



THE ORANGE REVOLUTION PROJECT:

GOOD GOVERNANCE AND THE ORANGE REVOLUTION

Lesson 3

Key Concepts and Issues:

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.

Introduction:

Governance describes a process of decision-making as well as the process of how decisions are implemented. According to the United Nations, good governance consists of eight major characteristics:

- participation
- transparency
- consensus orientation
- effectiveness and efficiency
- rule of law
- responsiveness
- equity and inclusiveness
- accountability

In effect, good governance is more of an ideal rather than a reality, that is, a goal to strive for in all its totality. The above characteristics help ensure that corruption is minimized; the views of minorities are taken into account and the voices of the most vulnerable in society are heard in decision-making.

Teachers and students will take the above characteristics as a guide 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. In particular, what has transpired since the Orange

Subjects

**Social Studies, World History
World Geography**

**GRADE LEVEL:
Grades 9-12**

Duration:
Duration: two to four classroom periods
80 minute sessions (plus time allotted for homework)

Curriculum Links:
Social Studies, World History, World Geography, Canadian History, Canadian Geography, Civics and Citizenship.

Canada

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Revolution occurred? Have Canadians and Canadian organizations played a role in the promotion of good governance in the Ukraine? If so, how have they done so and what influence have they had? Has the model for Good Governance been applied elsewhere in the world since the Orange Revolution?

Materials Required:

- Computers with Internet access
- Detailed map of the Ukraine:
<http://plasma.nationalgeographic.com/mapmachine/index.html>
- Supplementary materials on Ukrainian history and culture
- Writing and drawing materials

Expectations/Outcomes:

Students will:

- Research and understand the basic principles of good governance;
- Apply the principles of good governance to the Ukraine during the Orange Revolution;
- Compare good governance in the Ukraine with that in Canada;
- Become aware of Canadians and Canadian organizations working to advance good governance processes and systems in the Ukraine;
- Research and understand the history of good governance or lack thereof in the Ukraine;
- Experience through an online simulation how good governance plays out during a political revolution;
- Write up a case study of a positive model of good governance and compare it to a negative model based on what has been learned about the Orange Revolution;
- Hone critical thinking and analytical skills;
- Work cooperatively in teams.

Step One—Teacher-led Discussion

In a general discussion, introduce the principles of good governance listed above. Take each one in turn and ask the class what they think each of them means. Jot the main points on the board. After each of the principles has been discussed, ask the class to take two of the principles and jot down how they see each being applied in Canada and the Ukraine.

Step Two

After the class has written down their thoughts about the two principles they selected, have them read their answers out to the class.

Step Three

The class will be divided into teams of four or five. Among themselves, the teams will discuss what Canadian organizations they feel exemplify the principles of good governance. If they are not certain about an organization, some supplemental research would be required. They will agree on an organization and document why they feel it is a good example using the list of principles above. The team will then present their findings to the class.

Step Four

Student teams will engage in the Orange Revolution online simulation, exploring the game as fully as possible focusing on what they can learn about good governance during that period, the conditions that existed affecting the country's approach or that of specific groups and/or organizations and implementation of good governance and the roles Canadians played at that time. The team will take notes documenting their observations. The online simulation may be explored as a group or individually.

Step Five

Having researched the conditions leading up to the Orange Revolution and its history, each team will prepare a case study on a positive model of good governance, one they came across during the online simulation or through subsequent research. The teams will then compare the positive case study to one that is negative with the same conditions applying (i.e., as a result of the online simulation and/or subsequent research). Each team will then prepare a PowerPoint presentation detailing each of the case studies. As a team, the case studies will be presented to the rest of the class.

Optional Extension Activities

Students will complete at least one of the following:

- The class will participate in a debate with pairs of teams assigned the pro and con side of the debate question. The debate may be developed around the issue of a question such as: "Be it resolved that the



application of the principles of good governance would not have changed the outcome of the Orange Revolution." Use the resources below as guidelines for the set-up for formal debates:

<http://www.dushkin.com/usings/guide/method4.mhtml>

<http://en.wikipedia.org/wiki/Debate>

<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=457153>

- Track stories in the media that involve either political or corporate good governance and write an analysis of how the organizations stack up when the principles of good governance are applied.
- Write a one-act play about the Orange Revolution from the perspective of a student or group of students who participated in the ongoing protest and what they felt they achieved or didn't in the Revolution's aftermath. Team members will divvy up responsibilities determining who will write, direct etc.
- Create an ideal organization that will play some developmental role in the Ukraine. Write the charter of this organization, determine its mandate and how it will make a difference when it deploys its resources in the Ukraine.



- Look 50 years into the future and write an imaginary scenario describing conditions in the Ukraine with a focus on its governance and how it is functioning. Read the scenario to the class.

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.



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.

Assessment and Evaluation

Each lesson plan has a comprehensive approach to assessment and evaluation. Teachers will be required to assess prior knowledge of each topic by referring to the questions listed for “before” the lesson and “after” the lesson has been implemented. Part of the requirement will be some measurement of how much students have learned as a result of participating in the Orange Revolution Project. To do this effectively, some base line of existing knowledge needs to be documented by the teacher before implementation of the lesson plans begins.

