

I LOVE POTATOES



Teacher's Guide

THE GAME I LOVE POTATOES AND THE QUEST

There's a town where everything's potatoes: houses and cars are made of potatoes, both essential and superfluous items are made of potatoes, jewellery (even the gaudiest) is made of potatoes. In other words, potatoes are everywhere in Potatoland, and the more you've got, the wealthier you are! Things couldn't be better in the best of all possible potato worlds, until one day disaster strikes and suddenly there are no more potatoes. With not a spud to his name, the hero has to find allies to help rebuild the community and make the right decisions to overcome challenges.

I Love Potatoes is an adventure strategy game designed to let kids have fun while talking about sustainable development and social innovation.

Note on language: The English used in the game is informal, with lots of casual or familiar words and expressions. Some have even been invented just for the game. Explain this to your students!

ABOUT THE GUIDE

This guide is for the interactive game **I Love Potatoes**, which is designed to let kids have fun while learning about social innovation (SI), thinking about values and developing civic-mindedness and togetherness.

TARGET AUDIENCE

Children aged 9 to 12, in grades 4, 5 and 6

CURRICULUM AREAS/MAIN TOPICS

Social Innovation
Social Economy/Social Entrepreneurship
Politics
Philosophy
Environment/Sustainable Development
Civics and Living Together
Media
Arts

SKILLS DEVELOPED

Critical thinking
Problem-solving
Creative thinking
Teamwork

1. PREPARATORY ACTIVITIES

PREPARATORY ACTIVITY 1A: SCREENING AND DISCUSSION OF HOPE BUILDERS

The preparatory activity prompts students to think about change and the ways they could go about transforming their environment. The documentary *Hope Builders* shows that a scientific approach to problem-solving can be both inspirational and innovative. The screening and the ensuing discussion should introduce students to the skills they'll need to transform reality through community action.

Step 1. Initial questions

In class, ask students the following questions:

- When you look around, do you ever notice things that you'd like to see change? Do you have any examples?
- Is there anything to do with the environment that you think needs to be improved or changed?
- Who's responsible (environmental or scientific organizations, companies, politicians, citizens) for taking action and making changes to deal with the environmental problems we face?
- How should they go about it?
- And what about children—can they contribute to change?

Step 2. Presentation and screening of the documentary *Hope Builders*

"Hope starts at school," says Dominique Leduc, a teacher at La Farandole school. Share this thought with your students and tell them that when they watch Fernand Dansereau's documentary *Hope Builders*, they'll find out what Mr. Leduc's class did to bring about change.

Watch the film on the NFB's site: nfb.ca/film/hope_builders.



Step 3. Discussion after the screening

In class, ask the following questions to see what students think about the film:

- What struck you the most about the film?
- If we go back over all the steps, how did Mr. Leduc's students succeed in solving the vandalism problem?
- Can you describe some steps in the project where the students from La Farandole school seemed confident about what they were doing?
- What about times when they had to overcome specific obstacles? How did they manage to do that?
- Which people in town got involved in the project and what did they do to help? For example, the local elected representative, the mayor, the police officer, the owner of the hardware store.
- Now that you've seen the film, do you think children have the ability to change things? How?

Step 4. More in-depth discussion

If you want to explore the topic further or carry on the discussion following the screening, check out the study guide that goes with *Hope Builders*: nfb.ca/sg/100699.PDF.

PREPARATORY ACTIVITY 1B: ROUNDTABLE DISCUSSION ON ENVIRONMENTAL AND SOCIAL CHANGES

Change, yes, but change what?

In a roundtable discussion, get students to share their views on the idea of change and to identify problems in their community. Ask them to think of simple, feasible ways of taking action, while making them aware of the fact that it is much more effective, and more fun, to work together.

Arrange students' desks in a big circle so they can all see one another. Ask a question and, from the students who put up their hand, choose one to get the discussion going. Then ask that person to choose the second person to speak. This will keep the discussion going naturally, with each speaker choosing the next person to speak. Ask one question at a time, so that each subject can be examined in sufficient detail.

Changing our relationship with the environment

Ask students to take inspiration from *Hope Builders* and the discussion that followed and to think up simple solutions and things they could do to deal with certain environmental problems.

Ask them:

- Are there any environmental problems that you can relate to and that concern you in particular?
- What would you do to change the situation?

Changing bad habits

After they've identified some things they'd like to change to foster a better relationship with the environment, urge them to share in class other problems or unacceptable situations they have seen and want to change, by asking them:

- Can you describe some situations or bad habits (either your own or other people's) that bother you?
- What would you suggest as a way to make a real, lasting change?

If necessary, give them some clues (e.g., rampant consumerism, social inequality, lack of access to education, abusive treatment, etc.). You can also distribute copies of Appendix A – Student Handout: Main Focus Areas for Social Innovation (SI).

Working together for change

Lastly, prompt students to identify different potential agents of change by asking them this question:

- Who do you think is responsible for taking action to solve the environmental and social problems we've discussed?

Write their suggestions on the board. The list below will help you fill in any gaps.

Who should assume responsibility for bringing about change?

- Grown-ups?
- Young people?
- Scientists?
- Businesses?
- Organizations (e.g., Greenpeace, Oxfam)?
- Political decision-makers?
- Teachers?
- Artists and entertainers?

Then ask students to imagine some of these groups working together. For example, what would it be like for scientists and young people to work together? A business and teachers? Artists or entertainers and politicians? Don't forget that there's strength in numbers!



2. MAIN ACTIVITIES

MAIN ACTIVITY 2A: PLAY *I LOVE POTATOES*

The students get acquainted with the interactive game and discover that potatoes are a metaphor for money. They have to analyze the roles of the various characters and symbols in the game. They notice the consequences of overconsumption and discover that there are other possibilities.

Step 1. Introduce *I Love Potatoes*

Explain to students that they're going to play a game called *I Love Potatoes* (in class or at home). Be careful, at this stage, not to reveal too much about the game or about the steps they'll be going through. Try to get them to guess what the game is about by asking them some questions:

- With a name like this, what kind of game do you think it is?
- Who here likes potatoes and why?
- Do potatoes have a value (other than nutritional)?

Step 2. Play *I Love Potatoes*

Students play a full game of *I Love Potatoes* (which takes from 45 to 75 minutes).

Step 3. Analyze characters and places in the game

Have the students divide into small groups and ask them to discuss what the game's different symbols and characters could represent.

Give them Appendix B – Student Handout: Analysis of Characters and Places in the Game and point them in the right direction by asking the following questions:

- Who do the characters from the game represent in our society?
- What would be their occupations or roles in real life?
- What about the symbols and places in the game?

Step 4. Go back over their answers

Compile the results of their analyses by questioning each group in front of the class, one character and one symbol at a time. Are the characters and symbols generally perceived in the same way? Are there any differences? If so, what are they? See Appendix C – Teacher's Sheet: Answer Key to Analysis of Characters and Places in the Game.

Then get students to talk about the game by asking them the following questions:

- What do you think is the theme of the game? What do the potatoes represent?
- Is the world in the game really that different from our own society? Why or why not?
- What statements in the game left an impression on you? Why?
- What do you think caused the potatoes to disappear? Could a similar thing happen in our society?
- Why did Tuberosa hide a potato seed under a rock?
- What is a sustainable solution? What advantages does it have over temporary solutions?
- Describe the hero, Chips. Is he an extraordinary character? How do you relate to him (and to the other characters)?
- Do you personally know any "creative tinkerers"? If you were able, what would you like to invent or devise yourself?

For students who have done Preparatory Activity 1A:

- What are the similarities between *I Love Potatoes* and the process the students go through in *Hope Builders*?

Step 5. Open your eyes

Sometimes, a single experience can change you completely. That's what game designer Vali Fugulin has to say when she tells us about something very simple she experienced.

Read this passage out to your students:

"I still remember the first time I saw a homeless person. I must have been seven years old. He was sitting on a sidewalk in Washington and his eyes were at the same height as mine. I've never forgotten his face and the look in his eyes. Thirty years later, I keep wondering all the time about what we can do, on a small scale, to effect large-scale social change. And help people who suffer the most from inequality."

Ask students whether they have ever had this kind of life-changing experience (something that changes the way you see the world). If so, would they like to share it with the class? Why is it that a single little experience like that can change the way we act?



MAIN ACTIVITY 2B: DEBATE OVERCONSUMPTION AND ITS CONSEQUENCES

Description: *I Love Potatoes* is a fun, educational strategy game. The hope is that students will identify with the inhabitants of Potatoland and take part in an informed debate on the long-term consequences of overconsumption. One team will be asked to defend rampant consumerism, while the other will sound the alarm about it and propose alternatives.

Step 1. Make up teams and prepare

Divide the class into two teams.

Team A – The Neopotatoes

The Neopotatoes are in favour of continuing the unbridled consumption of spuds.

Team A is made up of the mayor and citizens who don't want to cut back on their buying. They feel they have the right to consume as many spuds as they like. In fact, the Neopotatoes want to increase potato production because it's in their interests. They give concrete examples to explain why potatoes make people happy. They use advertising to bedazzle consumers and make them think they need things. They flaunt their wealth and their love for it by wearing ostentatious potato jewellery.

Team B – The Green Potatoes

The Green Potatoes are in favour of innovation and a new way of consuming.

The team is made up of creative tinkerers and concerned citizens. They realize that potatoes are a dwindling resource and that they are dependent on an increasingly vulnerable system. They try to organize and work with various people to propose solutions and act on them. They want to raise the awareness of the Neopotatoes to the long-term consequences of overconsumption by proposing alternatives. They wear "spudlery," jewellery made of potato peelings.

Imagine you're Tuberosa and have to mediate between the two teams.

Give the teams time to prepare, develop logical arguments and make whatever jewellery or "spudjects" they want.

Step 2. Debate overconsumption and its consequences

It's the day of the village's big meeting. The two teams are going to face off. Ask the Neopotatoes to introduce themselves and to describe their lifestyle. Then give the Green Potatoes a chance to speak. Moderate the debate so that the teams take turns stating their positions.

Step 3. Generate feedback on the debate

Following the debate, ask the two teams the questions below. (Students can step out of their role to express their real views if they wish.)

- Which arguments from the two teams struck you the most? Why?
- Are there any other arguments that the opposing team could have put forward?
- Is there a relationship between the debate we just had in class and the society we live in?
- What are the environmental consequences of the overconsumption of potatoes and other resources (e.g., pollution, depletion of natural resources, loss of biodiversity, destruction of natural habitat)?
- Is it easy to change our consumer habits? Why or why not?
- Have consumer habits been different in different periods in history? Why or why not?
- How would you describe our current period?
- Do you think we throw away things that could be reused? What? How?
- As in our society, certain advertising strategies are used in Potatoland, too. Which ones? (E.g., commercials to sell TVs, a "tater ring," a "tater cake.") Do you think these advertising campaigns influence our buying choices? Which ones? How?
- Do you think potatoes make people happy? (Remind them of the expression "Money can't buy happiness.")



MAIN ACTIVITY 2C: DISCUSS SOCIAL INNOVATION AND COMMUNITY INVOLVEMENT (THE SOLUTIONS)

Learning outcome: Students gain a greater understanding of social innovation. They learn that to innovate, you first have to know how to identify a problem, find a creative solution and make sure it is logical and sustainable.

Taking questions asked in class as a starting point, get students to think about different problem-solving techniques and to learn about social innovation and its various forms and lead a group discussion on the topic.

Step 1. Ask initial questions on the importance of finding solutions

- In the game, Tuberosa says: "Sometimes crazy things happen in life that can shake us to the core: Poverty. Famine. Pollution. Everything screwy. We want to do something, but we feel powerless ... Yet, you must take action: Change has come knockin' at yer door."
- When you're faced with a problem, how do you think you should act? Should you be passive or active? Is it always easy? Do we always do the right thing? If not, why don't we?
- What does the expression "When nothing else works, it's time to think outside the box" mean?

Step 2. Discuss social innovation in Potatoland

Get a discussion going on social innovation as it is presented in the game.

- Tuberosa says: "Social innovators don't waste time pointing potato fingers. They find solutions." What do you think she means?
- Tuberosa also says: "Start with a small gesture ... and the big trouble will sort itself out." What do you think about that? Do you think big problems can be solved by people making small gestures?
- When Chips and his friends put forward their innovative ideas to people they run into, are the people always receptive? Do the people systematically believe in their ideas? Why or why not? Do you think social innovators have the same experience? Do the people around them immediately accept what they're proposing? Is it important to believe in your ideas and to persevere? Why?
- Do you know of any examples of innovative ideas (e.g., taking reusable bags with you to the grocery store) that were initially seen as being "totally crazy," but were eventually accepted and widely adopted?

- Tuberosa says: "Be the change you wish to see in the world,' said an old wise one. 'Get off your butt and change the world,' as I would say! As a social innovator, you take care of the first link in the chain—humans—by giving them hope. Now, it's your turn." Do you think that each and every one of us should get involved in social change in our own way? Explain.
- In the game, you often have to find friends to overcome an obstacle. Why do you think that to solve certain problems, we have to join forces and work together?
- What happens when the robot made of peelings tries to break the rock? It's not the rock that breaks; it's the robot. Is it possible that even a very creative solution may not work? Or at least, not the first time? How should we react if our initial attempt fails?

Step 3. Define social innovation

In class, look through the [Little Guide to Innovation](#):

- Give students a definition of social innovation
- Show that social innovation can be divided into steps
- Give examples of social innovation projects

3. INTEGRATION ACTIVITIES

INTEGRATION ACTIVITY 3A: DEVELOP YOUR OWN SOCIAL INNOVATION PROJECT

Urge students to develop their own social innovation project, step by step (in small teams or with all class members together).

Step 1. Define the scope and nature of the project

Together with the students, decide whether to carry out a big project (as in *Hope Builders*) or several small projects in teams. Then ask them to decide what kind of project they would like to do.

It is better to let students choose their social innovation project themselves, although you can guide their choice. If necessary, give them the following appendices: Appendix A – Student Handout: Main Focus Areas for Social Innovation (SI); and Appendix D – Student Handout: Ways to Get Involved.



Step 2. Develop the Project

Ask students to have a look at the [Little Guide to Innovation](#), focusing on the 11 steps proposed for getting a social innovation project up and running.

Give them Appendix E – Student Handout: Develop Your Own SI Project Step by Step, which will help them draw up their action plan. The steps are the same as those in the [Little Guide to Innovation](#), so students can consult both the guide and the handout for inspiration.

INTEGRATION ACTIVITY 3B: GIVE VALUE TO VALUES (DISCUSSION AND ESSAY ON VALUES)

In class, ask students to think about what values are and discuss the concept. Following the class discussion, have them reflect on the topic independently and write an essay.

Step 1. Ask initial questions on values

In class, ask the following questions:

- What is a value?
 - If necessary, offer the following definition: “A value is a principle that is important to an individual or a group and that guides their actions. Here’s an example: If honesty is an important value for people, they will tend to want others to be up front with them and will also tend to be honest with others.”
- Can you name some values?
- Would you be able to act out one of these values without speaking? (Let them try, if they want to. Get them to realize that it can be very hard to act out a value because it’s an abstract concept. Nevertheless, we all, consciously or unconsciously, hold certain values that guide our actions.)
- Where do you think our values come from? If students can’t come up with any answers, suggest the following influences, one by one:
 - Parents
 - Friends
 - Religious, spiritual or ethical beliefs
 - Culture
 - Media
 - Education

- Do you think the media (e.g., the Web, books, magazines, TV, video games, movies) influence our values?
- Can the media convey negative messages? Positive messages?

Step 2. Write an essay on your own values

Now that the students have a clearer idea of what a value is, ask them to write about their own values, starting with the following wording: “My main values are ... because” If necessary, give them Appendix F – Student Handout: Examples of Values.

Reference for this activity:

Lopes, I., Québec’ERE and P. Jobin. Activity “On Values” taken from the educational activity kit for the film *The Man Who Planted Trees*, by Frédéric Back: fredericback.com/ateliers/homme2/ManWhoPlantedTrees.pdf

INTEGRATION ACTIVITY 3C: RESEARCH AN INSPIRATIONAL SOCIAL INNOVATOR OR SOCIAL INNOVATION PROJECT

Students do research on a social innovator or social innovation project they find inspirational.

Step 1. Ask initial question

In class, ask students the following question: Do you know of people or projects that have had a positive impact on society or the environment?

Step 2. Do research

Ask students to do research on their own or in small teams to learn about social innovators or social innovation projects they might find inspirational. Appendix G – Student Handout: Profiles of Social Innovators can serve as a starting point.

Step 3. Give oral presentation or write essay

Students present the results of their research by giving an oral presentation or writing an essay.



4. ENRICHMENT ACTIVITIES

ENRICHMENT ACTIVITY 4A: LET'S GET DOWN TO WORK!

Description: Students are asked to think about what engaged art brings to social innovation, first by discussing the topic in class, then by watching three videos and doing follow-up research on an engaged artist and, lastly, by creating their own work of art.

Step 1. Ask initial questions

- In class, ask the following questions:
- Do you think art has a role to play in social innovation? What role?
- Do you know of any recycling artists?
- Do you know of any engaged artists (either because of their art or because of their social engagement or community involvement)?

Step 2. Watch three videos on recycling artists

In the following videos, students will discover three “creative tinkerers” or recycling artists:

- 1 Mélodie Coutou (visual arts): vimeo.com/36013709
- 2 David Bernier (animated film): vimeo.com/36025558
- 3 Sylvain Grenier and the group SCRAP (percussion): youtube.com/watch?v=w7FRv80Z5W4&feature=youtu.be

Step 3. Do research and give presentation or write essay

Ask students to do research, on their own or in small teams, on an engaged artist who inspires them. Have the students share the results of their research in an oral presentation to the class or an essay.

Step 4. Create artwork

Ask students to create a work of art (e.g., visual art, slam, song, video, poem, sketch, play) on a socially engaged topic.

Step 5. Hold a mini-exhibition at school

Organize a mini-exhibition at school to raise the awareness of students in other classes, the teaching staff and—why not?—the broader community!

ENRICHMENT ACTIVITY 4B: ASSIGNMENT TO ANALYZE A DOCUMENTARY FILM RELATED TO SOCIAL INNOVATION

Ask students to choose a documentary about something they're really interested in and to analyze it by answering a list of questions.

Step 1. Choose the documentary

Ask students to select a documentary film that deals with an environmental or social issue and that is somehow related to social innovation.

The following websites can point them in the right direction:

- nfb.ca/campus-canada
- nfb.ca/playlists/learning-through-empathy-elementary
- nfb.ca/playlists/global-issues

Note: Some documentaries are intended for older audiences. Be sure to give students guidance in choosing their film.

Step 2. Analyze the documentary

Ask students to analyze their documentary by answering questions about it. To help, give them Appendix H – Student Handout: Analysis of an Issue Presented in a Documentary.

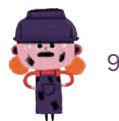
Additional resources are listed in Appendix I – Teacher's Sheet: Going Further – Resources and Organizations.



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APPENDIX A – STUDENT HANDOUT MAIN FOCUS AREAS FOR SOCIAL INNOVATION (SI)

Environment	→	Example(s):
Consumerism	→	Example(s):
Agriculture and food	→	Example(s):
Poverty	→	Example(s):
Physical health	→	Example(s):
Mental health	→	Example(s):
Community	→	Example(s):
Human rights	→	Example(s):
Education	→	Example(s):
Peace	→	Example(s):
International cooperation	→	Example(s):
Other	→	Example(s):



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APPENDIX B – STUDENT HANDOUT

ANALYSIS OF CHARACTERS AND PLACES IN THE GAME

QUESTION: IN THE GAME <i>I LOVE POTATOES</i> , WHAT DO YOU THINK THE FOLLOWING REPRESENT?	ANSWERS
<ul style="list-style-type: none"> • Potatoes 	
<ul style="list-style-type: none"> • The hero, Chips 	
<ul style="list-style-type: none"> • Tuberosa 	
<ul style="list-style-type: none"> • The mayor 	
<ul style="list-style-type: none"> • The monster 	
<ul style="list-style-type: none"> • Potato peelings 	
<ul style="list-style-type: none"> • “The Bizarros” (tinkerers) 	
<ul style="list-style-type: none"> • The village 	
<ul style="list-style-type: none"> • The beach 	
<ul style="list-style-type: none"> • The huge rock 	

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APPENDIX C – TEACHER'S SHEET

ANSWER KEY TO ANALYSIS OF CHARACTERS AND PLACES IN THE GAME

QUESTION: IN THE GAME <i>I LOVE POTATOES</i> , WHAT DO YOU THINK THE FOLLOWING REPRESENT?	EXAMPLES OF POSSIBLE ANSWERS
<ul style="list-style-type: none"> • Potatoes 	Money
<ul style="list-style-type: none"> • The hero, Chips 	A citizen
<ul style="list-style-type: none"> • Tuberosa 	Mentors, advisors
<ul style="list-style-type: none"> • The mayor 	Politicians, decision-makers
<ul style="list-style-type: none"> • The monster 	The consumer society we keep feeding
<ul style="list-style-type: none"> • Potato peelings 	Reusable resources, creative materials
<ul style="list-style-type: none"> • "The Bizarros" (tinkerers) 	Social innovators, drivers of change, people who think up creative solutions to problems, recyclers, etc.
<ul style="list-style-type: none"> • The village 	Community: neighbourhoods, villages, towns, cities
<ul style="list-style-type: none"> • The beach 	Creative sites, places with ecosystems to be preserved
<ul style="list-style-type: none"> • The huge rock 	An obstacle to overcome

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APPENDIX D – STUDENT HANDOUT WAYS TO GET INVOLVED

There are lots of ways to get involved. Here are a few examples:

- Develop a **project for your class or your school** (e.g., change the cafeteria menu; promote responsible purchasing of school supplies; draw up a plan for a green schoolyard).
- Develop a **project in your community**.
- Organize an **exhibition or a show** to raise awareness in your school or your community about a specific issue.
- Organize a **fundraising campaign or a benefit show** to support a project or an organization in your community or internationally.
- Write an **article or publish a newspaper** to inform other kids in your school about an issue or about inspirational social innovation stories (a good-news newspaper!).
- Share positive-action messages on **social media** (like Facebook).
- Go and **talk or write to a leader in your community** about a problem and suggest innovative solutions for dealing with the problem.
- Write a **letter of support** to a local or international project.
- Be a **responsible consumer** (buy organic, local, fair-trade products or just buy less).
- Opt for **greener modes of transport** (walking, biking, inline skating, skateboarding, etc.).
- **Reduce, reuse, recycle, recover!** Make new objects out of old ones.

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APPENDIX E – STUDENT HANDOUT DEVELOP YOUR OWN SI PROJECT, STEP BY STEP

Now it's up to you: Become the heroes of your Potatoland by developing your own project!
Below are the proposed steps. For a description and examples of each step, refer to the *Little Guide to Innovation*.

STEP		INTERPRETATION (WHAT IT MEANS FOR YOUR PROJECT)
1	Identify the issue	
2	Experience a crisis and rebel	
3	Get informed	
4	Find an ally	
5	Have an idea	
6	Build your project	
7	Launch your project	
8	Fail and bounce back	
9	Get results	
10	Share	

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APPENDIX F – STUDENT HANDOUT EXAMPLES OF VALUES

- Assertiveness
- Altruism
- Ambition
- Love
- Friendship
- Happiness
- Compassion
- Confidence
- Cooperation
- Courage
- Democracy
- Determination
- Dignity
- Discretion
- Ecology
- Efficiency
- Equality
- Empathy
- Engagement
- Reliability
- Generosity
- Honesty
- Humility
- Independence
- Ingenuity
- Integrity
- Justice
- Freedom
- Thoroughness
- Perseverance
- Politeness
- Respect
- Responsibility
- Initiative
- Calmness
- Simplicity
- Solidarity
- Tradition
- Other:

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APPENDIX G – STUDENT HANDOUT PROFILES OF SOCIAL INNOVATORS

To guide you in your reading or research on social innovators, here are some leads to help you discover profiles of people who have dared to bring about change.

LITTLE GUIDE TO INNOVATION

Refer to the [Little Guide to Innovation](#) to see the profiles of social innovators presented in the introduction to **I Love Potatoes**:

- A** Germaine Acogny – Senegal
- B** Albina Ruiz – Peru (and seven other countries)
- C** Albeiro Vargas – Colombia
- D** The children of Cateura – Paraguay
- E** Renaissance non-profit social enterprise – Canada
- F** Guy and Neca Marcovaldi – Brazil
- G** Jaime Lerner – Brazil

WEB RESEARCH

If you want to do research on the Web, here are some sites you can explore to start off with:

Forces Avenir	forcesavenir.qc.ca/en
INM (Institut du Nouveau Monde)	inm.qc.ca (French only)
Le Réseau québécois en innovation sociale	rqis.org (French only)

Here are two examples of inspiring social innovation projects:

- Vandana Shiva: verdamilio.info/org/spip.php?article849&lang=fr
- Wangari Maathai – Green Belt Movement: greenbeltmovement.org/wangari-maathai



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PERSON SEEN IN A DOCUMENTARY OR TV SERIES

Maybe you've seen a documentary or a TV series that focuses on a social innovator?

Note: Some documentaries are intended for older audiences. Ask your teacher to help you choose one.

Here are some possibilities:

NFB CAMPUS	Educational films and resources. Specialized channels and curated playlists arranged by theme (environment, human rights, etc.) nfb.ca/campus-canada
NFB CAMPUS – Playlist: Learning Through Empathy – Elementary	nfb.ca/playlists/learning-through-empathy-elementary
Artisans du changement (TV series, French only)	artisansduchangement.tv/serie-tele
NFB – Contemporary Voices: Films for Global Education	nfb.ca/playlists/global-issues

SEEK OUT SOCIAL INNOVATORS

Do you know any social innovators personally?

- Among your family and friends
- In your community
- In your town or city
- In your province
- In your country
- Internationally



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APPENDIX H – STUDENT HANDOUT ANALYSIS OF AN ISSUE PRESENTED IN A DOCUMENTARY

<ul style="list-style-type: none">• What are the main topics of this film?	
<ul style="list-style-type: none">• What problems (issues) does it examine?	
<ul style="list-style-type: none">• What are the causes of those problems?	
<ul style="list-style-type: none">• What are the consequences (the impact)? On whom?	
<ul style="list-style-type: none">• When was the film made? (What year was it shot? Is it related to a particular event?)	
<ul style="list-style-type: none">• Where was it shot? What do you know about that part of the world?	
<ul style="list-style-type: none">• Why do you think the film was made?	
<ul style="list-style-type: none">• What solutions are offered or suggested in the film?	
<ul style="list-style-type: none">• If you wanted to get involved in this issue, what could you do?	

I LOVE POTATOES

APPENDIX I – TEACHER'S SHEET GOING FURTHER – RESOURCES AND ORGANIZATIONS

ORGANIZATION WEBSITES

Free the Children
freethechildren.com

Roots of Empathy
rootsofempathy.org

EDUCATIONAL RESOURCES

Free the Children – Educational resources
weday.com/we-act/classroom-resources-and-lesson-plans

Financial Consumer Agency of Canada
fcac-acfc.gc.ca/eng/resources/educationalPrograms

Financial Literacy Education (EduGains – Ontario Ministry Resources)
edugains.ca/newsite/FinancialLit/index.html

Ontario Society for Environmental Education
home.osee.ca

Explore Fairtrade (Oxfam)
oxfam.org.uk/education/resources/explore-fairtrade

Réseau In-Terre-Actif – Educational resources on responsible consumption
in-terre-actif.com/english_tools/english_tools

Frédéric Back workshops – Activity kits on the environment, responsible consumption, etc.
fredericback.com/ateliers/index2.en.shtml

Food For Thought (Elementary/Middle)
resources4rethinking.ca/en/resource/food-for-thought-elementarymiddle

Resources for Rethinking
resources4rethinking.ca

The Story of Stuff video
dailymotion.com/video/xbs7xz_story-of-stuff_lifestyle

Resources for Rethinking! Learning for a Sustainable Future
resources4rethinking.ca/en/resource/sow-the-seed

Fair Trade resource centre
fairtraderesource.org/learn-up/fair-trade-films

Shop 'til you drop
resources4rethinking.ca/en/resource/shop-til-you-drop

