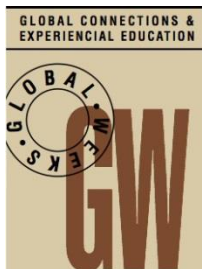




# Exploring Global Issues Building a Democratic Classroom



COLLEGE OF  
EDUCATION



Photos by Michael Scott and Tese Neighbor

## A Resource Packet for Educators

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# EXPLORING GLOBAL ISSUES BUILDING A DEMOCRATIC CLASSROOM

## Table of Contents

<b>Introducing Global Classroom, World Affairs Council.....</b>	<b>2</b>
Global Classroom Teacher Resources.....	3
Teacher Travel Resources.....	5
Websites for Young Adults Interested in Global Issues.....	7
Connecting Your Classroom Globally.....	9
Best of Interactive Web Activities for All Ages.....	16
Local Environmental Resources.....	17
<b>Global Visionaries.....</b>	<b>20</b>
Global Leadership in the Classroom.....	20
Global Leadership: Building a Democratic Classroom.....	21
Global Leadership: Next Steps.....	26
<b>Facing the Future.....</b>	<b>see accompanying documents</b>
Excerpts from <i>Exploring Global Issues</i> Student Textbook	
Chapter 1: Global Issues	
Chapter 1: Teachers' Guide	
Chapter 2: Intro to Sustainability	
Chapter 2: Teachers' Guide	



### USING THIS RESOURCE GUIDE

Please note: Many of these descriptions were excerpted directly from the source website.

# INTRODUCING GLOBAL CLASSROOM

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## Global Classroom Programs

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:** 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.
- **Teacher Leaders for Online Exchange (TLOE):** The TLOE project is intended to increase the number of classrooms in Washington State that are engaged in online (or paper-based) exchanges, connections, or collaborations with classrooms in other countries. TLOE provides an opportunity for teachers to take on leadership roles by sharing information and resources with other teachers.
- **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.
- **The Global Youth Leadership Initiative (GYLI):** The Global Youth Leadership Initiative is a year-long program designed to encourage and assist high school students in learning about current global issues while developing leadership skills. Participants create plans to raise awareness about global issues at their high schools and receive support implementing their plans throughout the school year.
- **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.
- **The Global Education and Engagement (GLEE) Project:** The World Affairs Council, in partnership with Three Chairs for Refugees and the Kent School District, has launched a leadership program for refugee teens attending public school in Kent, Washington. The "GLEE" project aims to equip refugee youth with the knowledge, skills, and social-cultural capacities to act as emerging leaders in our increasingly global society.



# GLOBAL CLASSROOM TEACHER RESOURCES

Explore our most up-to-date educational resources below. You can access our complete list of Teacher Resource Packets as free, downloadable PDFs on the World Affairs Council website at <https://www.world-affairs.org/teacher-resources/>.

## Syria on our Minds and in our Classrooms

October 16, 2013

[https://www.world-affairs.org/?attachment\\_id=6787](https://www.world-affairs.org/?attachment_id=6787).

What do students need to know about Syria today? Rita Zawaideh, who just returned from the Syria-Jordan border, shared her experiences working with a team of U.S. doctors and local volunteers distributing medical supplies and care to Syrian refugees. Next, teachers heard from a panel of Syria experts including Resat Kasaba (UW Jackson School), Cassandra Nelson (Mercy Corps), and Cengiz Candar (Turkish journalist). They discussed the crisis in Syria from historical, political, and humanitarian perspectives.



## Challenges and Opportunities Facing Myanmar/Burma Today

November 20, 2013

[https://www.world-affairs.org/?attachment\\_id=6053](https://www.world-affairs.org/?attachment_id=6053).

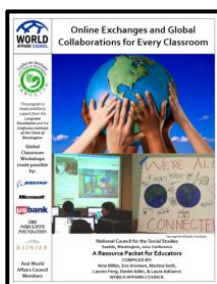
With China's rapid economic development since Mao's death in 1976, China has become an increasingly complex and dynamic society. How can we integrate China into our teaching and situate China in a global context? How do we support students to read behind the headlines, break down stereotypes and misconceptions, and distinguish between fact and opinion? How can we explore global themes such as sustainability using China as an example? Over 75 teachers from around the country attended this session.

## Face to Face with Race: Are We So Different?

December 2, 2013

[https://www.world-affairs.org/?attachment\\_id=6039](https://www.world-affairs.org/?attachment_id=6039).

In collaboration with the Pacific Science Center and the City of Seattle Race and Social Justice Initiative, GC hosted a special evening for teachers in collaboration with the RACE exhibit. After contemplating their early experiences of race, educators explored the exhibit focusing on three main themes: the everyday experience of race, the history of the idea of race in the United States, and the science that is challenging some commonly held ideas about race. During a post-exhibit workshop, teachers re-examined their own understandings of the concept of race and discussed how race impacts people on an individual, institutional, and structural level. Finally, they described ways that they could impact their classroom and school with regard to the issue of individual and institutional racism.



## Guess Who's Coming to Your Classroom? Online Exchanges and Global Collaborations for Every Classroom

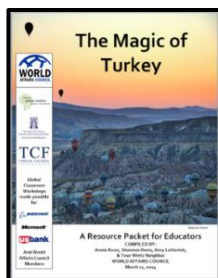
February 4, 2014

[https://www.world-affairs.org/?attachment\\_id=7162](https://www.world-affairs.org/?attachment_id=7162).

With recent advances in technology, teachers now have a wide variety of options for creating global classroom connections. Many different programs and organizations offer various levels of structure and support to help you and your students communicate or collaborate with students in another country. In addition to structured programs, there are online communities that allow teachers to find one

# GLOBAL CLASSROOM TEACHER RESOURCES

another via discussion groups or announcements that resemble classified ads, and then create their own “do it yourself” connections. K-12 teachers from across the country participated in this informative and interactive session.



## The Magic of Turkey

March 11, 2014

[https://www.world-affairs.org/?attachment\\_id=6747](https://www.world-affairs.org/?attachment_id=6747).

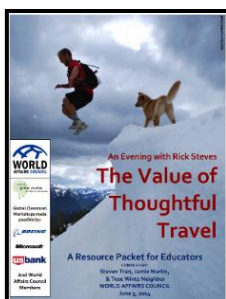
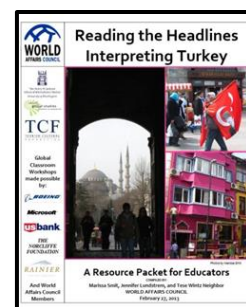
Despite making the headlines daily, modern Turkey with all of its richness and complexity – as well as Turkey’s centuries-old history and cultural traditions – is often unknown to Americans. On March 11th, 2013 puppeteer Craig Jacobson introduced Puget Sound educators to the Karagöz tradition of shadow puppets. Karagöz and Hadjivat, famous comic folk heroes from the Ottoman Empire, served as “living newspapers” as puppeteers brought their stories alive. This artistic form of drama and social commentary was popular for centuries in coffee and tea houses all across the empire. Even today Karagöz and Hadjivat maintain a strong role in the lives of Turks and other Middle Eastern cultures where they can be found on television and at Ramadan festivals.

## Understanding Ukraine

April 22, 2014

[https://www.world-affairs.org/?attachment\\_id=7022](https://www.world-affairs.org/?attachment_id=7022).

Global Classroom; Ellison Center for Russian, East European, & Central Asian Studies; and the Center for Global Studies hosted a special event for educators interested in understanding the current crisis in Ukraine and adapting existing material in the media for use in the classroom. Our keynote speaker, University of Washington Professor of History and International Studies Glennys Young gave an overview of the history of Ukraine with emphasis on their connection to today’s crisis in Ukraine. She discussed not only important developments in Ukraine’s past, but also how Ukraine is economically and strategically important to Russia today. Following Professor Young’s presentation, Christi Anne Hofland helped us “chart the crisis” that began with the emergence of protests against the Yanukovich government in November 2013. Hofland, who is currently a graduate student at the University of Washington’s Ellison Center for Russian, East European, and Central Asian Studies, worked as an instructor at the Ukrainian Catholic University and, prior to that, received a year-long Fulbright Fellowship to work in Odessa, Ukraine



## Travel as an Educational Act featuring Rick Steves

June 5, 2014

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

The World Affairs Council was thrilled to have travel TV host and author Rick Steves as our keynote speaker for our 15<sup>th</sup> annual essay contest award ceremony and our last GC workshop of the school year. After spending four months a year for the last 32 years living out of a suitcase, Steves reflected on the value of thoughtful travel. How can travel inspire creative solutions to some of the world’s most pressing problems? Is travel fundamentally an act of citizen diplomacy? How can Americans promote peace through their travel choices? Sharing lessons learned from Iran to El Salvador, Steves shared why spending all that time and money away from home has broadened his perspective, enriched his life, and made it clear to him that “fear is for people who don’t get out very much.”

# GLOBAL TEACHING RESOURCES

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## TEACHER TRAVEL RESOURCES

### **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. 2013 applications were due in March; check the website next winter for the 2014 program application.

### **Educators to Saudi Arabia Program**

<http://www.iie.org/programs/esap>

The Educators to Saudi Arabia Program seeks to provide a professional development opportunity to U.S. educators with the goal of increasing their knowledge and understanding of Saudi Arabia, its culture, and values. Additionally, the Educators to Saudi Arabia Program seeks to encourage teachers to establish creative means of sharing this understanding with their students, colleagues, and communities. Twenty-five participants selected from among all fifty states will travel to Saudi Arabia for a fully-funded, 10-day study-tour focusing on education, science and technology, history, and culture. During the study visit, participants will hear from experts in each of the theme areas and visit elementary and secondary schools, areas of cultural and historical significance, and modern industrial facilities. The 10-day visit typically includes travel to Dhahran, Riyadh and Jeddah. Upon returning to the U.S., participants will implement an interdisciplinary impact plan drawing on their program experiences.

### **Toyota International Teacher Program**

<http://www.iie.org/Programs/Toyota-International-Teacher-Program>

The Toyota International Teacher Program offers fully-funded, professional development opportunities for U.S. educators to travel and study abroad. Each year the Toyota International Teacher Program sends teachers overseas for intensive, two-week study visits to countries that are at the forefront of environmental challenges and solutions. These visits allow teachers to explore social and environmental themes in a global context for the application of interdisciplinary, hands-on, and solution-focused environmental education. Participants are selected through a competitive application and selection process. All U.S. classroom teachers and teacher-librarians (grades 6-12) who teach in U.S. schools throughout the 50 states and the District of Columbia are eligible to apply.

### **World Affairs Council Educator Tours to Turkey**

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

Interested in a study tour to Turkey with the Turkish Cultural Foundation?  
Check for applications and our annual Turkey teacher workshop this winter!



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 TEACHING RESOURCES

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## 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.

## 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.

**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 TEACHING RESOURCES

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## Global Education

<http://www.globaleducation.edu.au/>.

An Australian website that supplies teachers with resources supporting the integration of a global perspective across the curriculum.

## WEBSITES FOR YOUNG ADULTS INTERESTED IN GLOBAL ISSUES

### Office of Global Youth Issues—U.S. State Department

<http://www.state.gov/j/gyi/>.

The Office of Global Youth Issues has three primary objectives: empowering young people as economic and civic actors through U.S. programs and policies, encouraging governments to respond to youth issues through U.S. diplomatic efforts, and directly connecting with young people around the world to inspire positive change. Based on global demographic shifts, global youth now possess greater potential to drive economic and social progress, and to threaten regional stability and security. The Office of Global Youth Issues works to promote development, peace, and stability by empowering youth economically, politically, and socially around the world. It operates under the principle that such action not only advances the livelihoods of young people, but also enhances U.S. national security and prosperity.

### Refugee Simulation Project: Walk In My Shoes

<http://cconnectconsult.com/workshops/>.

The Refugee Project: Walk In My Shoes, formerly run by World Relief Seattle and now run by Community Connections Consulting, is a three-hour simulation that transforms groups into refugees, escaping for their lives...Separated into "families" from various countries and transformed by ethnic clothing, groups must memorize their biographies before visiting simulated

- US Department of State
- A refugee feeding station
- A medical screening clinic

Families must pass interviews at each of these stations in order to "escape to freedom."



A. Lutterloh

### Nothing But Nets Campaign

<http://www.nothingbutnets.net/>.

An effort to raise money to supply bed nets to help prevent malaria.

### Water First International

<http://www.water1st.org/>.

A Seattle-based organization committed to serving families in the poorest communities in the world as they implement community-managed projects that integrate water supply sanitation and health education. Click on the "teacher resources" link on the website.

### The People Speak

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

A campaign to engage young people on the global issues that will shape their future.

# GLOBAL TEACHING RESOURCES

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## **Doors to Diplomacy**

<http://www.globalschoolnet.org/gsndoors/aglance.cfm>.

A U.S. State Department sponsored program meant to encourage middle and high school students worldwide to produce web projects that teach others about the importance of international affairs and diplomacy. Each student on the winning team receives a \$2,000 scholarship and the winning coaches' school(s) receives \$500.

## **Do Something**

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

"It is our aim to inspire, support and celebrate a generation of doers: people who see the need to do something, believe in their ability to get it done, and then take action. At DoSomething.org we provide the tools and resources for you to convert your ideas and energy into positive action."

## **Global Youth Leadership Initiative Pinterest page**

<http://pinterest.com/gyliz2012/>.

Find boards with resources about several different topics pertaining to world affairs such as women's rights, global education, water, homelessness, poverty, and many more.

## **Global Youth Leadership Initiative Resource Packet**

<http://www.world-affairs.org/wp-content/uploads/2012/02/GYLI-2012-Student-Resource-Packet-.pdf>.

This packet includes everything you need to know about finding a global issue that's important to you and taking action to make an impact. Find news sources, how to form a club, resources on youth leadership, and more.

## **Newshour Extra from PBS**

<http://www.pbs.org/newshour/extra/>.

Read global news written for young people; watch the daily video clip, and contribute your own essay, personal story, or poem. Look under "Student Voices" to read what some very thoughtful young people are saying about current events.

## **Puget SoundOff (PSO)**

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

The mission of Puget Sound Off is to provide youth with a forum for discussion, artistic expression, and action as a way to empower and encourage youth to have a strong voice. The project aims to be a catalyst for increasing youth involvement and engagement within the community while encouraging expression of one's beliefs, respect for others, and commitment to public service.

## **Taking IT Global: Inspire, Inform, Involve**

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

The mission of Taking IT Global is to enable a collaborative learning community which provides youth with access to global opportunities, cross-cultural connections and meaningful participation in decision-making.

## **UNICEF Voices of Youth**

<http://www.unicef.org/voy/index.php>.

The mission of UNICEF Voices of Youth is to offer all children and adolescents, including the hard-to-reach, a safe and supportive global cyberspace within which they can explore, discuss and partner on issues related to human rights and social change, as well as develop their awareness, leadership,

# GLOBAL TEACHING RESOURCES

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community building, and critical thinking skills through active and substantive participation with their peers and with decision makers globally.

## You Think

<http://youthink.worldbank.org/index.php>.

An interactive portal to the World Bank's resources for youth on current global issues including poverty, development, and conflict. Read about issues, read what young people from other countries are saying about those issues, and contribute your own opinions. Includes issue briefs on lots of issues, blogs, and suggestions for how to get involved. Great club resource!

## What Kids Can Do (WKCD)

<http://whatkidscando.org/>.

Using the Internet, print, and broadcast media, WKCD presses before the broadest audience possible a dual message: the power of what young people can accomplish when given the opportunities and supports they need and what they can contribute when we take their voices and ideas seriously.

## Working World Careers

<http://workingworldcareers.com/>.

A book and a blog, *Working World* is a resource for making sound career choices. It examines issues, ideas, and resources related to careers in international affairs. It is particularly valuable for those interested in exploring a career in international education, exchange, and development.

## Change

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

Change.org raises awareness about important causes and empowers people to take action with leading non-profits.

## Changemakers

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

Changemakers is a community of action where we all collaborate on solutions. Read stories of people developing innovative solutions to real problems all over the world. View entries in competitions where Changemakers compete for seed money to fund their projects. Start thinking about your own project!

## 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.



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

# GLOBAL TEACHING RESOURCES

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## CAPspace

<http://projects.twice.cc/>.

CAPspace is a social networking tool for educational videoconferencing. Join to find colleagues and schools interested in collaborative videoconference (H.323 and H.320) projects. Create and advertise your own collaborative videoconference projects to educators around the world. CAPspace also provides registration for collaborative events and projects such as TWICE's Read Around the Planet.

## The Center for Innovation in Engineering and Science Education

<http://www.ciese.org/collabprojs.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.

## 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.

## Digital Wish: Virtual Volunteers

<http://www.digitalwish.com/dw/digitalwish/volunteers>.

Digital Wish hosts a discussion board where volunteer experts and teachers leading projects can match needs. Projects are advertised in a variety of subjects, and knowledge-sharing can take place either virtually or in person.

## 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.



# GLOBAL TEACHING RESOURCES

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## **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 Gateway: Pulitzer Group**

<http://pulitzergateway.org/>.

Global Gateway engages the next generation on pressing systemic international issues. Pulitzer Center-funded reporting projects serve as the departure point for a multi-dimensional educational experience. Students become active participants in the exploration, dissemination, and discussion of critical issues. The mission of Global Gateway is to provide students with fresh information on global issues, to help them think critically about the creation and dissemination of news, and to inspire them to become active consumers and producers of information. The Pulitzer Gateway is a place where the public, and particularly students and teachers, can learn about under-reported, yet critical, global issues and interact directly with Pulitzer Center reporters – and with each other – to learn about, discuss, and debate the concerns facing the world today. Request a reporter to visit your class or take advantage of their lesson plans. A handful of Seattle schools are already actively involved with Global Gateway.

## **Global Nomads Group**

<http://gng.org/>.

The Global Nomads Group's purpose is to foster dialogue and understanding among the world's youth. GNG's educational programs include video conferencing and videos for learning content on a variety of international issues relevant to teachers and students. All GNG programs are directly linked to school curricula, education standards and 21st century learning objectives, and are accompanied by lesson plans and training to teachers. Programs are broadcast during the school day and cover a range of topics in the curriculum, including civics, social and global studies, geography, world history, science, economics, and politics.

## **Global SchoolNet**

<http://www.globalschoolnet.org/index.cfm>.

Global SchoolNet's mission is to support 21<sup>st</sup> century learning and improve academic performance through content driven collaboration. They engage teachers and K-12 students in meaningful project learning exchanges worldwide to develop science, math, literacy and communication skills, foster teamwork, civic responsibility and collaboration, encourage workforce preparedness and create multi-cultural understanding. They prepare youth for full participation as productive and effective citizens in an

# GLOBAL TEACHING RESOURCES

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increasingly global economy. Students produce web projects that teach others the importance of international affairs and diplomacy. The International Cyber Fair exhibits virtual creations showcasing youth's findings from their community.



## **The Global Education Conference Network**

<http://globaleducation.ning.com/>.

The Global Education Collaborative is an online community for those interested in global education. Through multimedia forums and projects, members can join students, parents, teachers, administrators, higher education professionals, non-profit organizations, consultants and businesses to find common interests related to global education.

## **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.

## **The GLOBE Program; Global Observation to Benefit the Environment**

<http://www.globe.gov/>.

Students from the ages of approximately five through eighteen years in schools throughout the world conduct a continuing program of scientifically meaningful environmental measurements. GLOBE students transmit their data to a central data processing facility via the Internet, receive vivid images composed of their data and data from other GLOBE schools around the world, acquire information from a variety of sources, and collaborate with scientists and other GLOBE students and communities worldwide in using these data for education and research.

## **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>.

## **Kidlink**

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

The Kidlink project is run by the Kidlink Association, a newly-created non-commercial, user-owned organization in Sweden that helps children understand their possibilities, set goals for life and develop

# GLOBAL TEACHING RESOURCES

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life skills. It is hosted on a social network site, a unique online-environment that allows teachers and students to collaborate in projects by providing a wide range of easy-to-use features and functions.

## **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*)

## **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 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.

## **Penpal News**

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

Penpal News connects middle and high school classrooms and helps start conversations about current issues. The more structured nature of the program helps students to gain a totally different perspective while helping them to articulate their own personal beliefs. This program is open to both public and private schools and is completely free for teachers to sign up.

# GLOBAL TEACHING RESOURCES

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## **People to People International (School and Classroom Program)**

<http://www.ptpi.org/> and <http://www.ptpi.org/programs/SchoolClass.aspx>

People to People International's School and Classroom Program is a free service that connects a classroom in the United States to a class of similarly-aged students in another country. Teachers can request a classroom in a particular country or let PTPI assign them a partner classroom anywhere in the world. Students learn about one another by exchanging letters and/or e-mails, and can limit their interactions to a pen-pal relationship or can collaborate on a specific project.

## **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 and begin to learn specifics about their life in a way that they might not otherwise learn. 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.



## **RESPECT International (Global Letter Exchange Program)**

<http://respectrefugees.org/> and [http://respectrefugees.org/ac\\_index.shtml](http://respectrefugees.org/ac_index.shtml)

RESPECT International is a refugee education sponsorship program, and their global letter exchange program puts refugee students in written communication with non-refugee students. They seek to raise awareness of refugee issues, to build bridges between refugee and non-refugee students, and to encourage students to raise awareness of refugee issues. Your classroom will correspond with a refugee or internally displaced persons (IDP) school in another country to meet one or more of these three goals.

## **School-to-School International**

<http://www.sts-international.org/>.

School-to-School International is a pen pal program that connects U.S. classrooms with peers in Guinea. School-to-School International also provides educational resources and support to the partner school in Guinea to provide increased learning opportunities for their students. Each student will send two letters and receive two letters in a school year.

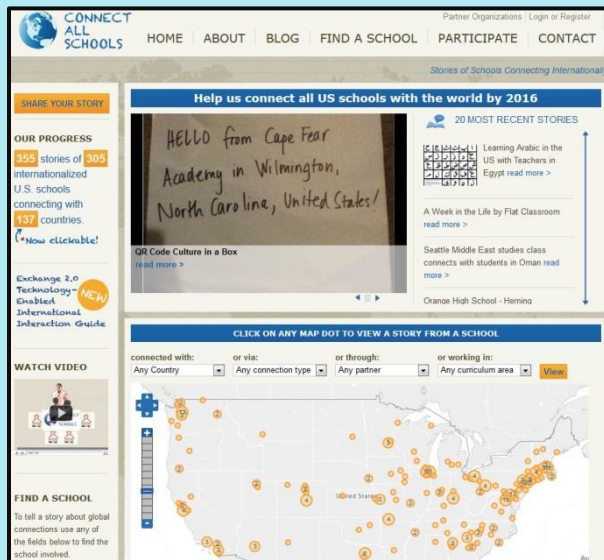
## **Skoolaborate**

<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.

# GLOBAL TEACHING 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.

## ***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.

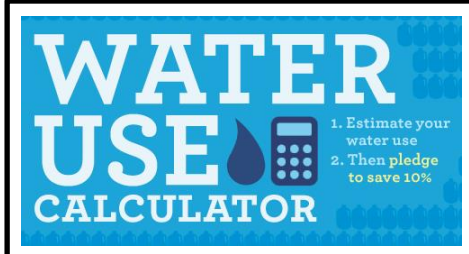
## ***Educating for Global Competence: Preparing Our Youth to Engage the World, Veronica Boix Mansilla and Anthony Jackson***

[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 TEACHING RESOURCES

## BEST OF INTERACTIVE WEB ACTIVITIES FOR ALL AGES



### Water Use Calculator

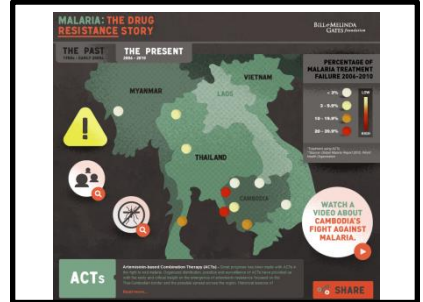
<http://www.swfwmd.state.fl.us/conservation/thepowerof10/>

Use this interactive Water Use Calculator to find out how much water you use in daily life, and learn how to reduce that usage by at least 10%!

### Bill and Melinda Gates Foundation Infographics

<http://www.gatesfoundation.org/infographics/Pages/infographics.aspx>

A hub for infographics on topics as diverse as global health, gender equality, and education. Many infographics are clickable, and a few, including *Malaria: The Drug Resistance Story* and *Women in Agriculture* are fully interactive.



### Slavery Footprint Calculator

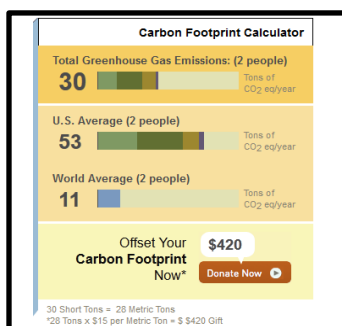
[http://slaveryfootprint.org/#where\\_do\\_you\\_live](http://slaveryfootprint.org/#where_do_you_live)

Slave labor contributes to many of the products consumed in the United States. Use this calculator to find out how many slaves worked to bring you the items you use every day, and learn more about how to end slavery around the world.

### United States Institute of Peace

<http://www.buildingpeace.org/virtual-passport>

Learn about your conflict styles, about the tools that peace-builders use, and about famous peace-builders from around the world! Discover resources and quizzes on highlighted countries and regions, and learn about key concepts in peace-building through the Curve of Conflict and by completing word quizzes based on terms related to peace-building.



### Nature Conservancy Carbon Footprint Calculator

<http://www.nature.org/greenliving/carboncalculator/index.htm#>

The Nature Conservancy's carbon footprint calculator measures your impact on our climate. Our carbon footprint calculator estimates how many tons of carbon dioxide and other greenhouse gases your choices create each year.

# LOCAL ENVIRONMENTAL RESOURCES

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Tese Neighbor

## **21 Acres Organic Farm**

<http://21acres.org/aboutus>

Located in Woodinville, Washington, 21 Acres' mission is to cultivate, demonstrate, and advance systems that support sustainable agriculture. 21 Acres is a non-profit organization with a vision to create and operate a vital, open public space for all of us to rediscover the agricultural heritage of our region and learn about cutting-edge, sustainable agricultural design and technologies as well as ways to maximize the beneficial aspects of fresh local produce and farm products.

## **Climate Solutions**

<http://climatesolutions.org/about-us>

In the face of an issue mired in partisan politics, scientific confusion, and a scope too large to easily grasp, the team at Climate Solutions decided from the beginning to focus on accelerating practical and profitable solutions to global warming. Climate Solutions was formed when two smaller organizations, the Atmosphere Alliance and the Energy Outreach Center, joined forces. Started in 1998 in Olympia, Washington, our founders faced a political landscape that made bold national action to confront global warming virtually unimaginable.

## **KC Golden – Policy Director, Climate Solutions (Seattle)**

<http://climatesolutions.org/staff/kc-golden>

KC oversees the Policy Leadership Program, pioneering leading-edge state and local climate policies while helping to deliver strong regional support for responsible national and international climate policy. He has over 20 years of experience in Northwest energy and climate issues in the public and nonprofit sectors. He has served in the public sector as a special assistant to the Mayor of Seattle for clean energy and climate protection initiatives and as an Assistant Director in Washington's Department of Community, Trade, and Economic Development, where he directed the state's Energy Policy Office. From 1989 to 1995, he was Executive Director of the Northwest Energy Coalition, a regional alliance working for a clean, affordable energy future. He has also been active in the utility industry, helping Seattle City Light become the first major carbon-free electric utility in the late 1990s, and as a Governor's representative to the Executive Board of Energy Northwest, a regional public power consortium.

## **Washington State Department of Ecology**

<http://www.ecy.wa.gov/ecyhome.html>

A database of resources on volunteer opportunities and action projects in the Washington region.

## **Ecology for Educators and Students – Washington State Department of Ecology**

<http://www.ecy.wa.gov/services/ee/classroomeducators.html>

Ecology provides science-based, interdisciplinary environmental education curricula and award-winning materials. These quality environmental education resources teach problem solving and critical thinking for students. Ecology also has exceptional databases and research links.

## **EarthCorps**

[http://www.earthcorps.org/about\\_us.php](http://www.earthcorps.org/about_us.php)

Based in Seattle, Washington, EarthCorps brings together emerging environmental leaders from 80 countries to work on projects in the Puget Sound region and Cascade mountains. As part of EarthCorps' intensive hands-on curriculum, they learn multiple restoration techniques, try out project design and

# LOCAL ENVIRONMENTAL RESOURCES

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management, develop leadership and team-building skills, and help manage thousands of local volunteers on projects.

## Seattle Tilth

<http://seattletilth.org/learn/kids/kids-and-families>

Children and youth learn to care for themselves and other living things through Seattle Tilth's garden and farm activities. Together we discover where our food comes from. We taste fresh vegetables, herbs and flowers, tend and harvest crops, collect seeds, make compost, and find critters.

## Sound Citizen

<https://depts.washington.edu/soundcit/about/>

SoundCitizen is a research program that brings together communities, undergraduate students, scientists and educators to combine scientific discovery with environmental education. SoundCitizen believes that community participation in science can be of high quality resulting in novel publishable research involving volunteers of all ages and scientific expertise. SoundCitizen has enjoyed working with the [UW Institute of Science and Mathematics Education](#) to involve 6th- through 12th-grade students with science. Funding through the OEDG office of the Geosciences Program at the National Science Foundation supported our after school [apprentice](#) program, and we have created middle and high school curriculum, [My Place in Puget Sound](#). Find more information for your own classroom on our [For Educators](#) page.

## Waste Management Educational Resources

<http://www.wm.com/about/community/educational-resources.jsp>

Check out Waste Management's educational resources for kids, teachers, students. Also includes a list of recommended environmental education websites.

## Environmental Learning Centers—Seattle Parks and Recreation

<http://www.seattle.gov/parks/environment/learning.htm>

Bringing hands-on science and environmental education to your local park. We provide opportunities for grades K-12 and organized groups to experience age-appropriate, hands-on adventures in learning about natural communities in an urban setting. Programs align with WA State Essential Academic Learning Requirements for core content areas and support Science kits. Download a [brochure](#) for more information.



### Field Trip!

Take your class on a K-12 Investigation with Seattle Parks and Rec! Explore tide pools on the beaches of Puget Sound or the geology of cliffs at Discovery Park!

## Nature Consortium

<http://www.naturec.org/about-us/>

The Nature Consortium is a grassroots, community-based organization that seeks to inspire those in the Puget Sound to become leaders through art and environmental action. With programs like the Youth Arts Program, an Urban Forest Restoration Program, and the Arts in Nature Festival it creates opportunities for people to connect to their community and the natural world.

## The Nature Conservancy—Washington

<http://www.nature.org/ourinitiatives/regions/northamerica/unitedstates/washington/index.htm>

The Nature Conservancy is a large conservation organization working worldwide to protect ecologically important lands and waters for nature and people. The [Washington Volunteer Program](#) gives residents local opportunities to contribute to conservation efforts.

# LOCAL ENVIRONMENTAL RESOURCES

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## **Forterra**

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

Forterra is one of the largest conservation and community building organizations in Washington State, working to protect, enhance, and steward the Northwest region's natural resources. It employs an innovative new approach to conservation that encourages collaboration across all sectors and balances environmental, social and economic needs.

## **King County Green Schools Program**

<http://your.kingcounty.gov/solidwaste/greenschools/index.asp>

This program involves students in conservation and outreach efforts while assisting their school to become more environmentally friendly. Its mission is to provide school districts with the tools needed to initiate and expand waste reduction and recycling practices, involve the whole community in environmental stewardship, and operate environmentally responsible facilities.

## **Sustainable Seattle**

<http://sustainableseattle.org/whoweare/whoweare>.

Sustainable Seattle is focused on the long-term health and sustainability of Seattle and the surrounding Puget Sound region. Founded in 1991, the organization has a history of being a catalyst and resource for positive change. We have worked to develop five sets of community-based indicators over the past 22 years, measuring and making progress towards sustainability. Our indicator reports have reached thousands of people and sparked the formation of many other community sustainability groups throughout the world. Our current programs use environmental action and education as a launching point for citizen engagement with the end goal of an overall healthier, more vibrant community for all.

## **Seattle Greendrinks**

<http://www.seattlegreendrinks.org/about>.

Part of the international Greendrinks network, Seattle Greendrinks is a volunteer-driven non-profit created to connect and grow Seattle's environmental community. Founded in 2003, Seattle Greendrinks' main event remains a monthly informal social networking gathering, connecting old members with new. The goal of our group is pretty simple: to create a space that fosters connections and good times shared among people working in, or interested in, environmental and sustainability issues.

## **Moontown Foundation**

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

Moontown Foundation is a non-profit social venture based in Seattle which seeks to end environmental, social, and economic inequality in the United States by developing a number of environmentally responsible programs which also provide skills and career pathways out of poverty for economically challenged youth.

## **Center for Environmental Law and Policy**

<http://www.celp.org/about-us/mission-accomplishments/>

CELP was founded in 1993 to serve as a voice for the public interest water resource management and preservation in Washington state. CELP is the only "water watchdog" advocacy organization dedicated solely to protecting Washington's rivers and streams. In our history, we have made substantial progress toward the protection and restoration of Washington's water resources.

# 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).

**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 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!

**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:

“**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.

- 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?

**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.





## Global Leadership Summer Institute Next Steps...

1. Try Global Leadership strategies and Facing The Future lessons in your classroom this fall.
2. Visit with Global Visionaries and Facing The Future at the Washington Council for the Social Studies Fall Conference on **October 11th** at Edmonds-Woodway High School. See [www.wscss.org](http://www.wscss.org) for more information.
3. Visit with Global Visionaries and Facing The Future at the 7th Annual Northwest Conference on Teaching for Social Justice on **October 18th** at Madison High School in Portland, Oregon. Register at [www.nwtsj.org](http://www.nwtsj.org).
4. 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)
5. 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/>.
6. 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)
7. Attend the Theater of the Oppressed 2-day workshop December 6th-7th.