohibited.		
Before an attack, every possible precaution must be taken to minimize the potential harm to civilians and civilian objects.		
The use of weapons that are not able to distinguish between civilians and military targets is prohibited.		

Identifying Adherence IHL Matrix

Rules: Treatment : Civilians and combatants hors de combat (out of action due to injury) must be treated humanely	What occurred in the story or event that represents a violation of this rule?	How could this example of following the rules be shared more widely? What could be the impact of shining a spotlight on this example?
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Sexual violence is prohibited.		
Forced displacement of civilians is prohibited.		
Starving civilians is prohibited.		
Using human shields to protect military objectives is prohibited.		
Wounded, sick, or shipwrecked enemy combatants must be searched for, collected and cared for. There should be no preferential treatment, except on medical grounds.		
Captured civilians and enemy combatants must be given adequate food, water, clothing, shelter, and medical care and must be allowed to correspond with their families.		
Everyone must receive a fair trial.		

Identifying Adherence IHL Matrix

Rules: Weapons and tactics : The only legitimate objective of war is to weaken the enemy's military forces.	What occurred in the story or event that represents a violation of this rule?	How could this example of following the rules be shared more widely? What could be the impact of shining a spotlight on this example?
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The specific protection, health and assistance needs of women affected by armed conflict must be respected.		

Action Project Mindmap

This template is designed for project planning and includes eight thought bubbles arranged in a grid-like fashion on a light blue background. The bubbles are color-coded: purple for motivation and goals, yellow for vision, and green for resources and action.

- Top Row (Purple):**
 - Why do we want to participate?
 - What do I want to accomplish? What are our goals?
 - What are we most excited about?
- Middle Row (Yellow):**
 - We want to live in a world where.....
 - We want to create a world where....
- Bottom Row (Green):**
 - What tools, resources, skills, and qualities do we need?
 - Who else is involved?
 - What are my next steps?

Past YAS Projects

Project Type: Student Presentations



Project Type: Storyboards



Past YAS Projects

Project Type: Art



Project Type: Poster Campaign

Miguel's scenario in the Forced to Fight campaign was informative, because it was jarring. The first time I completed the interactive activity, Miguel's sister Maya was killed in the conflict, after trying to stay close to her older brother, because she didn't want to leave him alone. The second time, Maya was safe, but Miguel himself was killed trying to protect Adieli, the reporter. Unsatisfied with these tragic and unnecessary deaths, I made different choices throughout the scenario the third time I attempted it, and both Miguel and Maya survived. Unfortunately, their father didn't. Reading through Miguel's situation and making such difficult choices was extremely challenging. I experienced only the smallest fraction of the conflict that many people around the world are facing. Choosing between options that would keep Miguel safe and ones that would protect his community and the environment was an eye-opening struggle.

Fight for children's right to a good life

Why:

Children are vulnerable and can face severe physical and psychological harm in such situations. By highlighting this issue, we aim to encourage action and promote the implementation of measures to safeguard their well-being.

Who:

This should target a wide audience, including policymakers, humanitarian organizations, activists, educators, parents, and the general public. It is essential to involve various stakeholders who can contribute to safeguarding children's rights during armed conflicts.

Where:

This issue is relevant globally, as armed conflicts can arise in various countries and regions. This should emphasize the universal nature of the problem and the need for a collective effort to address it.

When:

The need to protect children during armed conflicts is an ongoing concern. It is crucial to address this issue at all times and in all conflict-affected regions around the world.

How:

To stop children from becoming soldiers during armed conflicts, it is crucial to implement a comprehensive approach. This includes strengthening legal frameworks by enforcing international standards against child recruitment. Additionally, education and awareness programs should be established to inform children, parents and communities about children's rights, the dangers of recruitment, and the importance of peace. Providing economic support to conflict-affected families and communities helps address the root causes of child recruitment. Disarmament, demobilization, and reintegration (DDR) programs play a vital role by offering child soldiers psychosocial support, education, vocational training, and family reunification. Lastly, applying diplomatic pressure and sanctions on governments and armed groups involved in child recruitment, along with advocating for accountability and justice, further contributes to the prevention of this grave violation of children's rights.

Created By The School of Monsignor Fraser College - Norfolk Campus ©2022



Principles regarding the protection of the environment during armed conflict have already been adopted by the ILC and United Nations, but these must be **enforced more universally.**

The geographic concept of **spatial significance** allows us to analyze where these solutions would be most effective!

WHAT CAN WE DO?

Increase the response (e.g. aid through resources, providing negotiators) to such conflicts, to resolve them earlier if possible, so that the effect on the environment can be minimized, if not eradicated.



Educate people on the importance of protecting the environment from a young age, to encourage this behaviour even in times when it can be difficult to put the environment first - so they have the knowledge and skills when conflict erupts.

DID YOU KNOW?

Some of the environmental impacts of armed conflict include:
Deforestation and fire, oil spills, and the explosion of mines and bombs.

Indigenous communities are also among those who face disproportionate risks of violence in situations of armed conflict.

International humanitarian law (IHL) limits the damages that armed parties can cause to the environment!

HOW CAN WE HELP?

Community education: Communities can educate people on the importance of protecting the environment.



Youth led action: Students and youth can volunteer with local organizations that support environmental protection.



Policy support: Governments can instate IHL rules that protect the environment in their communities.

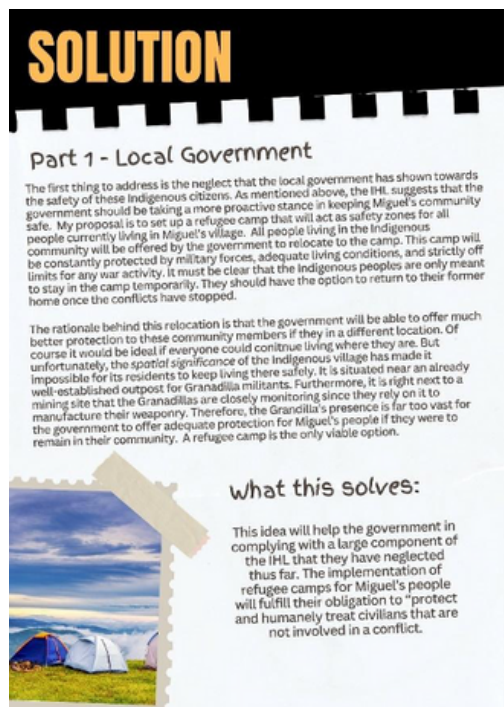
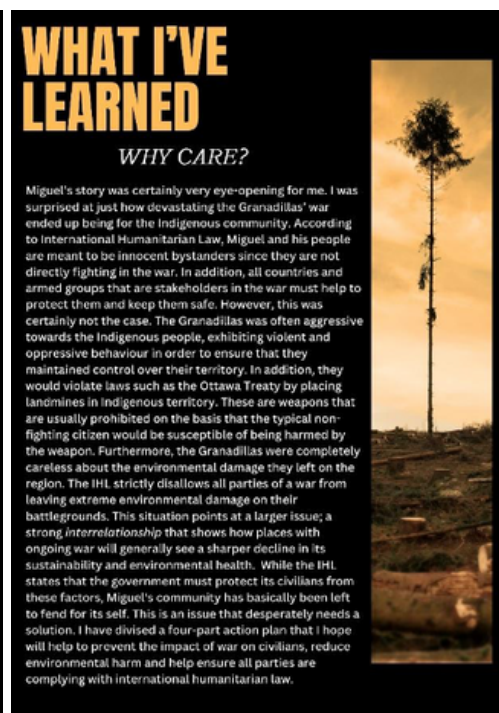
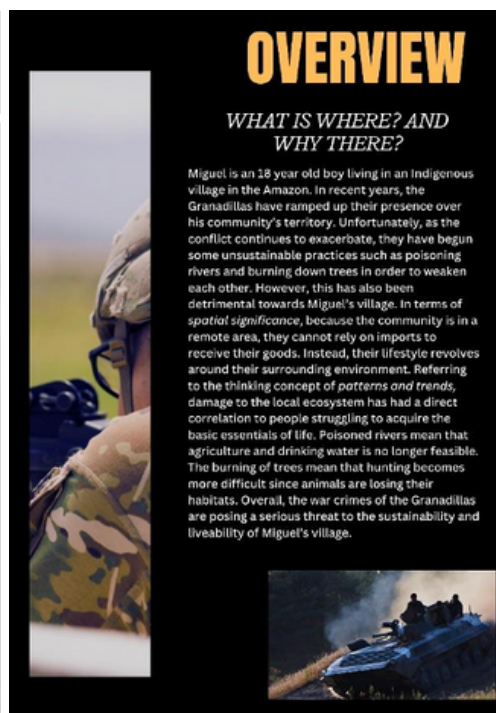


For more information, visit IDBC.org



Past YAS Projects

Project Type: Magazine



IHL Neutrality Checklist

Checklist A

YES NO

1. Am I bringing diverse voices together?		
2. Am I creating a space where all parties can come together, set aside differences and focus on a shared responsibility to protect and help those in need?		
3. Am I focusing on concrete humanitarian issues (problems, solutions, consequences, contexts, etc.) instead of political considerations?		
4. Am I using credible sources that are consistent with core principles of ethical journalism?		

If you checked **YES** to all of these questions, it means that your project is IS fully neutral. Great job!

Checklist B

YES NO

1. Am I engaging in controversies of a political, racial, religious or ideological nature?		
2. Can my proposal be construed as picking sides?		
3. Am I voicing support for a specific party of conflict?		
4. Am I criticizing a specific party of conflict? Can my proposal be construed as such a criticism?		
5. Can any of my statements be construed as being discriminatory in terms of nationality, race, religious beliefs, class or political opinions?		
6. Am I assigning blame instead of dealing with consequences?		
7. Are sources that are unreliable, and/or can be construed as not neutral and impartial being used or referred to?		

If you checked **YES** for any of these questions, it means that your project is NOT fully neutral. Go back and adjust your plan as needed.

IHL Neutrality Checklist

Types of False Information to Avoid

- **Misinformation:** False information that is spread regardless of an intent to mislead.
- **Disinformation:** False claims and information and conspiracy theories that are spread with the intent to mislead; propaganda.
- **Deepfakes and shallow fakes:** The Use of video software to create events that never happened or distort a person's statements for propaganda purposes or to discredit public figures for political or financial gain.
- **Satire:** Sources that use humor, irony, exaggeration, ridicule, satire, and false information to comment on current events.
- **State-sponsored False Information:** Sources, particularly in repressive or authoritarian states, operating under government control that create and spread disinformation and propaganda.
- **Junk Science:** Sources that promote discredited conspiracy theories or scientifically false or unverifiable claims.
- **Hate on the Internet:** Sites that actively promote racism, misogyny, homophobia, white supremacy, and other forms of violence, bias, and exclusions
- **Fake News:** Content from sources that entirely fabricate information and disseminate disinformation and deceptive content, or grossly distorted actual news reports.
- **Clickbait:** Sources that use exaggerated, misleading, or questionable headlines, social media descriptions, and/or images to generate traffic on a website.
- **Political:** Sources that provide generally verifiable information but only when it supports certain points of view or political goals.

Even credible sources sometimes rely on clickbait-style headlines or occasionally make mistakes. No news organization is perfect, which is why a healthy news diet consists of multiple sources of information, especially sources that issue corrections on previous reporting!

Source: Cornell U Library.

IHL Neutrality Checklist

Tips for Remaining Neutral

1

Focus on facts, not opinions and/or assumptions!
Your opinions and beliefs are always valid, but remaining neutral means sticking to the facts!

2

Cite your facts from credible sources and background check the sources. If you are citing from a journal article, look into the journal and the author of the article.

3

Remember, the goal of your project is to educate others on your topic, not to convince them. Focus on providing educational resources on where readers/viewers of your project can learn more about the topic!

4

Communicate key facts about the issue: 3 factoids and 3 rules of IHL.

5

Communicate 3 things that can be done: A concrete action that students can take on the issue, concrete action that communities can take on the issue, or a concrete action governments can do.

6

Shine a spotlight on the work of 1 humanitarian organization.

Tips for an Engaging Poster



Curriculum Connections

Alberta

Social Studies

In this Educators Guide Students will:

- appreciate emerging issues
- assess critically
- examine impacts
- acknowledge multiple perspective
- exhibit a global consciousness
- analyse opportunities
- accept social responsibilities
- accept political, social and environmental responsibilities
- explore impacts
- develop strategies
- appreciate multiple perspectives
- explore opportunities to demonstrate responsible citizenship

Grade 9

- 9.1.3 appreciate how emerging issues impact quality of life
- 9.1.4 examine the structure of Canada's federal political system by exploring:
 - What is the role of the media in relation to political issues?
 - How do lobby groups impact government decision making?
 - To what extent do political processes meet the needs of all Canadians?
- 9.1.5 analyze the role that citizens and organizations play in Canada's justice system by exploring how citizens and organizations participate in Canada's justice system
- 9.1.7 assess, critically, how the increased demand for recognition of collective rights has impacted the legislative process in Canada
- 9.2.3 appreciate the impact of government decision making on quality of life
- 9.2.6 assess the interrelationship between political decisions and economic systems

10-1

- 1.1 acknowledge the existence of multiple perspectives in a globalizing world
- 1.6 examine the impact of communications technology and media on diversity
- 1.7 analyze opportunities presented by globalization to identities and cultures
- 2.2 exhibit a global consciousness with respect to the human condition
- 2.3 accept social responsibilities associated with global citizenship
- 2.11 analyze contemporary global issues that have origins in policies and practices of post-colonial governments in Canada and other locations
- 3.2 recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy and the environment
- 3.7 explore perspectives on the relationship among people, the land and globalization
- 4.1 recognize the impact of globalization on the quality of life of individuals
- 4.2 recognize and appreciate the importance of human rights in determining quality of life
- 4.3 accept political, social and environmental responsibilities with global citizenship
- 4.5 analyze impacts of globalization on children and youth
- 4.6 analyze impacts of globalization on women
- 4.8 analyze how globalization affects individuals and communities
- 4.9 explore multiple perspectives regarding the civic responsibilities that individuals, governments, organizations and businesses may have in addressing opportunities and challenges presented by globalization
- 4.10 evaluate means by which individuals, governments, organizations and businesses could address opportunities and challenges of globalization
- 4.11 develop strategies to demonstrate active, responsible global citizenship

Curriculum Connections

Alberta

Social Studies

20-1

- 2.2 appreciate that the pursuit of national interest has positive and negative consequences
- 2.3 appreciate multiple perspectives related to the pursuit of national interest
- 2.4 explore the relationship between nationalism and the pursuit of national interest
- 2.6 analyze the relationship between nationalism and ultranationalism
- 2.8 analyze ultranationalism as a cause of genocide
- 3.3 demonstrate a global consciousness with respect to the human condition and global affairs
- 3.8 analyze impacts of the pursuit of internationalism in addressing contemporary global issues

30-1

- 1.2 appreciate various perspectives regarding the relationship between individualism and common good
- 1.8 analyze collectivism as a foundation of ideology
- 3.9 evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues
- 4.2 exhibit a global consciousness with respect to the human condition and world issues
- 4.3 accept responsibilities associated with individual and collective citizenship
- 4.9 develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.10 explore opportunities to demonstrate active and responsible citizenship through individual and collective action