

**GLOBAL CLASS LESSON PLAN**

Topic: Your Worldview

Class Date & Time: Wednesday, February 4, 2015, 0900 – 10:30 EST

Students: Durham College, Canada... University of Ilorin, Nigeria... Columbia University, New York

Guest: Edwin McDaniel, Author, San Diego

**OBJECTIVE:**

The objective for the lesson plan is to highlight interaction between students from different cultures while giving them the opportunity to engage directly with a global thinker who can enrich their understanding. By the end of the class, students will have articulated their worldview, seen the worldviews of other students in a different country, had their views challenged and perhaps transcended the limits of their own worldview.

**CLASS PREPARATION:**

Before the class, students will review the items posted on the global class website and prepare answers to the selected questions below. Three students from each of the institutions will be ready to answer the three questions in each of the rounds below.

**CLASS (80 - 90 mins):**

**1.      WELCOME & INTRODUCTION – Lon (Durham College) – 5 mins**

All locations are online and linked. Hellos from all locations. Lon introduces locations, guest, and topic.

**2.       STUDENT ROUNDS – 20 mins**

Lon and other instructors moderate three rounds of student exchanges. Students give their responses that they prepared in advance, while the guest listens and takes notes. Throughout these rounds, students are free to engage with one another. The guest may add a comment or two if he wishes, but the focus is on the students.

**Round One - Is there an afterlife? Why?**

1.      First student from Country 1

2.      First student from Country 2

3.      First student from Country 3

Engagement Plan: Can ask students if they do or don’t belong to any religion/denomination, church, etc., and why they do or don’t. Will help them to see that other people can view the world quite differently (i.e., have varied worldviews) because they were born into a certain culture. Helps to highlight social and cultural differences: Christian, Muslim, Jewish, other religious affiliations and so forth.

**Round Two – Is one’s station or place in life determined by birth? Why?**

1.       Second student from Country 1

2.      Second student from Country 2

3.       Second student from Country 3

Engagement Plan: Encourage students to think of examples from their own cultures and traditions.

**Round Three – Are people born evil then learn how to be good, or is it the other way around?**

1.      Third student from Country 1

2.      Third student from Country 2

3.      Third student from Country 3

Explore how how good/evil or right/wrong is determined, i.e., through universal standards or situational considerations.

**3. STUDENTS & GUEST – 20 mins**

The guest becomes actively involved now. Based on what he has heard in the rounds, he gives his predictions on how the students might answer the questions below. Students in each location can respond by show of hands as well as verbal responses to the predictions.

1.       Are women superior to men?

* show of hands and possible debate moderated by

Lon and instructors

2.      How does a belief in fate or free will influence life differently?

-         show of hands and possible debate moderated by Lon and instructors

3.       Is unhappiness an acceptable part of life?

-         show of hands and possible debate moderated by Lon and instructors

4.      Is nature here for our benefit or are we just another element of nature?

-         show of hands and possible debate moderated by Lon and instructors

The objective is to generate a discussion on the constrasting value of living in harmony with, or dominating, nature.

**4. GUEST PRESENTATION – 10 mins**

Now that students have addressed fundamental questions, the guest provides a brief presentation, either through powerpoint or other visual means, lending his wisdom on the two most fundamental questions:

1.       What is a worldview?

2.      How can we support intercultural understanding and the exchange of worldviews?

**5. STUDENTS RESPOND – 20 mins**

Students respond to to the guest’s final questions. Lon can direct the guest to the following questions:

1. How do worldviews differ around the world?

2. What are some of the influences/conditions in your country that make your worldview different from people in other parts of the world?

3. How do you think we might misunderstand each other?

For a richer global perspective, perhaps we could include the American view in these questions and have Ed speak to this?

**6.  WRAP & GOODBYES – 5 mins**

**AFTER CLASS: GLOBAL CLASS FORUM**

All participants in the class leave a comment on the [global class forum page](http://www.theglobalclass.org/forum.html).



**GLOBAL CLASS LESSON PLAN**

Topic: What Is Your Worldview?

Class Date & Time: Wednesday, October 8, 2014, 0900 – 10:30 EST

Institutions: Durham College (Oshawa, Canada)... Budapest Business School (Budapest, Hungary)... Moscow International Gymnasia (Moscow, Russia)

Guest: Edwin McDaniel, Author, San Diego, United States

**OBJECTIVE:**

The objective for the lesson plan is to highlight interaction between students from different cultures while giving them the opportunity to engage directly with a global thinker who can enrich their understanding. By the end of the class, students will have articulated their worldview, seen the worldviews of other students in a different country, had their views challenged and perhaps transcended the limits of their own worldview.

**CLASS PREPARATION:**

Before the class, students will review the items posted on the global class website and prepare answers to the selected questions below. Three students from each of the institutions will be ready to answer the three questions in each of the rounds below.

**CLASS (80 - 90 mins):**

**1.      WELCOME & INTRODUCTION – Lon (Durham College) – 5 mins**

All locations are online and linked. Hellos from all locations. Lon introduces locations, guest, and topic.

**2.       STUDENT ROUNDS – 20 mins**

Lon and other instructors moderate three rounds of student exchanges. Students give their responses that they prepared in advance, while the guest listens and takes notes. Throughout these rounds, students are free to engage with one another. The guest may add a comment or two if he wishes, but the focus is on the students.

**Round One - Is there an afterlife? Why?**

1.      First student from Moscow International Gymnasia

2.      First student from Durham College

3.      First student from Budapest Business School

Engagement Plan: Can ask students if they do or don’t belong to any religion/denomination, church, etc., and why they do or don’t. Will help them to see that other people can view the world quite differently (i.e., have varied worldviews) because they were born into a certain culture. Helps to highlight social and cultural differences: Catholic, Russian Orthodox, other religious affiliations and so forth.

**Round Two – Is one’s station or place in life determined by birth? Why?**

1.       Second student from Moscow International Gymnasia

2.      Second student from Durham College

3.       Second student from Budapest Business School

Engagement Plan: Can use examples such as caste system in India that continues to thrive despite laws and minority quotas intended to eliminate the system... Russian serfdom... U.S. slavery... difficulties First Nations peoples in Canada face. Encourage students to think of their own examples.

**Round Three – Are people born evil then learn how to be good, or is it the other way around?**

1.      Third student from Moscow International Gymnasia

2.      Third student from Durham College

3.      Third student from Budapest Business School

Explore how how good/evil or right/wrong is determined, i.e., through universal standards or situational considerations.

**3. STUDENTS & GUEST – 20 mins**

The guest becomes actively involved now. Based on what he has heard in the rounds, he gives his predictions on how the students might answer the questions below. Students in each location can respond by show of hands as well as verbal responses to the predictions.

1.       Are women superior to men?

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Lon and instructors

2.      How does a belief in fate or free will influence life differently?

-         show of hands and possible debate moderated by Lon and instructors

3.       Is unhappiness an acceptable part of life?

-         show of hands and possible debate moderated by Lon and instructors

4.      Is nature here for our benefit or are we just another element of nature?

-         show of hands and possible debate moderated by Lon and instructors

The objective is to generate a discussion on the constrasting value of living in harmony with, or dominating, nature.

**4. GUEST PRESENTATION – 10 mins**

Now that students have addressed fundamental questions, the guest provides a brief presentation, either through powerpoint or other visual means, lending his wisdom on the two most fundamental questions:

1.       What is a worldview?

2.      How can we support intercultural understanding and the exchange of worldviews?

**5. STUDENTS RESPOND – 20 mins**

Students respond to to the guest’s final questions. Lon can direct the guest to the following questions:

1. How do worldviews differ in Canada, Russia, and Hungary?

2. What are some of the influences/conditions in your country that make your worldview different from people in Russia/Canada/Hungary?

3. How do you think Russians and Canadians might misunderstand each other?

For a richer global perspective, perhaps we could include the American view in these questions and have Ed speak to this?

**6.  WRAP & GOODBYES – 5 mins**

**AFTER CLASS: GLOBAL CLASS FORUM**

All participants in the class are encouraged to leave comments on the [global class forum page](http://www.theglobalclass.org/forum.html)!

**Why Media Literacy Is Crucial for Our Freedom**

**Instructor: Elizaveta Friesem**

Lesson date & time:

February 18, 2015 (90 minute long).

Learning goal:

Help students reflect on the importance of media literacy.

Learning objectives:

* Learn to apply critical questions of media literacy to analyze media texts.
* Reflect on the need to develop media literacy.
* Discuss the connection between media literacy and freedom.

Terms:

Media, media text, media representations, media literacy.

Necessary materials and equipment: Each class should have a microphone that will let students in the audience participate in the discussion.

Each student needs to have the printout *Five Key Questions of Media Literacy*.

Short description:

During this lesson, students will learn to analyze media texts using five key questions of media literacy. The instructor will first scaffold the analysis of an ad, and then allow students to conduct their own analysis of a music video. Results of the analysis will be discussed, and students will reflect on the connection between media literacy and freedom.

Lesson procedures:

*Part 1 – Introduction (10 minutes)*

Participants discuss the main terms of the class: media, media text, media representation, media literacy.

*Part 2 – Modelling the analysis (20 minutes)*

Participants use the key questions of media literacy to analyze an ad together with the instructor.

*Part 3 – Individual work and discussion (40 minutes)*

Participants analyze a music video using a pair-share technique.

*Part 4 – Reflection (20 minutes)*

Participants reflect on the connection between media literacy and freedom.

Wrap-up.

Home assignment:

Each student chooses on media text to analyze. It can be an ad, a music video, a TV show, a film, or a website. Each student should write a 2 page long essay that will include analysis of the media text using the five critical questions, and a reflection on this analysis.

**Freedom and Stereotypes: Media Representations of Gender**

**Instructor: Elizaveta Friesem**

Lesson date & time:

October 15, 2014 (90 minute long).

Learning goal:

Help students reflect on gender stereotypes in the media and the role of these stereotypes in people’s lives.

Learning objectives:

* Discuss how the media portray men and women in students’ countries.
* Name stereotypes of masculinity and femininity that media messages contain, and discuss how they might limit people’s freedom.
* Learn to apply critical questions of media literacy to analyze media texts.

Terms:

Media, media representation, gender, stereotype, femininity, masculinity.

Main question:

How might media stereotypes limit people’s freedom?

Necessary materials and equipment: Each class should have a microphone that will let students in the audience participate in the discussion.

Each student needs to have the printout *Five Critical Questions of Media Literacy*.

Short description:

During this lesson, students will talk about the way films, TV programs, books and video games portray men and women in different countries. Students will apply critical questions of media literacy education to analyze media texts that portray men and women. Students will reflect on the connection between media representations and the role of men and women in cultures around the world. Finally, they will discuss how gender stereotypes might limit people’s freedom.

Lesson procedures:

*Part 1 - Introducing media representations (35 minutes)*

5 minutes – Introduction

5 minutes – Introducing the term “media”

10 minutes – Several students name their favorite characters, describe them, and explain why they chose these characters.

5 minutes – Students discuss the term “media representation”

10 minutes – students answer the question: “How accurately does your favorite characters represent men and women?”

*Part 2 – Stereotypes in the media and in people’s lives (30 minutes)*

5 minutes – Students discuss the term “stereotype,” give their definitions and examples.

5 minutes – Students give examples of stereotypes for men and women in their countries. The terms “femininity” and “masculinity” are introduced.

5 – Students return to the discussion about their favorite characters and discuss whether they contain any gender stereotypes.

15 – Students discuss their opinion about the role of gender stereotypes (in particular, as promoted by the media) in people’s lives, and reflect of how stereotypes might limit people’s freedom.

*Part 3 – Critically analyzing media representations (25 minutes)*

3 minutes – Students choose one media representation/text (possibly the one they have already named talking about their favorite characters) that most/all of them know.

10 – With the lecturer’s scaffolding, students analyze this text using five critical questions of media literacy.

10 – The lecturer summarizes what students have learned about media texts and media representations of gender.

2 – Wrap-up.

Home assignment:

Each students records a video reflection about what she or he has learned during this lecture (maximum 5 minutes long). In the beginning of the video introduce yourself and tell what country you are from. The video should answer the following questions:

1. How do the media usually portray men and women and why (give examples)?
2. What gender stereotypes do you notice in media texts?
3. Why is it important to talk about gender stereotypes in the media?
4. Would you like the media to portray women and men differently, and if so, how?

Upload the video to YouTube and send the link to the Global Class organizers.

**GLOBAL CLASS LESSON PLAN**

Theme: Leadership

Topic: “Women in the 21st Century”

Date: Wednesday, March 25, 2015, 0900 – 1030 EST

Students: Durham College, Oshawa, Canada... Daffodil International University, Dhaka, Bangladesh... Budapest Business School, Budapest, Hungary... University of Rhode Island, Providence, United States

Guest: Sally Armstrong, Journalist & Author

**OBJECTIVE OF A GLOBAL CLASS**

The objective of a global class is to foster critical and creative “glocal” thinking for an increasingly interdependent world. Students from different parts of the world have the opportunity to interact with one another while engaging directly with an innovative global thinker. By the end of the class, students will have explored an important shared issue, been introduced to new perpsectives, and enriched their understanding of humanity and the planet.

**BEFORE CLASS**

Before the class, students review the [material posted on The Global Class website](http://www.theglobalclass.org/global-class-winter-2015.html). The website also has a [forum page](http://www.theglobalclass.org/forum.html) where they are free to post their thoughts and suggestions.

**CLASS (90 mins)**

**1. WELCOME (3 – 5 mins)**

All locations are online and connected. Everyone is sitting close to their camera and microphone. Lon welcomes everyone, introduces theme and topic, gives brief description of Sally’s work and why her work is important for our understanding of humanity and some of the critical problems we face today.

**2. PRE-ASSESSMENT (3 – 5 mins)**

Lon engages the students, breaks the ice, establishes how much they know and don’t know about the issues that Sally addresses in her work.

**3. PRESENTATION (10 – 15 mins)**

Interacting with the students, Sally gives a brief presentation that may include images and/or video.

**4. DISCUSSION (20 – 25 mins)**

Sally and Lon open the class to questions and encourage discussion between students. The emphasis is on intercultural discussion and interaction, not a formal Q&A.

**5. ACTIVITY (5 mins)**

Sally gives students a question to answer or a problem to solve, and the students brainstorm together.

**6. TAKEUP (15 – 20 mins)**

Sally and Lon check in with the students to see what sorts of answers or solutions they have come up with.

**7. POST-ASSESSMENT (5 mins)**

In light-hearted fashion, Lon returns to the assessment he did at the start and challenges the students, asks for one in each location to summarize the lesson. Perhaps Sally gives the class a final question to answer, something that demonstrates evidence of learning. This should be fun.

**8. FINAL WORD**

Sally gives her final thoughts.

**9. SEE YOU NEXT CLASS!**

Lon wraps up.

**AFTER THE CLASS**

Students are encouraged to go to the [forum page](http://www.theglobalclass.org/forum.html) where they can continue the discussion. The website has an [assignments page](http://www.theglobalclass.org/assignments.html) where they are welcome to post more developed reflections, and there is a [resources page](http://www.theglobalclass.org/resources.html) where they can share materials with other students for future assignments and so forth.

***THE GLOBAL CLASS – HUMANITY’S CLASSROOM***



**LESSON PLAN**

**CLASS: SUSTAINABLE ENERGY**

**WHEN: WEDNESDAY, NOVEMBER 26, 2014, 0900 – 1030 EST**

**PARTICIPANTS:**

**DURHAM COLLEGE , CANADA**

**MAHINDRA UNITED WORLD COLLEGE, INDIA**

**MOSCOW INTERNATIONAL GYMNASIA, RUSSIA**

**GUEST: MARCELO DA LUZ, PERU**

**OBJECTIVE OF GLOBAL CLASS:**

The objective of a global class is to encourage interaction between people from different cultures while giving them the opportunity to engage directly with an accomplished global thinker. Participants in a global class articulate their perspectives about a selected topic and experience what their peers elsewhere in the world have to say about the same topic. Under the guidance of the global thinker, students are challenged to transcend the boundaries of their own knowledge; after the class, should they wish, they can also complete an assignment that is posted on the global class website.

In this global class, SUSTAINABLE ENERGY, students from India, Russia, and Canada, led by the creator of a solar powered car who set a world distance record, will explore the future of sustainable energy and the power that one person can have in making a difference.

**PREPARATION:**

Please see the material selected by the guest. The material is posted on the [global class website](http://www.theglobalclass.org). Click on CLASSES, then click on GLOBAL CLASS, then scroll down to LIMITS GLOBAL CLASS and you will see the material there.

Students are encouraged to develop questions and comments in advance of the class, perhaps even prepare a statement they wish to make to their peers. They should be ready for an intercultural exchange that may challenge their views.

**CONNECTING:**

The platform used for global classes is Adobe Connect. It is a web-based connection, which means there is no software to install. All you do is click on the following web address:

<https://durhamcollege.adobeconnect.com/globalclassroom>

You will log in as a "Guest". In the “Name” box, please sign in with the full name of your institution, followed by your country. Example:

**Budapest Business School, Hungary**

Guest Teacher – Please your full name, followed by your country. Example:

**Marcelo da Luz, Peru**

Click “Enter Room”. If your computer has a microphone and a web camera attached, they should automatically connect. This can be done from any computer with internet access.

Once you are in the meeting room, there will be a menu near the top left of the screen called "Meeting" - if you select that, there will be an option called "Audio Setup Wizard" - selecting that will take you through the steps for checking your microphone.  Once the meeting starts, there are icons near the middle of the top for audio (looks like a little microphone), and video (looks like a little webcam).  For a more detailed description on how to connect, click on either one of the links below.

Windows  <http://tlc.apa.uoit.ca/support/preparing-for-a-session-on-windows-2>

Mac <http://tlc.apa.uoit.ca/support/preparation-mac-version>

**CLASS (90 mins):**

**1. WELCOME & INTRODUCTION (5 mins):** All locations are linked. Hellos from each location. Host (Lon Appleby, Durham College) introduces topic and guest teacher (Marcelo da Luz), then passes class over to guest.

**2. ASSESSMENT & DISCUSSION (10 mins):** Guest assesses students’ knowledge of the topic by engaging them in a brief discussion. The purpose of this part of the class is to give the guest time to bridge into the topic and allow for some early intercultural exchanges. .

**3. PRESENTATION (15 mins):** Guest gives a presentation (powerpoint, video, board and marker, on a laminated world map, straight to camera, etc., whatever style the guest is most comfortable with).

**4. DISCUSSION (20 mins):** Guided by the guest and host, students are encouraged to ask questions about the presentation, and most of all, to respond to each other’s comments.

**5. ACTIVITY (10 mins):** Guest introduces a brief activity in which the students get up from their seats, move around a little, perhaps form groups where they work through a question or problem that culminates with a list of answers or solutions that will be brought back to the guest for his evaluation.

**6. EVALUATION & DISCUSSION (25 mins):** The “climax” of the class, when the guest assesses the results from the activity, through a probing intercultural exchange with the students. The guest may offer his final “judgment” or the students can vote with a show of hands.

**7. FINAL WORDS & GOODBYES (5 mins):** Host offers some final words, reminds the students of the supplementary resources posted on the global class website, says goodbye to all and vice versa.

**AFTER CLASS:**

Possibly a brief assignment (reflective journal, video, a challenge) that students complete on their own or with a small team, or perhaps collaborate on with one or two of the participants in the other countries.

This assignment can be a graded one or not. Its reward can simply be the act of completing an exercise that has furthered one’s development as a citizen of the world.

The assignment will be posted along with others on the the global class website, where users might vote on the most interesting or compelling one.

