



TEACHERS GUIDE:

The teacher's guide introduces the Orange Revolution Project to teachers and provides a clear process for curriculum implementation. Included will be additional and optional discussion points and activities as well as a comprehensive resource list, evaluation and assessment tools. Section headings for the Teacher's Guide will include:

INTRODUCTION

The Orange Revolution Project comprises a suite of resources that explores the democratic movement in the Ukraine during the 2004-2005 period. You will find a series of lesson plans that explore the following topics: Human Rights, Democracy and Good Governance. You and your students will have the opportunity to explore each topic in detail. Emphasis will be placed on the role that Canadians and Canadian organizations played during the Orange Revolution.

From the perspective of some time and distance, the Orange Revolution provides a wonderful learning and teaching opportunity while embodying a tailor-made example of citizen engagement and active democracy. The fact that the world's attention was focused on the election means that cross-curricular integration is possible when examining the impact of the media, for example.

Adding a dynamic layer to the learning/teaching process is an online simulation developed specifically for this project. That is, students in class will have the opportunity to stand in the shoes of various characters who took part in the Orange Revolution and through game playing, have some influence on the outcome of the events or at least see how their actions affect the outcome. In addition, some students in schools will have the opportunity to connect directly to their counterparts in the Ukraine and work and dialogue collaboratively.

PROCESS/METHODOLOGY

Each lesson plan provides a proscribed methodology, a step-by-step process where layers of knowledge are built the deeper a student or student team delves into the content. The process is easy to follow and sequenced logically.

OUTCOMES/EXPECTATIONS

Each lesson plan has a detailed set of outcomes/expectations such that students know what they will be covering through the course of a given lesson plan and what they need to achieve in terms of results.

CURRICULUM LINKS AND INTEGRATION

A comprehensive set of curriculum links are connected to the resource reflecting the Pan-Canadian approach to the lesson plan content.

Lesson Plan 1: This lesson plan will explore the concept of Human Rights beginning with the Universal Declaration of Human Rights, its meaning and impact on the world. Students will learn how these principles have been realized in the Ukraine as the result of the Orange Revolution.

In preparation for the lesson, examine the origin of the term , democracy. It is derived from Greek language and is divided into two parts: "demos" or people and "kratos" or rule. Thus, it means the rule of the people. Explaining the origins of the term to students will render greater understanding and realization of the concept. It would be useful to provide an overview of ancient Greek society and the evolution of its democratic processes and principles while placing these in the context of the situation that is being explored in the Ukraine.

Next, it is important to set the context for the topic of Human Rights and how this is connected to "the rule of the people". This means, that without democracy and nations that practice democracy, an organization such as the United Nations would likely have not been created. From within the United Nations came the Universal Declaration of Human Rights (UDHR).

To flesh out students' understanding of human rights and democracy, it would also be useful to introduce aspects of Ukrainian history from its beginnings to the present day. The history of the Ukraine shows a series of migratory peoples settling in the region. There was much in the way of conflict and wars over the span of centuries. For many years, the Ukraine and its peoples did not control their own state. They were under the rule of others be they Mongols, Tatars, Poles, Muscovites or Lithuanians among others. Even in the modern era and after the First World War, the Ukraine was overtaken by the Soviet Union and subjected to repressive industrial and agricultural programs and policies.

The Second World War witnessed more invasions and brutality as the German-Soviet pact collapsed and the Ukraine was overrun by Hitler's troops who, like Stalin before them, effected acts of repression and brutality on the local population. The situation didn't change significantly at war's end as the Ukraine remained under Soviet rule. This situation continued until the fall of the Soviet regime in 1989. The Ukraine declared itself an independent state only in 1991.

Seen from this perspective, and as late as 2004-05, the Ukraine and its rulers still had strong ties with the government of Russia. It wasn't until the Orange Revolution, that the people of the Ukraine affected their first quintessential democratic act propagated through street protests in reaction to elections they deemed unfair and illegal.

It might also be useful to prepare a history of conflict or a conflict time line as it applies to the Ukraine such that, in a visual sense, students are able to see and grasp the history of conflict that defined the country and its peoples. Wikipedia has a very useful description of the Ukraine's history described in quite a lot of detail.

It has become commonplace to use Wikipedia as a resource although the content must be viewed with a critical eye. The entry on the history of the Ukraine, for example, contains some glaring typographical errors. But the information is interesting. The existence of a resource like Wikipedia raises some interesting issues since it is an educational resource "of the people" where anyone with knowledge (we hope) may add a contribution to the content. Therefore, it may be argued that Wikipedia came into existence as a democratic act. But like democracy and those who define and practice it, it isn't infallible.

Within the lesson plan, the topic of the Universal Declaration of Human Rights is introduced. To complete the circle of relevance, teachers should have students review The Canadian Charter of Rights and Freedoms created in 1982. How do the principles of each coincide? Are there any outstanding differences in the terms of the two documents?

That is, when looking at the Articles of the UDHR outlined in the lesson plan, do they connect with the Canadian Charter of Rights and Freedoms? If so, how? Take each article cited and have students make that comparison. Similarly, the rights in both documents are twinned with a set of responsibilities. Do these responsibilities connect in

the two documents? If so, how? Again, have students do a comparison.

Step Four in the lesson plan calls for a role play. For some basics on defining and implementing a role play in the classroom, please see: <http://serc.carleton.edu/introgeo/roleplaying/howto.html>

ASSESSMENT AND EVALUATION

Evaluate the class teams on their oral reports:

Content: was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

Presentation: was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture etc?

Effectiveness: were the points presented effective? How practical were the suggestions?

Teamwork: did the group work well and effectively together?

Assess students on their written work:

Grammatically correct with sentences properly structured, i.e., use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the word/phrases—sentences clearly reveal the meaning

Ideas are expressed clearly

Information is well-organized

Evaluate the groups on their presentation work:

Is the information presented clearly?

What have they done to enhance the presentation? Is the use of oral and visual communication effective?

Evaluate students on their presentation work:

Their contribution to group knowledge

The preparation undertaken for research and investigation

Articulation of goals, devising alternate solutions, selecting best alternatives

Setting personal goals for working effectively with others

Student Evaluation Questions Specific to Lesson Plans:

BEFORE (Pre-implementation)

Define Human Rights, Good Governance and Democracy.

AFTER (Post- implementation)

Re-state your definition of Human Rights, Good Governance and Democracy with examples from the Orange Revolution unit, Canada's International Development role and other examples illustrating your understanding.

HUMAN RIGHTS

BEFORE (Pre-implementation)

- Do students understand how human rights issues are applied in Canada as opposed to the Ukraine?
- Are students aware of any specific Canadian organizations or individuals engaged in human rights activities in the Ukraine? Are they aware of Canadian organizations or individuals engaged in human rights activities in other countries in the world?
- Do students know of any specific actions undertaken by Canadian organizations or individuals in the Ukraine within the area of human rights?

Lesson content will support student knowledge and attitudes as they consider the following questions and experience the game simulation:

- How does Canada compare to the Ukraine when it comes to the application of human rights?
- Have human rights in the Ukraine improved as a result of Canada's involvement in the democracy movement?
- What lessons can the Ukraine learn from Canada in the area of human rights?

AFTER (Post-implementation)

- After the involvement of Canadian organizations and individuals in the area of human rights, what specific actions did Canadians undertake?
- Students will name specific Canadian organizations and/or individuals they can identify as having been active in the Ukraine in the area of human rights.
- Students will identify specific actions undertaken by Canadian organizations and/or individuals in the Ukraine with regard to human rights.

Lesson Plan 2: Students will examine the history of democracy in Canada to set the context for their research into the same for the Ukraine during the Orange Revolution. Students will discover what role individual Canadians and Canadian organizations played during that tumultuous period.

Teachers should familiarize themselves with the history of Canada as a nation and for this there are many sources available through Wikipedia, as mentioned above or government of Canada Web sites. Naturally, it is difficult to encapsulate the history of an entire nation concisely even if it is one's own.

It is important, however, to set the lesson plan in the context of Canada's democratic history while relating it to the events that took place in the Ukraine. That is, in terms of the creation of a government, Canada was subject to a struggle between two European nations, England and France. Skirmishes, battles and wars were continually fought in Europe and on North American shores between these two founding nations.

Each battle had its outcome and set of consequences. For example, some 12,000 French Acadians were expelled from the territory of Nova Scotia by the English in 1755. Many of whom settled in southern Louisiana and subsequently gave birth to Cajun culture in that area, a culture which remains rooted there today. Great Britain gained control of Quebec City after the Battle of the Plains of Abraham in 1759 despite the death of both the English and French commanders.

To bring greater understanding to students' perceptions of Canadian democratic principles and its evolution, we can see, for example, that although Canada's legal founding was conducted in a peaceful manner through various conferences and agreements, there was a history of bloody conflict between English and French in colonial times. In this case it is important to note that two systems of government and approach to rule had to be accommodated, sometimes uneasily. It is important for students to see and understand these differences that hark back to the to and fro of conquest between the English and French colonies in the early days have a strong bearing on Canadian political history. We see the evidence of that today in the differing attitudes and perceptions between English and French Canada. It should be pointed out that these differences may be viewed in a healthy light as they allow for critical examination and spirited discussion of how democracy functions in Canada. And that perhaps, the greatest virtue of this democracy is allowing the existence of a federal political party whose purpose is to dissolve the federalist union. One can't promote purer democratic values than that.

Understanding the history of the Ukraine and the twisty routes it followed leading it down the path to democracy will give students a greater appreciation for how difficult this road has been and although imperfect, what a significant achievement it happens to be.

Drawing parallels where possible between the democratic evolution of Canada and the Ukraine will increase student understanding of why democracy and all the baggage that comes with it, is important. That it is worth the sacrifice, however defined. In Canada, most of the crucial sacrifices have been made as democracy has evolved into a relatively stable condition. Not so in the Ukraine necessarily where democracy exists in a nascent state and is still subject to hostile influences that could lead it down the path of the oligarchs, military control or even, outright dictatorship.

The lesson plan also lists quotes from well known and lesser known writers, thinkers, philosophers and political figures. The ability to express ideas freely and openly without impediment even if these ideas run counter to current thinking or the attitude of the existing government is one of the most important principles of democracy. It gives the people something to respond to or react against in any lawful way they wish. Explore this freedom of expression with students. Contrast how this freedom works in Canada and how it works in the fledgling democracy of the Ukraine.

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DEMOCRACY

BEFORE (Pre-implementation)

- Do students know of any Canadian individuals and/or organizations active in furthering the cause of democracy in the Ukraine during the Orange Revolution?
- What do students think their (student) counterparts in the Ukraine may learn about the application of democracy from specific Canadian organizations and/or individuals?
- Can students articulate specific Canadian democratic principles and those of the Ukraine?

Lesson content will support student knowledge and attitudes as they consider the following questions and experience the game simulation:

- Is it possible to assess the impact of Canadian individuals and organizations on the progress of democracy in the Ukraine?
- What can students in the Ukraine learn about democracy from students in Canada as a result of this project?
- Is it possible to determine from this project how Canadian democratic principles now apply to those in the Ukraine?

AFTER (Post-implementation)

- Have students name specific Canadian organizations and/or individuals who participated in the cause of democracy during the Orange Revolution in the Ukraine.
- Have students list what they learned about the application of democratic principles in the Ukraine during the Orange Revolution as a result of engaging in this project.
- Have students articulate specific democratic principles promoted by Canadian organizations and/or individuals as they are applied in the Ukraine as a result of having engaged in this project.

Lesson Plan 3: Teachers and students will explore the characteristics of good governance and apply them to their concept of good governance here in Canada. After which, they will examine the events of the Orange Revolution and its aftermath to determine the same.

Begin by defining the eight major characteristics of good governance listed in the lesson plan. Make the connection with each of the terms as to how they apply to Canada and the Ukraine.

It should be noted that the principles listed form, as a whole, an ideal state, and that the total achievement of these principles is worth striving for but difficult to accomplish in their entirety. Nonetheless, the efforts required are worthwhile.

How do the principles of good governance connect to the advent of democracy and democratic processes? The connection should be made clear for students, that without democracy, it would be almost impossible to apply the principles of good governance in any fashion. Both Wikipedia and the United Nations present a thorough explanation of the principles of good governance: <http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp>

Discuss with students why good governance is not only an important issue but increasingly notable. Cite some examples like the corporate catastrophes such as Enron, Worldcom and Northern Telecom. You may wish to cite ongoing conflicts in the Middle East, the Sudan and/or Zimbabwe as political examples where good governance has disap-

peared from view. Have students bring in media reports, newspaper articles etc., as proof of their positions on these issues.

It is also important to point out to students that acts of governance are not only applied to large organizations such as governments or big corporations. The concept of good governance and its principles still apply to community groups, schools, clubs, teams of any kind and small businesses among others. Students need to understand that these principles represent every day codes of conduct guiding everyone's behaviour. Students, like everyone else in society are stakeholders in governance the process. As they are required to do throughout each of the lesson plans, students are required to work cooperatively in teams and be accountable for their actions. All participate in practicing the principles of good governance. Try to point out other areas where students, perhaps without realizing, are employing the principles of good governance. It would be useful for students to cite examples from their own lives where they act on principles of good governance or the principles play a strong role in something which involves them be it a club, a community centre or a sports team.

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GOOD GOVERNANCE

BEFORE (Pre-implementation)

- Are students aware of the universal principles of good governance as defined by the United Nations?
- Can students name any Canadian organizations that represent examples of good governance?
- Can students name any Ukrainian organizations that represent examples of good governance?
- Is it possible for students to compare the application of good governance in Canada to that of the Ukraine?
- Can students name any Canadians and/or Canadian organizations working to apply the principles of good governance in the Ukraine?

Lesson content will support student knowledge and attitudes as they consider the following questions and experience the game simulation:

- Do the universal principles as defined by the United Nations apply to the Ukraine?
- How would students compare the application of good governance in Canada to that of the Ukraine?
- What influence, if any, have Canadians and Canadian organizations had on the application of good governance in the Ukraine?

AFTER (Post-implementation)

- Have students name the universal principles of good governance as defined by the United Nations.
- Students will name any Canadian organizations and/or individuals who exemplify the principles of good governance while actively working in the Ukraine.
- Students will name any Ukrainian organizations and/or individuals who are practicing the universal principles of good governance as a result of Canadian involvement.
- Students will name the specific Canadian organizations and/or individuals who had an influence on Ukrainian organizations and/or individuals in applying the universal principles of good governance and will state the nature of those influences.

INTEGRATING THE ONLINE SIMULATION

Simulation Outline

Perspective: The game will be played from an outside, controlling perspective. The player will be able to pre-determine the behaviour of characters on the major days between the 2nd and 3rd ballots. After choosing each side's key actions for that day from a set list of options, the player runs the simulation and events unfold.

Four groups to control:

Yushchenko camp

Yanukovych camp

Civil society/Protest organizers

Government actors (police/military)

In this scenario, there are essentially 10-15 'turns', each turn being a key day between the 2nd and 3rd ballots. At the beginning of each day, the player sets the actions for each of the four groups above, from a pre-set list. For example, on a given day, Yushchenko could choose to: protest to the Supreme Court, admit defeat, appeal to foreign media, call his supporter's to violence. Each of the other camps would have a similar set of options. Upon setting the actions of each four that day, the player would click a 'Run' button that would begin the interactions for the day. Each subsequent day's choices would depend on the outcomes of the interactions between the characters on the days before.

After the player begins the simulation each day, they see the impacts that their choices have on the actions of external players, primarily foreign governments, NGOs, etc., with a particular emphasis on the role of the Canadian government and civil society. Beyond learning how different choices lead to the desired outcomes (fair elections and no violence), the player will also learn what actions provoke the Canadian government to get involved, and what options this make available to the characters.

If the player chooses a set of options roughly equivalent to real events, events will play out to the expected outcome. However, different choices could lead to different consequences, anything from 2nd ballot election results

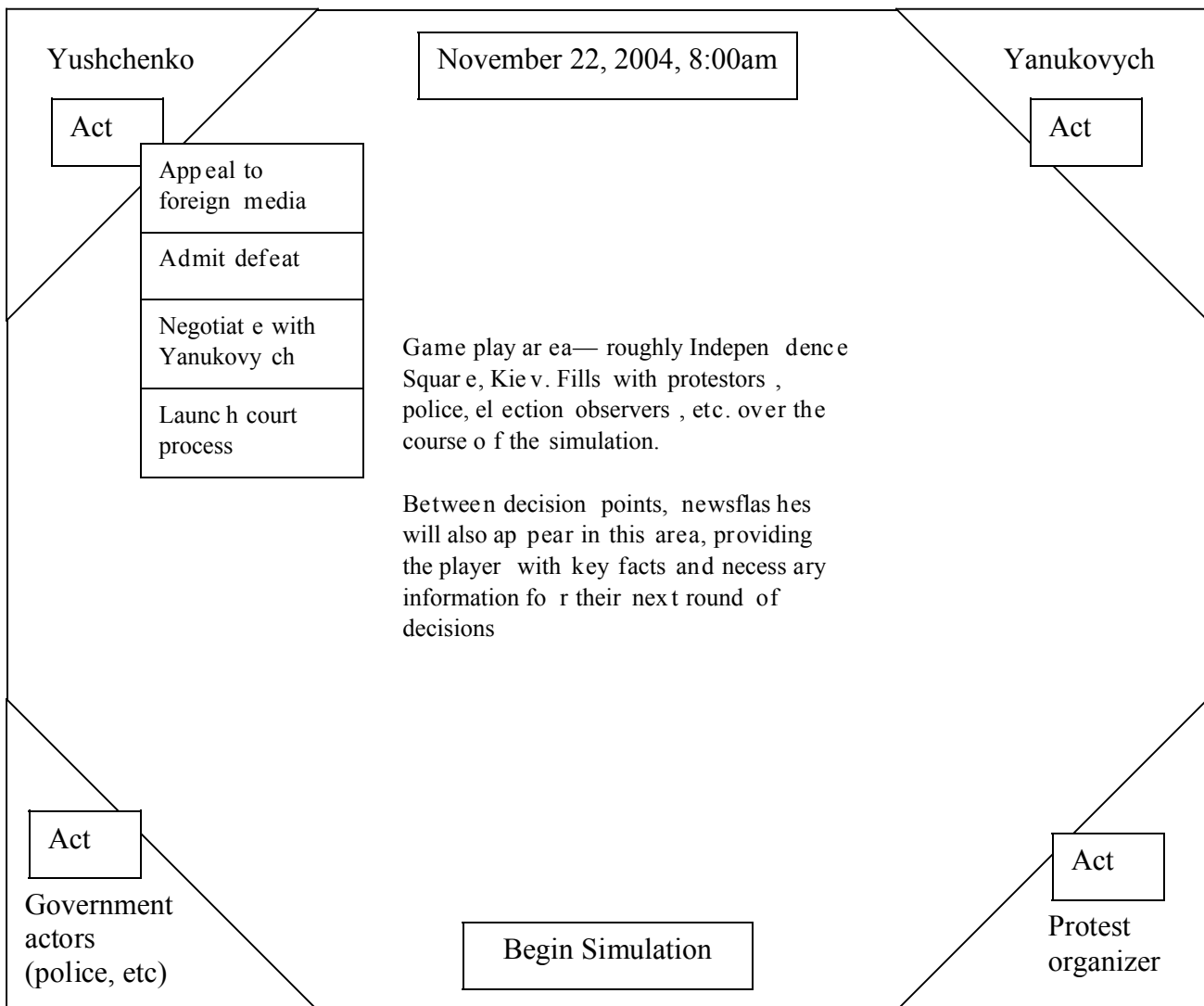
being certified with contest, to outbreaks of violence, either of which would end the game early. In every instance, the player will have several opportunities to avoid the acceptance of electoral corruption or violence. For example, if Yushchenko chooses to admit defeat, protest organizers will have several opportunities to ramp up efforts or call for international assistance before the game ends prematurely.

This game is modeled on a similar game hosted on TIGed, Ayiti: the Cost of Life (<http://www.tiged.org/ayiti>).

Game layout

The game is set in Kiev's Independence Square, the site of the largest protest. The decisions made by the players would affect the actions occurring in the centre square—the number of protestors, their interaction with police, speeches by politicians, etc.

In each corner, we will have a graphic representation of each of the four 'personalities' that are interacting in the game, along with an 'act' menu, where the player will select an action for that turn. After selecting an action for each personality, the "Begin Simulation" button will activate the game.



After the player activates the simulation, time will begin to pass. Each day would take roughly 2 minutes, meaning 30-35 minutes of game play, with instruction. As the day passed, the user will be presented with the consequences of various actions/interactions: whether police and protestors clashed, whether foreign governments got involved, etc. For the base scenario (following the real timeline), the player will be presented with entirely factual information—the Ukrainian Canadian Congress will denounce elections on November 24, the Canadian House of Commons would denounce 2nd ballot results on November 25, CIDA/Canada Corp/CANADEM/OSCE will send a full force of election ~500 observers for the 3rd ballot, and the Democratic Institutions and Practices project will fund training for NGO/protest leaders on rights, responsibilities, and avenues participating in democracy.

If the player chooses not to follow the standard path, options, dates, and external impacts will vary, but will be based on the likely consequences of players' actions. For example, if Yushchenko chooses to negotiate with Yanukovich and civil society does not voice their concerns, it may take longer for foreign governments to become involved, if it all. The game's logic is structured to give players several chances to get back on track—i.e. to end the game with a fair election and no violence.