

**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?

* 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 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)!