

# BE THE CHANGE

<b>Grade:</b> Eight		<b>Topic:</b> International Adoption	
<b>Curriculum Area:</b> Geography - Migration		<b>Title:</b> <b>Between Two Worlds</b>	
<b>U.N. Rights of the Child Article(s):</b> <ul style="list-style-type: none"> <li>When children are adopted, the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country. (Article 21)</li> <li>Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language. (Article 20)</li> </ul>		<b>Teaching Strategies</b>	
<b>Information Studies: Overall Expectations</b> Inquiry and Research Access resources <ul style="list-style-type: none"> <li>select information appropriate to needs using a variety of strategies</li> <li>collaborate with others to share findings and ideas</li> </ul> Process information <ul style="list-style-type: none"> <li>sort information using a variety of organizers and formats</li> <li>synthesize findings and formulate conclusions</li> </ul> Transfer learning <ul style="list-style-type: none"> <li>present research findings in a variety of forms for a variety of audiences</li> </ul> Information Technologies <ul style="list-style-type: none"> <li>Use information technology to explore information, collaborate with others, test ideas and present findings</li> </ul> For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).		<b>Preparing for Research:</b> Put the international adoption issue into perspective: Refer to the webquest's introduction for international adoption scenarios to discuss with the class. Relate international adoption to current events where children may have been orphaned. NOTE: Be sensitive to the fact that there may be a student in the class who has been adopted. This webquest is designed to emphasize the positive motivation of all concerned in the adoption process. Nevertheless, some of the issues raised need to be treated sensitively with all children, but particularly those whose life experience might be reflected in the research materials. <b>Accessing Resources:</b> In a webquest, students use the pre-selected websites on the Information Sources page. Links are organized by tasks. The element of pre-selection is critical with this topic: a general Internet search will turn out an overwhelming number of hits from adoption agencies, with a very particular point of view. Finding the hard facts on this issue via a search engine is extremely challenging. This webquest offers a wonderful opportunity to learn how to search subscription indexed journal databases. Help students generate keywords to search these online databases and also library print resources for further insight into issues. Have students record their sources using the <i>Record of WebQuest Sources</i> . <b>Processing Information:</b> The purpose of the three-part process is not only to become familiar with the relevant information, but to understand that though the facts may be the same, we may understand them quite differently, depending on our situation, needs and point of view. Part One is about collecting the facts. Part Two is about seeing those facts from a particular point of view. Part Three is about understanding and respecting other perspectives, and negotiating together to affect change. You may wish to accommodate different learning needs in each group by assigning specific roles to group members (data digger, illustrator, questioner, reflector, wordsmith) as outlined in <i>Info Tasks for Successful Learning</i> (C. Koechlin, S. Zwaan, 2001) Use the "Understanding Perspectives Organizer" (p. 139) from <i>Build Your Own Information Literate Schools</i> (C. Koechlin, S. Zwaan, 2004) to help students see issues from different points of views. <b>Transferring Learning:</b> Use the criteria on the assessment rubric provided. You may wish to accommodate the different learning needs of your students by relating their contributions to the group role assigned previously.	
<b>Resources:</b> <ul style="list-style-type: none"> <li>See the webquest's Information Sources page for suggested weblinks</li> <li>Have students generate keywords to search online subscription databases and library print resources for further information</li> <li>Learn more about webquests at San Diego State University's WebQuest Page: <a href="http://webquest.sdsu.edu">http://webquest.sdsu.edu</a></li> </ul>			
<b>BE THE CHANGE... Suggestions for Action</b> This webquest, if successful, introduces students to a myriad of international issues: over-population, gender discrimination, cultural imperialism, etc. Encourage students to find and visit the websites of international governmental and non-governmental organizations working on these issues for ideas on affecting change.  Students should also be encouraged to visit the sites suggested in the Conclusion of the webquest, from organizations dedicated to giving children a voice about the issues that affect them.			