

Going Global from the Start - some ideas and tips for new graduate teachers

1. Classroom Setup

Some questions to consider:

- Is there a suitable space for whole/class discussion?
- Are desks arranged to allow for students to work individually, in pairs and in small groups?
- How have you made your classroom welcoming to students from a variety of backgrounds?
- Are resources accessible and clearly labelled so that students can take responsibility for setting up and packing away?
- Does your classroom take into account the needs of all students? Do any students have special needs that require consideration?
- What resources will you need? What resources can you do without? Can you use something second hand or recycled? How can you purchase resources ethically? <http://www.ethical.org.au/>, <http://fairtrade.com.au/>
- Do the books/maps/images/websites/art materials used or displayed in the classroom reflect diversity and the capabilities of a range of people? Are they accurate and balanced? See analysing resources checklist for further ideas.
- How can you reduce waste from your classroom? <http://education.dec.wa.gov.au/waste-wise/resources/toolkits.html>

2. Getting to know your students

- Students create a futures timeline, including probable and preferred futures. http://www.globaleducation.edu.au/verve/_resources/futures.pdf
- Students tell the story of their name, why they were given it, what it means, cultural connections etc.
- Students bring in their favourite book and share what they love about it.
- Students write answers, write poems or introduce themselves in response to questions such as:
 - Who are your heroes?
 - What is the best thing that someone has ever done for you?
 - What does your family do that you like?
 - Who do you think is the most successful person alive today and why?
 - Who has influenced you the most in the past year and why?
 - What has been the most important invention in the last 100 years? Why?
 - Which parts of the world have you lived in? visited? Where would you like to go? why?
 - What have you learned from other people?
 - What's something you've done to help somebody else?
 - What are you scared of?
 - What do you think adults do well? What do you think they could do better?
- Create a class time capsule. Students contribute items that symbolise who they are. Add photos, current new articles and written contributions. Open the time capsule later in the year,

The following suggestions are from *Teachable Moments* by George Otero, available to borrow from the OWC library

- Students collect images of things they think the world should have more or less of
- Students write a list of things that they don't understand about the world or about people
- Individually, students draw a picture that shows the state of the world. Then, in groups, they make a 'state of the world' picture that incorporates at least one idea from each student in the group.

3. Inspiring global curiosity in your classroom

Make a List – ask students to randomly select from a set of lists that raise awareness about global issues and set them the task of listing as many examples as they can (download the *Make a List* activity from the OWC website: www.oneworldcentre.org.au)

Use images from *The Guardian In Pictures – Image of the day* or *Guardian Eyewitness* app to keep abreast of current events around the world <http://www.theguardian.com/inpictures>

For ideas about how to explore global images with your students download TIDE Global Learning's: '*Using Photographs – activities and adapting them.*' Also available from the OWC library. <http://www.tidec.org/sites/default/files/uploads/2c.48%20Using%20photographs.pdf>

Consider aligning your terms plans with various International Days and Years of Recognition. Head online to find teaching and learning resources from other people planning around these common themes - for example World Food Day or the International Day for the Eradication of Poverty.

Maintain a 'News of the World' bulletin board to encourage students to look out for and share items of interest in the media.

Set your students a true or false challenge by posing 'would you believe ...' questions relating to current global issues and allow them to investigate. For example 'would you believe it takes 100 years for a disposable nappy to degrade in landfill?' or 'would you believe that there are over 800 languages spoken in Papua New Guinea?'

The following ideas are from *Building Global Awareness* by GEC-SA, available to borrow from the OWC library. Copies may also be available for teachers in schools. Check the centre for availability.

- If the World Were a Village – explore global statistics such as continental population, religion, access to water, toilets, food and education by imagining the world as a village of 100 people.
- Which country celebrates its national day today? – Spend time each week learning about countries that celebrate their national days at that time.
- What country is this? – Create a mapping challenge by asking students to identify countries from their outlines.
- A world in my morning – List all the products students have used that morning and then find out where they have come from.
- Who? What? Where? Am I? - Create a 'who am I' style challenge for geographical locations and landmarks around the world.
- Global Super Heroes photo match – Ask students to identify people from their photographs and find out more about their lives and their work as global citizens.

4. Giving students a voice:

The *Philosophy for Children* approach includes many strategies for building a ‘community of inquiry’ in your classroom. These strategies are designed to develop listening, questioning and thinking skills as well as allowing students to share their ideas as an equal voice in the group. These strategies are excellent for exploring complex ideas and generally begin with the use of stimulus material such as a picture book. For example, ‘Herbert and Harry’ by Pamela Allen can be used to explore wealth and poverty or ‘The Rabbits’ by John Marsden and Shaun Tan can be used to explore cultural diversity, colonialism and environmental protection. <http://www.p4c.org.nz/>

The UNHCR have a toolkit of methods and ideas for sharing human rights learning and information <http://slitoolkit.ohchr.org/>. This includes instructions for running a ‘community of inquiry’ fishbowl activity.

Conflict resolution strategies for early childhood classrooms		
Strategy	How	When
Life in an elastic band	Students agree on rules and then attempt to complete a normal class activity with a group of 4-6 students while contained within a loop of elastic band	To practise harmonious collaboration through effective communication and problem solving
Knee-to-knee mediation	Children sit cross legged on the floor facing each other and maintain eye contact while sharing their perception of the conflict: ‘I feel ... when...’ Adult or peer mediator models language and encourages listening	To resolve a conflict between two students
Five-finger problem solving	The student spreads out their fingers, each one representing a possible solution to a problem. The little finger is the weakest – the choice that has already been taken. The teacher touches the tip of each finger in turn, and the student thinks of 4 alternative, peaceful solutions.	When a student has chosen an inappropriate solution to a problem, perhaps resulting in hurt to something or someone else
Your story, my story, our story	Allow a cool down period and then ask each student to actively listen to one another. Check for understanding by having each student repeat what has been said before sharing their story. Help students identify details of the events they can agree on and identify ways to address the problem	A conflict has occurred and children are giving different versions of events

Source: Browett and Ashman (2008) *Thinking Globally*, Curriculum Corporation, Australia p. 114

Decision-making strategies for building future democratic participation		
Strategy	How	When
Direct voting	Show of hands Secret ballot Place names next to a set of options for an instant graph	For major decisions when each students input is desirable
Priority voting	Students are given 3 votes to allocate to one or more of many options	To identify student priorities from a large number of choices
Representative democracy	The class elects a representative group who are given responsibility for making decisions without consulting the whole class	When a large number of decisions have to be made frequently
Consensus	Group discussion Pairs reach agreement, and then join with another group and continue process til all groups agree.	When it is important that all ideas are considered before a decision is made

Source: Fountain, S. (1995) *Education for Development*, Hodder and Stoughton, Great Britain p. 22