

Name:

Date:

Orange Revolution — Online Simulation

Link: <http://www.tigweb.org/games/orange/>

Course: Grade 9 Geography

Unit: Canada's Global Connections



(Source: www.news.kievukraine.info)

Expectations covered: analyse local and regional factors that affect Canada's natural and human systems • report on global issues that affect Canadians • explain how natural and human systems change over time and from place to place

Introduction: When we look around the globe, we see that upheaval is everywhere. Each instance of unrest culminates in a set of outcomes, some of which are productive, some of which are the opposite. Where there is upheaval, the question of the reinforcement of human rights and human rights abuses inevitably rises. This was the case at the outset of what we now know as The Orange Revolution. It is important for Canadian students to understand that these rights are not given lightly nor should they be taken for granted.

Discussion: Begin with a general discussion about human rights. Students should familiarize themselves with the Universal Declaration of Human Rights and discuss how this affects them when they are at home and when they travel to another country. What do students know of conditions in Ukraine? Are they aware of the Orange Revolution? What do they know about it? Build a list of responses.

1) Background (before the simulation begins):

Divide the class into teams of four or five students. Using resources found on the Internet, each team reports on one aspect of the political history of Ukraine: a) life under the Soviet regime, b) life after the dissolution of the Soviet Union, c) Ukraine-Canadian connections, d) the Orange Revolution, e) aftermath of the Orange Revolution. Each team will present orally a summary of their findings. Maximum length: five minutes. Written notes should be handed in to the teacher for assessment.

2) MISSION REPORT (during simulation):

In the simulation, your job is to make decisions for two elite political candidates. Is this realistic? Why, why not?

Record your decisions here:

Yanukovich	Yushchenko



(Source: www.news.kievukraine.info)

3) Analysis (after the simulation):

Describe your choices. Were you aggressive, passive or moderate? For which candidate? Why?

What role did election observers play? Are they important, or not? Why?

What role did the Canadian government play? Was it right for Canada to get involved? Why, why not?



(Source: www.beyondintractability.org)

Did you succeed or fail in your mission? Why?

In your opinion, how does Canada compare to the Ukraine when it comes to the application of human rights? Be specific. Back up your answer.

What did you think of the simulation? What worked for you, what didn't? Provide one 'rose' and one 'thorn'.

Rose:

Thorn:

4) Additional Material:

Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic proclamation, the General Assembly called upon all Member countries to promote the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories.”

Selected articles of the Declaration:

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards another in a spirit of brotherhood.

Article 3: Everyone has the right to life, liberty and security of person.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

In all, there are 30 articles that comprise the Universal Declaration of Human Rights. With rights, however, come responsibilities:

- Understand and obey international laws;
- Participate in democratic political systems;
- Vote in elections;
- Allow others to enjoy their rights and freedoms;
- Appreciate and help preserve the world’s cultural heritage;
- Acquire knowledge and understanding of people and places around the world;
- Become stewards of the environment;
- Speak out against social injustice, discrimination and racism;
- Challenge institutional thinking when it abrogates human rights.

Source: TakingITGlobal, www.tigweb.org.