



# Creating a Democratic Classroom: Platform for Engaged Global Leaders



**THE  
NORCLIFFE  
FOUNDATION**



World Affairs  
Council  
Members and  
Supporters



Photos by Michael Scott & Tese Wintz Neighbor



## A Resource Packet for Educators

COMPILED BY:

Tese Wintz Neighbor, Laura Adriance, Amy Lutterloh, Noah Zeichner, Dave Wilton,  
Kimberly Corrigan, Justine Miley, Bob Oswald, Sarah Arndt, Shannon Rubin,  
Chris Fontana, Jessica Guiley, Abby Pioch, Emma Middleton, Jaclyn Nowak, Maggie Archbold, Ryan Hauck

January 21, 2016

# INTRODUCING GLOBAL CLASSROOM

## What is Global Classroom?

Global Classroom extends the World Affairs Council's message of global understanding to K-12 classrooms by empowering teachers with the tools, knowledge, and perspectives to engage students in global studies, cultivate 21<sup>st</sup> century skills, and foster actively engaged global citizens. Our children's lives will be defined by the world within and beyond our borders and our goal is to ensure that the education system reflects this reality. We bring the world to the classroom to ensure that our children are prepared to live, work, and play in a world of diverse cultures, histories, and economies.

Learn more about these programs by visiting <https://www.world-affairs.org/programs/global-classroom/>

- **Professional Development Workshops:** Each school year, Global Classroom organizes over ten teacher training programs on a variety of relevant international topics. Programs include guest speakers, panelists, hands-on activities, an up-to-date resource packet, dinner, and clock hours.
- **Educator Tours to Turkey:** Global Classroom selects Puget Sound area teachers to travel to Turkey every summer through the Turkish Cultural Foundation. Global Classroom also provides teachers with information about other study tour opportunities.
- **The World Educator Award:** Global Classroom seeks to recognize, support, and recruit excellent, globally-conscious educators. Each year we present the World Educator Award to one outstanding global educator.
- **World Citizen Essay Contest:** Each year the World Affairs Council hosts the World Citizen Essay Contest for 3rd through 12th graders. The goal of the contest is to spark discussions about how individuals can effect positive change in the global community



## Our 17<sup>th</sup> Annual World Citizen Essay Contest

Global Classroom is gearing up for its 2016 World Citizen Essay Contest! This year, we are partnering with Water1st International in order to tackle global concerns over water security. The World Citizen Essay Contest asks your students to grapple with most pressing needs of our time, as well as offers them the opportunity to meet inspirational thought leaders and activists, and win exciting prizes!

This year's prompt:

***Worldwide water crises are among the most critical concerns of this century. You have successfully applied for a large grant from the Gates Foundation to address a pressing global water issue. What is the main issue that you will address with the grant and why?***

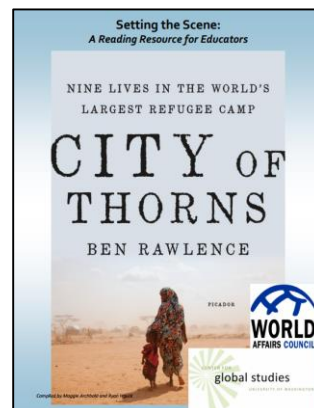
For Curricular Resources and a Getting Started Guide, visit: [world-affairs.org/essaycontest](http://world-affairs.org/essaycontest)

# GLOBAL CLASSROOM TEACHER RESOURCES

You can access our complete list of Teacher Resource Packets as free PDFs on the World Affairs Council website at: <http://www.world-affairs.org/teacher-resources/>

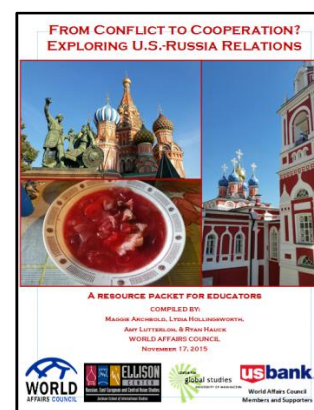
## January 13, 2016: Global Classroom Teacher Book Club, Meet the Author Ben Rawlence

Teachers in our book club are reading *City of Thorns: Nine Lives in the World's Largest Refugee Camp*, and joined author Ben Rawlence on January 13 for a conversation mediated by former Ambassador to the DRC Roger Meece. Ben offered insight into his experience as a researcher in Dadaab—the largest refugee camp in the world, and the location of his book—as well as provided ideas for ways to incorporate themes from the book in the classroom.



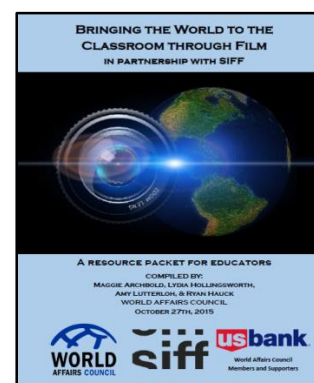
## November 17, 2015: From Conflict to Cooperation? Exploring US-Russia Relations

Educators had the opportunity to hear from Russia experts Scoot Radnitz, Jacqueline Miller, and Jill Dougherty for a timely teacher's workshop exploring historical, political, and personal relations between the US and Russia. Professor Radnitz launched the discussion with fascinating insight into the systemic factors that shape post-Soviet political systems, and put Putin's presidency and popularity into context. Miller then examined whether or not Russia is a threat to US security and ideological ideals. Dougherty then flipped the debate, and challenged educators to consider Russian perspectives on the US as a threat to the interests.



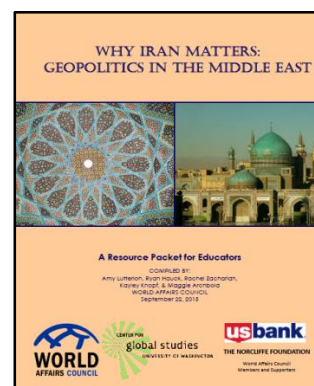
## October 27, 2015: Bringing the World to the Classroom through Film

Global Classroom hosted a special teacher's workshop in partnership with SIFF on using film and digital media in the classroom. Educational Programs Manager Dustin Kaspar and acclaimed documentary film maker Sandy Cioffi facilitated an active discussion about how to effectively employ documentary and digital resources in educational settings, as well as reflected on their own successes in using film as a medium for disseminating information and expanding narrative access across cultural boundaries. Dustin and Sandy also shared their own ideas for documentaries and films that teachers could use in their classrooms.



## September 22, 2015: Why Iran Matters-Geopolitics in the Middle East

Educators went beyond the headlines to gain understanding of Iran and its people. Professor Kristian Coates Ulrichsen highlighted Iran's geopolitical role in the Middle East and discussed the implications of the nuclear agreement between Iran and the P5+1. Next, Bookda Gheisar, director of the Mona Foundation, helped us understand the culture and society of Iran and challenged some common misconceptions Americans may have about this complex country. We cover everything from Iran's political actors to nuclear technology and women's issues.





# GLOBAL CLASSROOM TEACHER RESOURCES

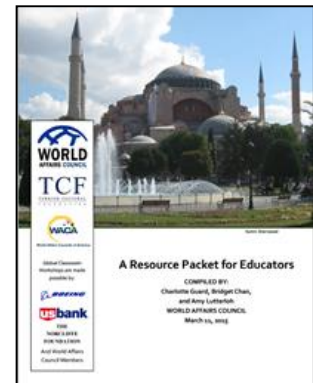
## **April 28, 2015: Exploring US-Latin America Relations**

Educators gathered at Seattle Academy to explore US-Latin America relations. Professor Marc McLeod, Director of Latin America Studies at Seattle University, gave a brief history of US-Cuba relations, then explained the political, economic, and social implications of the recent renewing of diplomatic ties. Next we heard from returned Peace Corps volunteers who had recently served in various Latin American countries. Rachel described daily life in rural Costa Rica, and Dina shared her cultural experience in Paraguay.



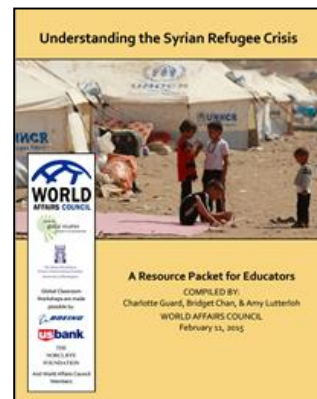
## **March 11, 2015: Debunking the Myths of Teaching About Turkey**

Turkey has played an important role throughout history and remains a pivotal country in shaping our world today. On March 11, educators enjoyed Turkish cuisine as they heard from Yasemin Alptekin, PhD, Executive Director of the American-Turkish Academy of Washington. Yasemin addressed how Turkey's crucial geopolitical place in the world and its political and social facts in history and the present bear global significance and interconnectedness to the U.S. Then six teachers who participated in the 2014 summer study tour to Turkey presented their lessons gleaned from travel and how teacher travel experiences are important in bringing a global perspective into the classroom. Finally, educators met a local whirling dervish group, the Mevlevi Order of America, and learned about the traditional whirling ceremony.



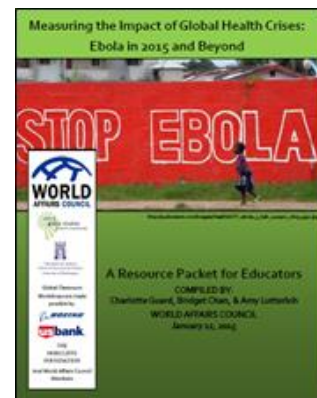
## **February 11, 2015: Understanding the Syrian Refugee Crisis**

Global Classroom hosted UW Professor of International Studies, Dr. Kathie Friedman Kasaba, and humanitarian and founder of Salaam Cultural Museum, Rita Zawaideh to discuss the current challenges facing Syrian refugees. Dr. Friedman Kasaba addressed the gaps in protection for forced migrants including employment opportunities and lack of access to social services. Then Rita shared her on the ground experience on the Syria-Jordan border. Finally, Global Citizenship Fellow Sylvia Stellmacher shared TeachUNICEF's resources for teaching about Syria and described how these Common Core-aligned resources can be used to bring this topic into the classroom.



## **January 22, 2015: Measuring the Impact of Global Health Crises: Ebola in 2015 and Beyond**

Educators joined Global Classroom to examine the impact of the Ebola epidemic on West Africa's public health, education, and economy. Dr. Matthew Sparke, Professor of Global Health at the University of Washington, introduced teachers to current global health trends and how these trends relate to globalization. Next, a panel discussion addressed the future implications of the Ebola epidemic. Our panelists included Dr. Ann Marie Kimball, MD, MPH, FACPM, Physician and Epidemiologist, Dr. David Townes, MD, MPH, DTM&H, Professor of Emergency Medicine; Eric Williams, MPH, Director of Williamsworks; and Philip Eckoff, PhD, Principal Investigator at Intellectual Ventures.



# GLOBAL CLASSROOM TEACHER RESOURCES

---

## TEACHER TRAVEL RESOURCES

### **World Affairs Council Educator Tours to Turkey \*Applications open soon!**

<https://www.world-affairs.org/programs/global-classroom/educator-tours-turkey/>

Interested in an almost-all expenses paid two week study tour in Turkey? Global Classroom is partnering with the Turkish Cultural Foundation for the 10<sup>th</sup> year in a row, in order to send a cohort of Washington teachers to Turkey for two weeks this summer! Check our website; applications will be opening soon!

Visit TCF's educator portal to learn more about the trip: <http://turkishculturalfoundation.org/education/>

### **Teachers for Global Classrooms Program (TGC)**

<http://www.irex.org/project/teachers-global-classrooms-program-tgc>

The Teachers for Global Classrooms (TGC) Program provides a professional development opportunity for middle and high school teachers from the United States to participate in a program aimed at globalizing teaching and learning in their classrooms.

### **Teacher Travel/ Study Abroad Opportunities**

<https://www.world-affairs.org/programs/global-classroom/teacher-travel-opportunities/>

Interested in learning more about fully-funded travel programs? The link above offers a full list of study abroad opportunities for teachers featuring a variety of different locations.

Find more teacher (and student) travel opportunities by downloading this packet:

*The Value of Thoughtful Travel featuring Rick Steves*

[https://www.world-affairs.org/?attachment\\_id=7280](https://www.world-affairs.org/?attachment_id=7280).

### **Global Classroom Resources from World Affairs Council**

<http://www.world-affairs.org/teacher-resources/>.

Large collection of professional development and curriculum resources available from Global Classroom.

### **Frontline (PBS) Teacher Center (and more)**

<http://www.pbs.org/wgbh/pages/frontline/teach/>.

A collection of lesson plans and activities to accompany "Frontline" documentaries in the classroom.

### **United Nations Cyberschoolbus**

<http://cyberschoolbus.un.org/>.

Global teaching and learning projects.

### **Bluescreen, Global Film Initiative**

<http://www.globalfilm.org/bluescreen/index.htm>.

Free screenings of Global Lens films for students across the United States and Canada.

### **Rick Steves for Teachers:**

#### **Resources for International Education**

<http://www.ricksteves.com/teachers/introduction.htm>.

A special initiative to help inspire, prepare and equip educators and students alike to have meaningful international experiences (both in the classroom and on the road). Teachers can receive a discount on select Rick Steves books.

# GLOBAL CLASSROOM TEACHER RESOURCES

---

## USA for UNHCR Teachers Corner

[http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4803793/k.89B4/Lesson\\_Plans.htm](http://www.unrefugees.org/site/c.lfIQKSOWFqG/b.4803793/k.89B4/Lesson_Plans.htm)

Education is one of the four pillars of UN Refugee Agency's Public Awareness work. Teacher's Corner offers ideas for lesson plans and integrating refugee issues into the classroom as well as a wide range of educational resources.

## Teacher Tube

<http://www.teachertube.com/>.

Access short videos made by teachers and/or students for use in your classroom.

## Smithsonian Education –Lesson Plans

[http://smithsonianeducation.org/educators/lesson\\_plans/history\\_culture.html](http://smithsonianeducation.org/educators/lesson_plans/history_culture.html).

The "History and Culture" section includes issues relevant to current events as well as world cultures.

## Starter Kits for International Collaborative Projects

[http://internationaledwa.org/starter\\_kit/default.htm](http://internationaledwa.org/starter_kit/default.htm).

From the Washington State Coalition for International Education, these kits provide the resources to help you imagine and implement an online exchange integrating a curricular topic with one of the International Education and Resource Network ([www.iearn.org](http://www.iearn.org)) collaborative projects.

## National Peace Corps Association—Education

<http://www.peacecorpsconnect.org/resources/education/>.

We help educators, parents, current and returned Peace Corps Volunteers, and other interested citizens find the resources, networking, and support they need to bring a global perspective into classrooms and communities. By providing educational resources, our goal is to promote students' knowledge of, understanding of, and respect for the people, cultures and nations of the world. Resources available to you as one of our Education subscribers include a quarterly newsletter and a weekly email newsletter.

## CONNECTING YOUR CLASSROOM GLOBALLY

### Books as Bridges

<http://www.intlbookproject.org/books/index.php>.

Books as Bridges began as a pen pal program for students in Central Kentucky, but is expanding to include the rest of the United States using videoconferencing tools such as Skype. Your U.S. classroom is linked to a classroom abroad, and communication is exchanged via e-mails, letters, and packages of books and cultural artifacts. As part of the program, the classroom abroad receives books from the International Book Project.



### The Center for Innovation in Engineering and Science Education

<http://www.ciese.org/collabproj.html>.

An Internet pioneer, CIESE received one of the nation's first grants in 1993 to explore Internet use in K-12 science and mathematics education. Since then, teachers and students worldwide have benefited from CIESE online projects. CIESE curriculum projects use 'real-time' data from government and commercial databases; engage students in telecollaborative projects using 'pooled' data from shared, Web-based databases; involve student publishing on the Web; and provide access to unique and primary source information.

[http://clark-peterek.typepad.com/clarkpeterek/primary\\_project/](http://clark-peterek.typepad.com/clarkpeterek/primary_project/)

# GLOBAL CLASSROOM TEACHER RESOURCES

---

## Challenge 20/20

<http://www.nais.org/Articles/Pages/Challenge-20-20-Program-Details.aspx>.

Challenge 20/20 is based on Jean Francois Rischard's book *High Noon: 20 Global Problems, 20 Years to Solve Them*. In the book, he articulates 20 global problems from which your team(s) will choose a global problem to work on identifying and proposing local solutions. This is an Internet-based program that pairs classes at any grade level (K-12) from schools in the U.S. with their counterpart classes in schools in other countries; together the teams (of two or three schools) tackle real global problems to find solutions that can be implemented at the local level and in their own communities. Schools do not have to be NAIS members to participate.

## Darfur Dream Team Sister Schools Program

<http://www.darfurdreamteam.org>.

The Darfur Sister Schools Program connects American middle schools, high schools, and universities with students in Darfuri Refugee camps. Several NBA players have already signed on to this initiative by pledging financial support and/or dedicating time to working directly with U.S. sister schools. You can easily sign up today and begin participating in the Sister Schools Program. Once you sign up, the Darfur Dream Team will contact you. As a sister school, you will be able to make a lasting connection to Darfuri students by communicating through letters, pictures, care packages, and eventually video blogs.

## ePals

<http://www.epals.com/>.

ePals is a global community of collaborative learners, teachers, and academic experts in 200 countries and territories. EPals provides connections to students, classes, and school districts worldwide that are safe and secure. It is the safe and protected solution for linking classes, schools, and school districts globally via ePals SchoolMail™, ePals SchoolBlog™, and Classroom Match.



## Flat Classroom Project and A Week in the Life

<http://aweekinthelife.flatclassroomproject.org/>

The Flat Classroom™ Project is a global collaborative project that joins together middle and high school students. This project is part of the emerging trend in internationally-aware schools to embrace a holistic and constructivist educational approach to work collaboratively with others around the world in order to create students who are competitive and globally-minded. Four mandatory components for students include an audio or video introduction, a written collaborative report using a wiki, a personal multimedia response (digital story/video), and a post project reflection. The project is run three times each year starting in September, January, and March.

## Global Virtual Classroom

<http://www.virtualclassroom.org/>.

The Global Virtual Classroom People Exchanging Perspectives Clubhouse is a multi-national, on-line cooperation activity for students from 6 to 18 years old. Using Internet technologies to communicate, participating schools can do something as simple as exchanging electronic postcards or as complex as building a website or other projects on-line together. PEP partners will be matched with the aim of achieving cultural diversity of the participants, with individual preferences for matches given consideration wherever possible. K-12 classrooms of any subject are eligible to participate in this program. Free GVC Clubhouse facilities include secure, private discussion forums and web server space if needed. The GVC Clubhouse will be open year-round for maximum flexibility.

*Creating a Democratic Classroom: Platform for Engaged Global Leaders*  
January 21, 2016

# GLOBAL CLASSROOM TEACHER RESOURCES

---

## iEARN

<http://iearn.org>.

There are over 150 projects in iEARN all designed and facilitated by teachers and students to fit their curriculum and classroom needs and schedules. To join, participants select an online project and look at how they can integrate it into their classroom. With the project selected, teachers and students enter online forum spaces to meet one another and get involved in ongoing projects with classrooms around the world.

iEARN has a special directory of project plans aligned to the Common Core Standards for easier adoption into the classroom, which you can find here:

<http://us.iearn.org/projects/curriculum-integration-toolkit>.

## OneWorld Classrooms

<http://www.ccph.com/>

OneWorld Classrooms is a nonprofit organization that builds bridges of learning between the classrooms of the world. OneWorld Classrooms offers free online travel and a variety of opportunities for K-12 classrooms to interact with overseas partners. Within the framework of their school curricula, OneWorld Classrooms teachers tap the uniquely connective powers of the arts and technology to provide opportunities for global exploration and cross-cultural communication in their classrooms. In doing so, they prepare their students to be active, contributing members of the global community. OneWorld Classrooms creates dynamic learning experiences through which students value themselves and their own culture, recognize the similarities between cultures that make all people a human family, and respect and appreciate the differences that make each culture unique.



### Amazon Rainforest School Project

Students travel electronically with our team to the Amazon Rain Forest and interact with students who live there! The project is aligned with EdStep's Global Competence Matrix and includes curriculum connections in science, technology, social studies, math, language arts/poetry, art, music, and Spanish. (*OneWorld Classrooms*)

## Face to Faith

<http://www.tonyblairfaithfoundation.org/projects/facetofaith>

Face to Faith is the Tony Blair Faith Foundation's innovative schools program for 12-17 year olds, which is active in 19 countries and growing. Face to Faith connects students worldwide via a secure website where they interact. The program features facilitated videoconferences where students discuss global issues from a variety of faith and belief perspectives. Through Face to Faith, students gain the dialogue skills required to prevent conflict by breaking down religious and cultural stereotypes.



## Online Model United Nations

<http://onlinemodelunitednations.org/>.

Online Model United Nations (O-MUN) is a not-for-profit project by the Global Leadership Center at UT Austin. It is made possible through provisions of OrgSync, Inc. and LearnCentral by Blackboard Inc. O-MUN believes in democratizing the availability of the Model United Nations experience, to engage all high school students in the

*Creating a Democratic Classroom: Platform for Engaged Global Leaders*  
January 21, 2016



# GLOBAL CLASSROOM TEACHER RESOURCES

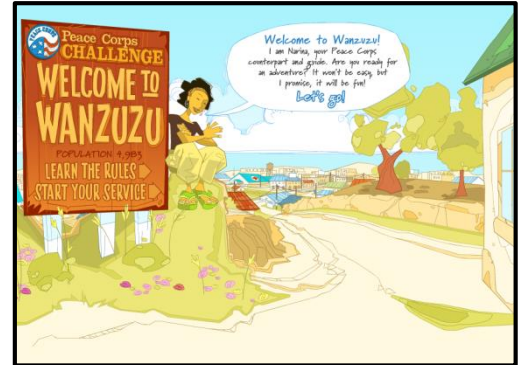
---

collaborative process of problem solving and consensus building, and to foster leadership and positive engagement through the discussion and debate of the world's most pressing problems. The services are and will be provided for free. Once you have signed in to O-MUN, you can register for upcoming debates. Check out the calendar or the list of upcoming debates on the sidebar. Registration opens approximately two weeks prior to the actual debate.

## **PeaceCorps Coverdell World Wise Schools**

<http://www.peacecorps.gov/wws/about/>.

The World Wise Schools program is designed to broaden perspectives in culture and geography and to encourage service. There are many resources for teachers through the program. There is the Correspondence Match program that puts you and your class in touch with a currently serving Peace Corps Volunteer, and the Speaker's Match program which brings a former Peace Corps Volunteer to your class. There are innumerable lessons about cultures and countries worldwide. You'll find free cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers, and more.



<http://www.peacecorps.gov/kids/>

## **Project PeacePal**

<http://www.peacepal.org/about-peacepal/about-us.html>

PeacePal is a letter writing program for both teachers and students. For teachers, PeacePal offers a newly revised Common Core standards-based literacy and peace skills curriculum that develops students' abilities to communicate ideas, resolve conflicts and become leaders for peace. For students, PeacePal provides an opportunity to directly connect with a peer in a country across the globe. PeacePal letters provide a door through which students can step into another individual's world. PeacePal prepares youth to be more effective members of society by cultivating essential skills such as enhanced literacy, communication, critical thinking, confidence, conflict management, and intercultural understanding.

## **Skoolaborate**

<http://www.skoolaborate.com>.

Skoolaborate is a global initiative that uses a blend of technologies including blogs, online learning, wikis, and 'virtual worlds' to transform learning. We aim to use these tools to provide engaging collaborative learning experiences for students aged between 13 and 18 years of age. Students from schools around the world are invited to participate.

## ***How to Connect Your Students Globally, Kim Cofino (October, 2009)***

<http://kimcofino.com/blog/2009/10/04/how-to-connect-your-students-globally/>.

Provides links to existing programs and resources that can be used to build a new global classroom project. The author draws from personal experience and features a comment section where readers add input and ideas.

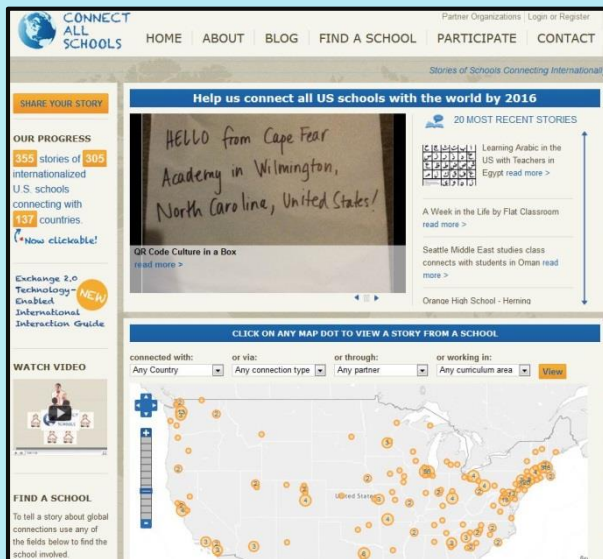
## ***Educating for Global Competence: Preparing Our Youth to Engage the World, Veronica Boix Mansilla and Anthony Jackson***

[http://pglstore.asiasociety.org/product\\_p/978-1-936123-09-4.htm](http://pglstore.asiasociety.org/product_p/978-1-936123-09-4.htm).

Free download from the Asia Society. This book makes the case for a more globally focused K-12 education system and defines the term global competence. It explores how young people view their role as competent workers and citizens as well as how practitioners can develop global competence through the study of world issues.

# GLOBAL CLASSROOM TEACHER RESOURCES

## Connect All Schools



Visit [www.ConnectAllSchools.org](http://www.ConnectAllSchools.org) to browse stories posted by educators about how they have globalized their classrooms. Search by country or by locations in the US. Add your own story with text and pictures. Be inspired to help connect every school in the US with the world by 2016!

Also at [www.ConnectAllSchools.org](http://www.ConnectAllSchools.org), find the "Exchange 2.0: Technology-Enabled International Interaction Guide," which is full of helpful suggestions, examples of projects in a variety of content areas including science, math, music, and more.

## Skype in the Classroom

<http://education.skype.com/>.

Skype in the Classroom provides a directory for educators to find partners in the US or overseas for collaborative projects and exchange of ideas and best practices. Interactions are then conducted via videoconferencing (Skype). There are currently over 17,000 teachers and over 960 projects listed. Teachers create profiles and then post projects or respond to existing projects. Teacher and project directories are both searchable by age range, language, country, and category.

# GLOBAL LEADERSHIP

## In the Classroom



### WHAT IS GLOBAL LEADERSHIP?

Global Leadership is both a methodology and a course designed to empower and engage high school students through developing leadership skills through service learning.

- Teachers and students become agents of change.
- True democracy in decision-making is practiced through weekly class meetings and group grading systems.
- Students draw from their work to teach an adopted classroom of elementary students through the “adopt-a-school” component.
- Solution-driven Facing the Future curriculum challenges students to think critically about relevant global issues.

### WHY IS GLOBAL LEADERSHIP ESSENTIAL NOW?

- *Global Leadership* directly addresses the 21<sup>st</sup> century skills that students must develop in order to participate in a global society—critical thinking, communication, collaboration, and creativity.
- In a *Global Leadership* classroom, students learn about their own role in global society and, through collaborative exploration, they devise solutions and take action on issues they deem relevant.
- In *Global Leadership* students enter as learners and emerge as communicators, problem solvers, and collaborators.

### HOW DO I APPLY GLOBAL LEADERSHIP IN MY CLASSROOM?

Every teacher can start applying Global Leadership philosophy in their classroom by learning about it in these easy ways:

1. Attend the one-day “Exploring Global Issues: Building a Democratic Class-room” workshop and walk away with practical tools.
2. Invest further in training and support to build your skills and adopt the methodology for a fully functioning Global Leadership classroom.
3. Explore additional learning and travel opportunities with Global Visionaries.

### WHO IS GLOBAL VISIONARIES?

GLOBAL VISIONARIES is a youth-led organization that empowers young people to become global leaders in creating a just and sustainable future.

GLOBAL VISIONARIES offers an after school Leadership Program which includes a cultural immersion experience in Guatemala.



# GLOBAL LEADERSHIP

## Building a Democratic Classroom

### TEACHING GLOBAL LEADERSHIP

As a teacher leader of Global Leadership (GL), you want to *talk as little as possible*. You facilitate collaborative group and leadership skill building. It is the job of the GL learning community to recognize their role and responsibility to problem solve and take action on issues that affect the GL community and, by extension, our global society. The following 7 sections will provide you an introduction to the philosophy, the features and a glance into the driving methodology of the GL classroom.

### COMMUNITY AS CONTENT

Establishing the learning community is the first goal of a teacher leader of Global Leadership. The GL classroom is grounded in **Popular Education** philosophy where a high degree of active participation is expected from all. The teacher leader and the youth leaders work together. **Everyone teaches and everyone learns!** Youth leaders make decisions about what they learn, about how the learning process will take place. They practice the skills and strategies that build community: team building activities, discussion strategies, class meetings and group projects. The experience in the classroom serves each learner as (s)he takes the step to civic action into the global community. Furthermore, working toward eliminating racism, classism, sexism and other forms of oppression is a core component of the GL curriculum. For this reason, teacher leaders of the course are encouraged to take an **anti-oppression** course or workshop such as, but not limited to, the Pro Justice Workshop offered through *Global Visionaries* (see insert).

#### The First Day in the Life of a GL Community

Starting on the first day of class, youth leaders begin to develop a sense of trust and familiarity in the classroom. They practice accountability, not just for themselves and their own learning, but also for other youth leaders' educational experiences as they work together towards a common goal.

**Activity #1: Powerful Introductions** The powerful introduction is both a community builder and a leadership skill. Just as leaders motivate others with words at meetings, conferences, on the phone, before the media - GL youth leaders practice using their voice. Youth leaders give a powerful introduction of themselves that goes beyond name and age. They state their full name and then five sentences stating how and what makes them proud, i.e.

*What do they want their classmates to know about them: a moment, hobbies, or interests? What might they want to share about their family or home life? Done right, these introductions are a powerful moment!*

*Creating a Democratic Classroom: Platform for Engaged Global Leaders  
January 21, 2016*

**Popular Education**, conceived by Brazilian educator and political philosopher Paulo Freire, is the education in popular movements such as democratic social movements against oppression and violence and for sustainability, human rights, justice and peace. It aims to empower youth leaders to take control of their learning. It is a departure from the traditional "banking model" of education where the content "expert" deposits information into the heads or minds of the learner.

**The GV Circle:** Youth leaders stand shoulder to shoulder in a circle. Everyone crosses arms and holds hands with the person next to them. This is an excellent, quick way to form a clean circle. Youth leaders release hands in a perfect circle.



# COOPERATION VS. COMPETITION

GL youth leaders learn to be accountable and take responsibility for the successes of their classmates and their classroom community. The **Group Grade** motivates the youth leaders to *“Make sure everybody gets it!”* For example, periodically two youth leaders may be selected to take a quiz, and that score is given to everyone. The youth leaders come to see the broader impact of their efforts and their sense of responsibility to their classmates and community is reinforced.

## Activity #2: Name Games and the Group Grade

During the first week of the course, youth leaders participate in a variety of name games and other community-building icebreakers. Icebreakers can help youth leaders get to know one another and feel a sense of connectedness with and accountability to one another.

**Name Game:** Have youth leaders set up in “The Clock” formation and share their name and 2 other things about their name, for example:

- What is your name?
- Why did your family choose that name?
- Do you know if it means anything?
- If you could choose any name in the world, what would you name yourself and why?
- If you were named after someone, who was it and what is that person’s significance?
- Do you like your name? Why or why not?

“The Clock”- Half the class forms a circle on the inside facing out and the other half forms a circle by standing one youth leader to one youth leader facing in.

**Quiz:** Once youth leaders have shared with everyone, pair up and have partners introduce each other by sharing the 3 pieces of information with the group. Let those in the circle help prompt the youth leader for the correct answer if needed.

1. When introducing the **Group Grade**, it is important to set the youth leaders up for success.
2. First, establish the criteria that will be used to evaluate them. In this case, the youth leaders will be evaluated on their ability to know the name and two additional things about 3 youth leaders in the class.
3. Next, conduct a practice quiz for the whole class, using rapid-fire question and answer (the Rassias Method), around the circle. Implore youth leaders to deliver instantaneous responses. The goal is for youth leaders to give their best response INSTANTLY, without thinking. REACT! Thank them ahead of time for their mistakes and wrong answers; these are expected and are part of the process.
4. Allow the youth leaders to help each other. You are looking for signs of an increased confidence in mastery. Be sure you are choosing each youth leader - return to those who answer incorrectly and give them the chance to be right and, on occasion, request a whole group right response in chorus.
5. Continue quizzing until you feel 100% success is guaranteed.
6. Finally, have two youth leaders share the name and 2 things they learned about 3 people (other than their partners) and their names in class today. Give the entire class the same grade for the performance of these 2 youth leaders.

That is the **Group Grade**. When done well you will find youth leaders listening more attentively, supporting one another more actively and invested and contributing to the community more passionately.

## GROUP DISCUSSION

Skills and strategies for effective classroom discussions are explicitly taught as essential to leadership and global participation. It is an opportunity for youth leaders to think critically about the content they are presented, “try on” a position and develop the most effective strategies for communicating in a group. Strategies include:

**“Stand up if you agree”:** This prompt from a teacher leader incites youth leaders to put their whole body in it and maximizes active engagement.

**Step up/Step Back:** Youth leaders know they are expected to express themselves verbally and participate in class conversations almost daily. Therefore, if they don’t contribute to the class discussion today, they should be prepared to step up and contribute to the next discussion. If they contribute today, they should think about stepping back and be less vocal in the next discussion.

**“I” Statements:** Speak for yourself! Youth leaders are held to speak from their own life experience. No stating opinion as fact, and no hypotheses about other people’s ideas, “I think they feel...”

**Continuum of Opinion:** This is a great Group Discussion starter. Here, the teacher leader marks off continuum in the classroom from “Very Much Agree”, (one end of the room), to “Very Much Disagree”, (the other end of the room). (S)he throws out an opinion about an issue, (i.e. “Students with disabilities should be placed in self-contained classrooms separate from more capable students”), and directs students to place themselves in a spot that represents their position on the subject.

**Paraphrase-React:** Similar to the rapid-fire quiz technique, teacher leaders should periodically challenge a youth leader to paraphrase what has just been said by another youth leader.

**Never repeat for a youth leader:** In a discussion, resist the temptation to repeat or paraphrase what a youth leader has said. This puts you back in the center of the discussion where you don’t want to be. If an idea needs repeating, use the **Paraphrase-React** strategy.

**Active Listening, No Bent Elbows, and “do that thing”:** An expectation for both teacher leader and youth leaders is the practice of **active and deep listening**. In GL, listeners attend to the essence of what the speaker is trying to communicate. They process it then use it to move forward. The goal is to listen without judgment, allowing all participants the space to voice their opinions and inquiries. Intentional contributions and full engagement are demonstrated with a reminder of **“No bent elbows”**. When prompting youth leaders to prepare for discussion, they **“do that thing”** which is knees facing one another, and eye-to-eye contact. This is all part of the expectation of full participation and active listening.

**Class Debate:** Youth leaders are expected to **STAND, STEP FORWARD, PAUSE** and **SPEAK** loudly and clearly when expressing ideas and opinions. Debates and discussion are key components to the Global Leadership Class. They force youth leaders to identify their own opinions and beliefs on an issue, articulate those ideas and defend them. They also are compelled to practice listening to what their peers are saying and respond to them in a respectful, articulate way. The Global Leadership Class uses a “stacking” method for debates where the moderator of the discussion or debate keeps track of the order in which youth leaders will speak.

## PARTICIPATORY DEMOCRACY

GL youth leaders use creative problem solving and experience the power of the democratic process in the weekly **class meetings**. In class meetings, youth leaders lead and participate in reflecting upon the groups' successes and apply strategies to effectively resolve concerns or disputes affecting the community.

## ACCOUNTABILITY (WITH FREEDOM COMES RESPONSIBILITY)

Youth leaders develop ownership over their experience in Global Leadership and grow to realize that (s)he is accountable to the rest of the class community by holding a **class job**. Therefore, in the first class meeting, each youth leader receives at least one class job. Youth leaders carry out their job independently without reminders and any issues are dealt as an agenda item in the class meeting. Jobs are graded via youth leaders' self-assessment.

## COLLABORATIVE LEADERSHIP

Youth leaders in GL develop public speaking, presentation and project development skills daily, which culminate in the **Adopt A School** project. GL youth leaders collaborate creatively to share the social and environmental justice issues they have learned in class with elementary age children. The GL class is divided into groups that work together throughout the semester for AAS. They determine the most effective way to present the information then design and implement their lesson plans to their adopted elementary classroom in a series of visits, usually at the end of each content unit covered. It is leadership in action!

## GLOBAL CITIZENSHIP/CIVIC ACTION

Community involvement provides youth leaders with a hands-on way to take action and see the real effects of their efforts. GL youth leaders are expected to execute a civic action project, most commonly in the form of a collaborative group project. Youth leaders envision and execute community action by creating an **Action Plan** for the class community. When people are given the opportunity to take authentic civic action they are significantly more likely to raise the bar for excellence, apply principles from their learning to new situations, and develop a greater awareness of global concerns.



## FURTHER TOOLS FOR SUCCESS

### Content Tools:

**Media Literacy** is integrated in all GL units in order to build awareness of media's impact regarding race and ethnicity, religion, sexual orientation, class, and gender.

**Facing the Future** curriculum is among the content used for the purpose of exploring global issues in class discussions, class debates, and as background information for the Civic Action and Adopt a School projects.

### Assessment Tools:

**Journals-** An evaluation tool for teacher leaders and gives to voice quieter youth leaders' opinion and ideas. It allows youth leaders to focus on key ideas or concepts within the unit the class is examining. It also provides important practice for youth leaders to become increasingly comfortable expressing their thoughts and ideas in writing.

**Portfolio-** Portfolios are an effective means of assessment in a Global Leadership classroom. The assessment tool provides for self-reflection and the development of metacognitive skills that are critical to effective leadership.

**PLEASE VISIT [WWW.GLOBAL-VISIONARIES.ORG](http://WWW.GLOBAL-VISIONARIES.ORG) FOR GLOBAL LEADERSHIP CLASS RESOURCES.**







## Next Steps...

1. Try Global Leadership strategies and Facing the Future lessons in your classroom.
2. Find dozens of free and low-cost curricular resources, lesson plans, activities and service-learning ideas, as well as professional development, learning and coaching services at Facing The Future:  
[www.facingthefuture.org](http://www.facingthefuture.org)
3. Visit World Affairs Council's [Global Classroom](http://www.world-affairs.org/teacher-resources/) page for great global teaching resources: [https://www.world-affairs.org/teacher-resources/](http://www.world-affairs.org/teacher-resources/).
4. Get involved with Global Visionaries after-school leadership program as a mentor or trip leader. Contact [programs@global-visionaries.org](mailto:programs@global-visionaries.org)
5. Become a World Affairs Council partner school. Email [gcstaff@world-affairs.org](mailto:gcstaff@world-affairs.org) to find out more.
6. Get your students involved in the 2016 World Citizen Essay Contest! Learn more at: <https://www.world-affairs.org/programs/global-classroom/world-citizen-essay-contest/>