

## Connection/ Impact - If The World Were A Hundred People

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INTASC: 4,5,6

Subject: Current Events

SoE Theme: Global Citizen

National Trail High School 10<sup>th</sup>-12<sup>th</sup> grade

**Lesson description/Summary:** The students at National Trail High School do not have much opportunity to experience cultural diversity; I wanted to present a lesson that would show them the variety that exists in the world. The class is a group of students from 10<sup>th</sup>-12<sup>th</sup> grade, with 22 students, ten girls and twelve boys. The objective was to show the students the similarities between people from foreign cultures and for the students to think globally about how to improve the living conditions for those without basic necessities. The lesson included; an exercise called stand and deliver, an attitude survey and the video “If the World Were a Hundred People” based on the book by David J. Smith. The student assessment came from three reflective questions at the end of the lesson.

### **Connections:**

**INTASC 4: Variety of instructional Strategies** The Village of 100 strategy was used in my social studies methods class and was an ideal fit for the current events class. The Stand and deliver exercise was included to show the similarities between the students experiences. The attitude survey was used to show how discrimination and stereotypes are not limited to race.

**INTASC 5: Motivation and Classroom Management** To increase participation in this exercise, I had the students sit in a circle facing each other. By having the students facing each other I wanted to eliminate some of the negative comments the subject matter could have created.

**INTASC 6: Communication** Discussion questions were asked to stimulate understanding and awareness of the many different problems around the world. As the instructor, I offered insight on some of the issues in which the students did not have experience. By engaging in open debate about the importance of basic and civil rights curiosity was stimulated and important broad concepts were simplified.

**SoE Global Citizen:** This lesson has the fundamental nature of the global citizen theme from beginning to end. Students had the opportunity to gain knowledge and understanding about different groups around the world and some of the problems they face on a daily basis. The students were given the opportunity to see different perspectives that are rarely ever present in their daily lives. The lesson also allowed the students to think critically about how things could improve for citizens of the world and to review their beliefs about foreign cultures.

### **Instructional Impact:**

The discussions during this lesson went very well. I was a little concerned that the students would not want to participate in the stand and deliver exercise. Some of the questions could be sensitive subjects and yet, during the activity the students all were participating. There were some disruptions but, they were respectful of each other. As the lesson progressed, I could tell the concepts of a global culture were becoming more tangible to the group. The students began to take a more realistic view on how big and diverse the world is around them. As my classroom management improves, I will separate this lesson into multiple days to create a few more ways to positively reinforce the classroom activity with more creative assessments.

### **Professional Impact:**

The concepts in this lesson are at the core of my primary motivations for teaching. During this lesson I made a conscious effort to keep any personal bias out of my delivery and presentation. I wanted the students to get a macro perspective of their own place in the world. The elements in this lesson could be included in a number of days of class with multiple ways to assess student growth. The majority of the discussion was directed by a small group (4-6) of students, but every student was involved and alert. There were some sharp observations and links the students were making that helped the discussion flow smoothly. The experiences of watching the children making connections and debating points was rewarding to watch. The time available for the classes with block scheduling gives ample opportunity to cover a topic and incorporate activities, but the time in between classes makes it more difficult to keep the students engaged in a long lasting lesson. I gave this lesson on a Thursday and the class was over before most of the students had finished their written reflection questions for the day. I allowed the answers to be turned in the following class if they had not already finished. By the end of the day Monday I had only received 14 out of 22 assignments. It is frustrating, as a teacher, to have a student not even attempt the work, especially if they were active in the group participation. Without the daily responses it is very difficult to record participation. If the student is not doing the basic work are they truly participating? Should they get partial credit?

This lesson has shown me there is the potential to get students excited about big broad concepts like; globalization, culture, ethnicity, and stereotypes all in the same lesson. The current events class does not have a textbook, has no direct standards and no specific topics to cover. Having the freedom to create brand new curriculum is very appealing to me. The process of starting from scratch with no structure to work from, gives the opportunity to cover critical topics with a variety of strategies. The experiences of making the decisions about how and what to cover will help make me a much stronger teacher.

## Connection and Impact

### Artifacts

- Townsend Community Center Letters
- Photograph

### Summary

I volunteered to help out at the Townsend Center teaching mini-lessons, helping students with homework, organizing their snack in the kitchen, and participating in the Wizard Computer Club. I was able to form relationships with the students and encourage them to work hard and enjoy learning. I led a math lesson using various coins for the students to learn how to make change with addition and subtraction skills. I also participated in a Family Science Night at the Townsend Center.

### Connections

INTASC 6: Communication was the key to forming relationships with students at the Townsend Center. Students came to this after school program while waiting on their parents to pick them up. I encouraged them to do their homework before they went home so they would have free time with their families. Students also played games and socialized. Several children also helped me prepare the daily snack and cleaned up afterwards.

Global Citizen: My partner for the Wizard Computer Club was an African American third grader. She told me fascinating stories about visiting her father in Africa. I helped her write letters to the "Wizard" so she could practice her writing skills while having fun at the same time. I guided her through the castle on the computer where she could read about topics that were interesting to her. She also enjoyed playing educational computer games and printing off free coloring pages.

### Impact on who I am as a Teacher

I learned that many children in our community come from low income families and single parent homes. The students at the Townsend Center were not the stereotypical children who got into trouble. They were simply children with great potential to succeed if given the chance. Many of these students have a difficult home life and need extra attention and encouragement. I plan on treating every child with the same respect no matter what their ethnic background or socioeconomic status.