


richest and most thoughtful responses and created a text-based Web page for their class Web site. Each student also worked on a visual component—a movie poster featuring actors the student would cast in the roles of the main characters if the book was made into a film. Students also linked audio recordings of group discussion about the books. The students seemed genuinely inspired by the prospect of having their work exist in a realm beyond the walls of the school.

We did not lead our classes to “Be the Change’s” ultimate level—the level at which the students move beyond the work in school to affect real change in the local or global community. We just didn’t get that far. My personal goal this year is to further promote global citizenship at our school.

This year, the same grade eight teacher is taking her version of “Be the Change” a little further and has added a fourth book to the program:

*The Heaven Shop* (Ellis, 2004). Upon seeing the success in the first teacher’s classroom, another grade eight teacher has chosen to adopt and adapt the “Be the Change” curriculum in her own class. The school-wide focus at our school this year is “Inclusion and Exclusion,” and this teacher has chosen four books that connect to the Holocaust as a vehicle for discussing those issues on both micro and macro levels. The students are looking at the issues surrounding Hitler’s dictatorship and making connections to current global issues. They too are participating in the blogging and Web site design activities.

“Be the Change” continues to inspire me as both a teacher-librarian and a global citizen. In working with these books and collaborating with other teacher-librarians who have also engaged this curriculum, I feel the program shaping my own approach to life, my sense of social responsibility, and my feelings of success as an effective teacher-librarian. Best of all I see my students learning to become good global citizens. Change isn’t so daunting after all. ■



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