

WORLD
AFFAIRS COUNCIL



SEATTLE
PUBLIC
SCHOOLS

Resources for Global Learning



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



What is Global Classroom?

Global Classroom empowers students and teachers with the tools, knowledge, and perspectives to engage in global studies, cultivate 21st century skills, and act consciously as 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 www.world-affairs.org/global-classroom
Subscribe to our newsletter to stay updated on upcoming opportunities for teachers and students:
www.world-affairs.org/newletters

- **Professional Development Workshops:** Each school year, Global Classroom organizes monthly teacher training programs on a variety of relevant international topics. Programs include guest speakers and panelists, hands-on activities, an up-to-date curricular resource packet, and clock hours.
- **Teacher Book Club:** Our annual book club for educators features a book selected for its global relevance and international acclaim. In the past, we have hosted events with the author, expert panel discussions relevant to the book's topic, and educator socials to exchange lesson plan ideas. Teachers receive 10 clock hours for their full participation.
 - This year's book has not yet been selected. If you are interested in participating in our 2016-2017 book club email gcstaff@world-affairs.org.
- **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 empower 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 students can effect positive change in the global community.
- **Euro Challenge Competition:** The Euro Challenge competition for 9th and 10th grade students tests their knowledge and understanding of the European economy and the euro. The winning Washington team travels to New York City to compete in the U.S. National Euro Challenge Competition. Register a team at your school today!



Global Classroom Teacher Workshops

Our Professional Development workshops feature expert speakers on a variety of globally relevant topics. For each of our workshops we create Curricular Resource Packets to help bring a topic directly to the classroom. Sign up for Global Classroom's September workshop on Brexit today!

Brexit, Transatlantic Relations, and Russia: The Global Significance of a British Exit from the EU

Tuesday, September 27 @ 4:30PM — 7:30PM

Roosevelt High School



In June 2016 the United Kingdom held a referendum regarding European Union membership and, with historic import, 51.9% of the populace cast their votes to 'exit' the EU. The significance of the referendum is global, as economic consequences in the world market are imminent. Moreover, Britain's decision to leave the EU will reshape relations across eastern and western Europe, NATO, Russia, and the transatlantic.

On Tuesday, September 27th, join Global Classroom for an Educator's Workshop about the global significance of Britain's Exit from the EU. Learn about the wider implications of Brexit for the EU, Europe, Russia, the US, and in terms of international relations more broadly. Explore populist politics across Europe in order to place Brexit into its larger context—and learn more about current social, political, and economic concerns affecting EU Nations, Russia, and Europe as a whole. Teachers will receive full lesson plans and curricular resources in order to bring the conversation on Brexit's global significance into K-12 classrooms.

Featured Speakers:

Robin Twyman, the Consul for Business & Government Affairs at the UK Government Office in Seattle, will speak about what led up to the EU referendum and what Brexit means for the UK going forward.

Phillip Shekleton, the University of Washington's Foster School of Business and Center for West European Studies, will extend the discussion to the European Union more broadly, including Brexit's consequences for EU member nations, as well as to issues currently afflicting the EU and leading to a rise in populism.

Jacqueline Miller, President and CEO of the World Affairs Council, will focus on Russia's relationship with the EU and the effects of Brexit on Russia and Eastern Europe.

Cost: \$30; includes curricular resource packet with full lesson plans, light refreshments, and 3 clock hours.

Register: www.world-affairs.org/events

Workshop supported by the Henry M. Jackson School of International Relations at the University of Washington



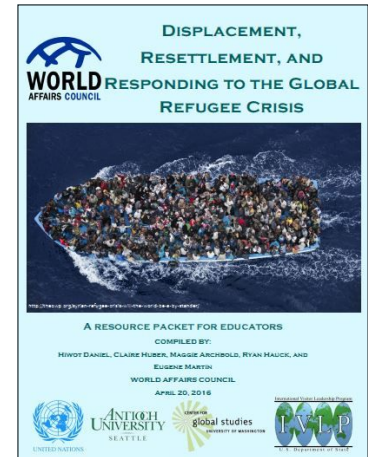
Global Classroom Teacher Resources

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Workshop Topics and Resources from 2015-2016 Include:

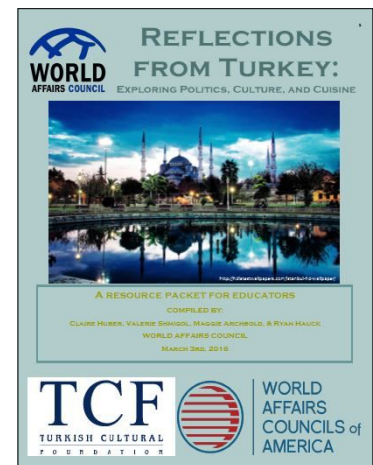
Displacement, Resettlement, and Responding to the Global Refugee Crisis

Educators explored the experiences of displaced peoples, and discussed methodologies for teaching about refugees in a way that engenders empathy and acknowledges complexity. Eugene Martin, board president of the United Nations Association Seattle, led an interactive workshop tracing the personal experiences of refugees, using cases of actual refugees with classroom-ready materials. We were also joined by seven International Visitors who are currently involved in refugee aid and resettlement in countries across Europe for a panel discussion. Our International Visitors included representatives from the Hungarian and Russian Red Cross, The Ministry of Justice in Sweden, The Ministry of Interior in Slovakia, and the UNHCR. Packet includes original Lessons Plans by Global Classroom Director Ryan Hauck, and Eugene Martin.



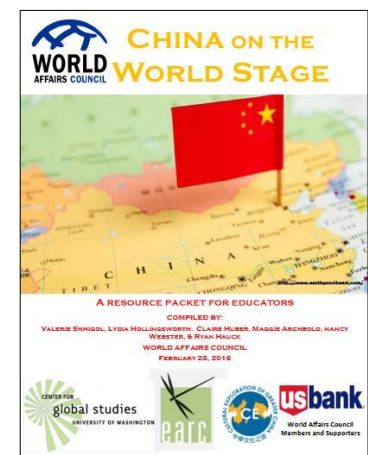
Reflections of Turkey: Exploring Politics, Culture, and Cuisine

A Global Classroom Workshop all about Turkey, featuring Dr. Onur Bakiner, Professor of Political Science and Turkish Judiciary Law at Seattle University. Students in Newport High School's Culinary Arts Program prepared a full Turkish buffet for educators, which was enjoyed over lesson plan presentations by four Washington teachers who traveled to Turkey in 2015 on the TCF-sponsored Study Tour. This resource packet includes resources and curricular materials for learning about Turkey, and full lesson plans created by Tracy Green, Cheryl Healy, Dana Radcliffe, Josh Parker and David Blacketer.



China on the World Stage

Professor David Bachman of the Henry M. Jackson School of International Relations and Dennis Bracy, the CEO of the US-China Clean Energy Forum and Chairman of Avatar Studios, joined us at Roosevelt High School for a workshop all about China's role on the world's stage. Professor Bachman discussed the economic system and trends in China, and Mr. Bracy focused on China's environmental concerns and its shift towards sustainable energy solutions. We were then joined by teacher representatives from Cultural Exploration of Greater China, who shared their experiences studying in China, and lessons from their travels that they brought back into their classrooms. Resource packet includes interdisciplinary learning material about China's Geography, History, Government, Economy, Environment, Technologies, Literature, and Culture.

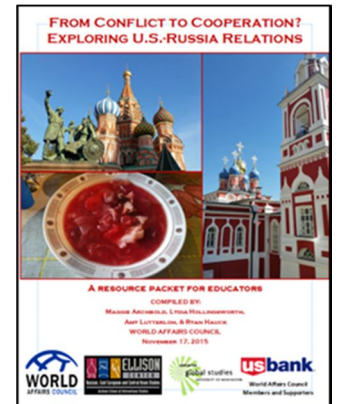


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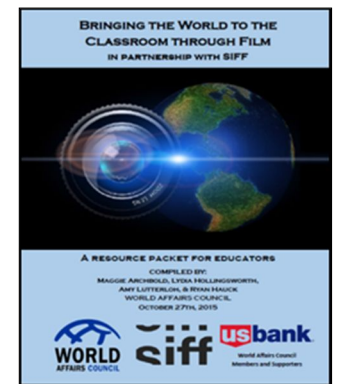
From Conflict to Cooperation? Exploring U.S.- Russia Relations

Educators had the opportunity to hear from Russia experts Scott Radnitz, Jacqueline Miller, and Jill Dougherty (CNN's Moscow Bureau Chief) for a 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. Our 69-page resource packet will give teachers a detailed understanding of Russian politics and international relations.



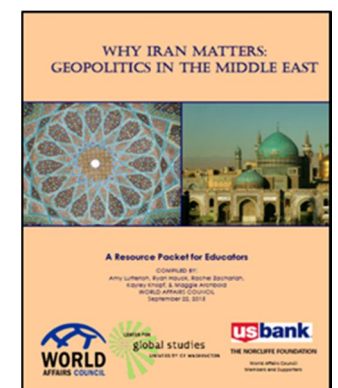
Bringing the World to the Classroom through Film

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 cultures. Our resource packet includes an extensive list of global films and documentaries that can be incorporated into your classroom, along with ideas for exploring film with your students.



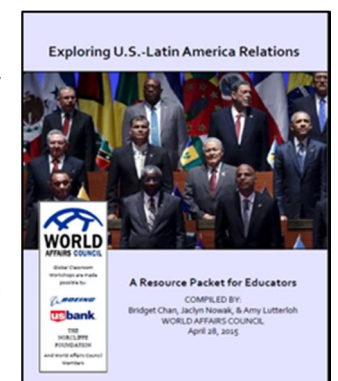
Why Iran Matters: Geopolitics in the Middle East

Educators went beyond the headlines to gain understanding of Iran and its people. University of Washington Professor Kristian Coates Ulrichsen highlighted Iran's geopolitical role in the Middle East and discussed the nuclear agreement between Iran and the P5+1. 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. Our resource packet covers everything from Iran's political actors to nuclear technology and women's issues.



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. Resource packet includes a series of recommended lesson plans for a variety of classroom subjects and levels.



Euro Challenge Competition

What is the Euro Challenge?

The Euro Challenge is an exciting educational opportunity for **9th and 10th grade students** to learn about the European Union and the euro. Student teams of three to five students make presentations answering specific questions about the European economy and the single currency, the euro. They are also asked to pick one member country of the "euro area" (the 19 EU member countries that have adopted the euro so far), to examine an economic problem at the country level, and to identify policies for responding to that problem. The Washington State preliminary competition will take place in March 2017, and winning teams will be sponsored to travel to New York City for the national finals on April 26, 2017.

The Competition Task

Student teams make 15-minute presentations in which they are required to:

- Describe the current economic situation in the euro area (the economic region consisting of the 19 EU member countries who have adopted the euro).
- Select one economic-related challenge confronting the euro area as a whole (see list below), and pick one of the 19 member countries of the euro area to illustrate that challenge.
- Recommend a policy or policies for addressing the challenge you identified in the country you selected. Be sure to include in your recommendation a discussion of how having a single currency may or may not affect the policy choices for addressing the challenge.

Teams can choose one of the following economic-related challenges:

- Promoting Investment and Innovation
- Demographics and an Aging Workforce
- Banking Union and Financial Stability
- Globalization and Migration
- What Role Does Fiscal Policy Play in Promoting Growth?
- Tackling High Unemployment
- Living with a Single Monetary Policy
- How to Overcome Slow Growth?
- Inequality and Social Spending



The World Affairs Council of Seattle helps to facilitate Washington's regional competition, and works with teams throughout the preparation process by answering questions, providing resources, and offering support along the way. Schools that participate in the Euro Challenge will be provided with professional development, information resources, and coaching.

Eligibility Requirements

A team consists of three to five 9th and 10th grade students in global studies, economics, world history/geography or European studies classes.

One faculty advisor for the school team. Advisors will be invited to attend online or in-person orientations, and are required to attend the Euro Challenge competition rounds with their student team.

Prizes

In 2016, the top five winning teams received monetary awards generously provided by The Moody's Foundation. The awards were \$1,250 for each member of the first-place team, \$1,000 each for second place, \$750 each for third place, \$500 each for fourth place, and \$250 each for fifth place. The Moody's Foundation also sponsored a trip to Washington, D.C. for the two top teams.

Learn more and Register a team at: www.euro-challenge.org/

For questions about Washington State's regional competition email Maggie Archbold, Global Classroom Program Coordinator at marchbold@world-affairs.org or call at 206.441.5910

World Citizen Essay Contest

The goal of Global Classroom's Annual World Citizen Essay Contest is to promote discussion among students, teachers, families, and community members about the ways that students can effect positive change in the global community.

Each year, Washington students in the 3rd-12th grade are asked to think about a pressing global issue. Students write essays responding to a prompt, and using resources provided by the World Affairs Council.

All students who participate in the essay contest receive formal Certificates of Participation issued by the World Affairs Council, and are invited to celebrate their hard work at a public program in the Spring. 9 students winners (3 in the 3rd-5th grade category; 3 in the 6-8th grade category; 3 in the 9-12th grade category) are honored at a public awards ceremony, and receive cash prizes in recognition for their achievement. Essays are published by the Seattle Globalist, and on the World Affairs Council website.

In 2016, nearly 500 students from 54 different schools, and across 23 Washington school districts submitted essays!

This year's essay prompt will be announced by January 2017, with essay submissions due in the Spring of 2017.



2014 World Citizen Essay Contest Winners were recognized at an awards ceremony featuring travel writer Rick Steves and World Affairs Council's CEO, Jacqueline Miller



2015 Contest Winners with KING 5 News' Margaret Larson



2016 World Citizen Essay Contest Winners with Jeff Raikes, former CEO of the Bill & Melinda Gates Foundation and founder of the Raikes Foundation, and Marla Smith-Nilson, founder and CEO of Water1st International



2016 World Citizen Essay Contest awards ceremony at Hamilton International Middle School

Teacher Travel Resources

Teachers for Global Classrooms Program (TGC)

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

The Teachers for Global Classrooms Program is a year-long professional development opportunity for US elementary, middle, and high school teachers to become leaders in global education. TGC Fellows become global ambassadors in their communities through: (1) Collaboration with US and international colleagues to promote mutual understanding. (2) Professional development so teachers return to their schools as catalysts for global engagement.; (3) International field experience and curriculum development focused on global competency, technology integration, and cross-cultural communication.

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. 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.

International Summer Schools

http://www.esuus.org/esu/programs/british_summer_school/teacherresources/Oxford-University-Summer-Schools-2016-Brochure-en-us.pdf

An opportunity to live and study at Oxford University for a summer.

Teach Earth

<http://earthwatch.org/education/teacher-fellowships/teach-earth-united-states>

Teach Earth is built upon the principle that every individual can contribute to a sustainable planet, regardless of scientific background or skill. Each year, we select talented teachers from all subject areas to work side by side with world-class scientists on field research expeditions around the world. From the edge of the Arctic to the coast of Maine, these teachers collect data on climate change, ecology, wildlife, and more.

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.

National Geographic Society's Grosvenor Teacher Fellowship

<http://nationalgeographic.org/education/programs/grosvenor-teacher-fellowship/>

Selected educators will travel aboard the ship National Geographic Explorer or National Geographic Endeavour on expeditions to regions including the Arctic, British & Irish Isles, Canadian Maritimes, Iceland, the Galapagos, Antarctica and more. While aboard, Fellows will share the importance of geographic literacy with fellow travelers, develop activities to bring back to their classrooms, and have an adventure of a lifetime.



Resources for Teachers

Find more teacher (and student) travel opportunities by downloading this Global Classroom Resource Packet :

The Value of Thoughtful Travel featuring Rick Steves
https://www.world-affairs.org/?attachment_id=7280

The 88-page resource packet "The Value of Thoughtful Travel" features an extensive listing of travel and work opportunities and other resources relating to the importance of ethical and conscientious travel. The resource packet also features a special section on teaching the Israeli-Palestinian conflict.

Rick Steves for Teachers: Resources for International Education

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

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 Resources from World Affairs Council

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

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

Facing the Future: Global Sustainability Curriculum

www.facingthefuture.org

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

Model UN Resources

<http://www.unausa.org/global-classrooms-model-un/for-educators/resources>

Activity guides, lesson plans, and simulations for educators to use in their classrooms as well as an extensive list of links to United Nations' website and other international organizations.

Bluescreen, Global Film Initiative

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

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

USA for UNHCR Teachers Corner

<http://www.techlearning.com/resources/0003/usa-for-unhcr--teachers-corner/62931>

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.

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.

Smithsonian Education –Lesson Plans

http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html

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

Starter Kits for International Collaborative Projects

http://www.internationaledwa.org/resources_links/

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.learn.org) collaborative projects.

TeachUNICEF

<https://teachunicef.org/>

TeachUNICEF provides educators with global learning resources and programs. Through a focus on global citizenship and child rights, TeachUNICEF engages students in an exploration of humanitarian issues and inspires them to take action to improve their world.

CONNECTING YOUR CLASSROOM GLOBALLY

Books as Bridges

<http://www.intlbookproject.org/home/books-as-bridges/>

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.k12science.org/materials/k12/>

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://challenge2020.tiged.org/>

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 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.

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://www.flatconnections.com/>

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.

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.



CONNECTING YOUR CLASSROOM GLOBALLY

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.

OneWorld Classrooms

<http://www.ccpb.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>

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 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.

The Teacher's Corner

<https://www.theteacherscorner.net/penpals/>

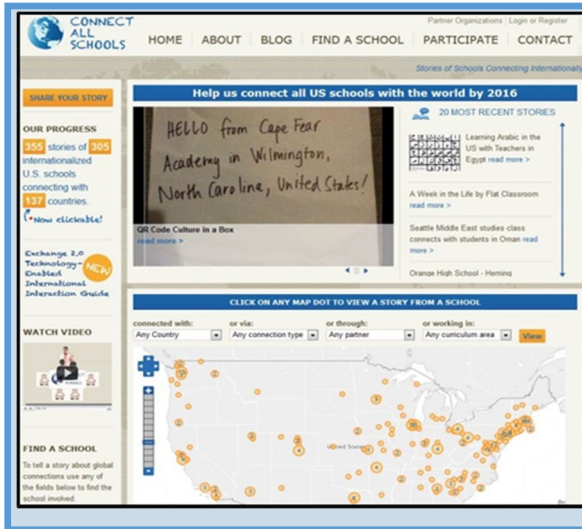
Explore an interactive world map to discover classrooms around the globe waiting to connect.

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.

CONNECTING YOUR CLASSROOM GLOBALLY



Connect all Schools

www.ConnectAllSchools.org

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. Also explore 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.

Be inspired to help connect every school in the US with the world by 2016!

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

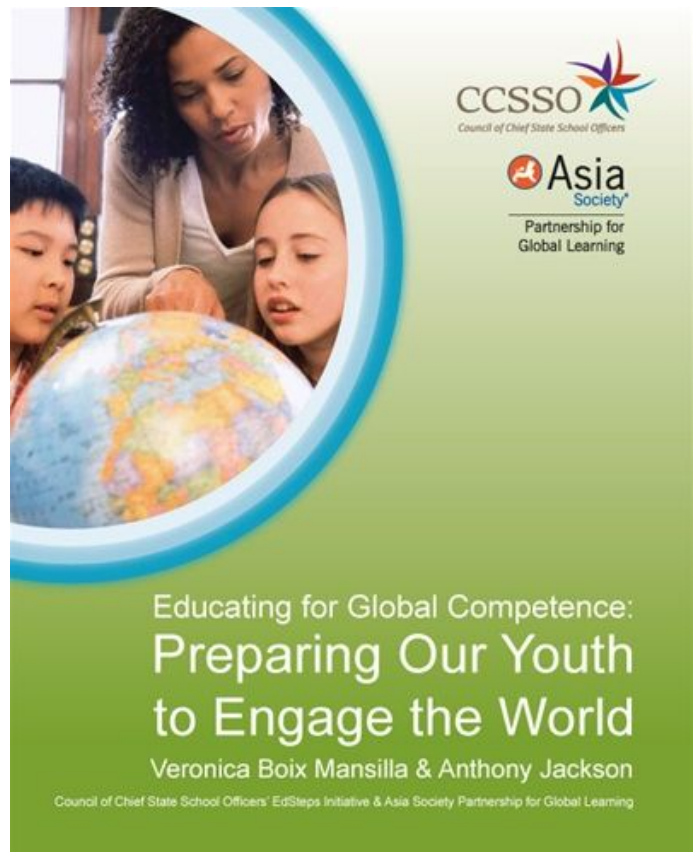
<http://kimcofino.com/blog/2009/10/04/how-to-connect-your-students-globally/>.

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.

Educating for Global Competence: Preparing Our Youth to Engage the World, by Veronica Boix Mansilla, Principal Investigator, Interdisciplinary Studies Project, Project Zero, Harvard Graduate School of Education and Tony Jackson, Vice President, Education, Asia Society, is a publication co-developed by Asia Society and the Council of Chief State School Officers' EdSteps Program. 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. With examples, tools, and resources, this book is a must have for those wanting to add a global dimension to their classrooms and schools. Free download can be found here: asiasociety.org/node/9179.



Resources for Teachers



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 21st 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.

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.

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!

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.

When introducing the **Group Grade**, it is important to set the youth leaders up for success.

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.

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.

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.

Continue quizzing until you feel 100% success is guaranteed.

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.

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.

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.

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.



Next Steps...

1. Visit World Affairs Council's [Global Classroom](https://www.world-affairs.org/teacher-resources/) page for great global teaching resources: <https://www.world-affairs.org/teacher-resources/>.
2. Sign up for Global Classroom's newsletter to learn more about upcoming opportunities for teachers and students: <https://www.world-affairs.org/get-involved/newletters/>.
3. Get involved with Global Visionaries after-school leadership program as a mentor or trip leader. Contact programs@global-visionaries.org
4. Visit [Global-Visionaries](http://www.global-visionaries.org/) to learn about our Global Leadership and Democratic Classroom professional learning opportunities, to schedule a Half-day or One-day in-service or to inquire about customized coaching and consulting: <http://www.global-visionaries.org/>.

