



Handout for Teachers

Training in Global Ed, Leadership, Tolerance & Conflict Resolution

Our program is presented in two parts, consisting of one or more **assemblies**, then **follow-up sessions** with selected classes or students.

Students are most inspired by our program when they have been prepared to view this as it ties into existing school activities, using the 1WOW™ program to create a school wide experience which can springboard **discussions** relevant to your students. The classroom follow-up sessions focus peers on understanding their ability to help class leaders be good leaders, and recognizing true friends. All students also receive a card outlining principles of how to resolve conflict/build peace. Note: contents of this packet, if not copied in full to all teachers, are available with the assembly sponsor at your school

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The material of the assembly program can fit into your curriculum by supporting classroom dialog on themes such as:
peace, international conflict, population issues, foreign aid, immigration, individual responsibility, community building, leadership, racial, cultural and religious tolerance

Past evaluation forms confirm that you will be best served by the ONE WORLD, OUR WORLD program by linking subsequent activities for the day to these themes - writing essays, graphing data, discussing school social structures, etc. - tying the assembly into the basic curriculum of your class. In the show itself, you and your **students will experience**:

- Music and street scenes of **China, Russia, Afghanistan, Ghana, Sierra Leone, Nigeria, and Mexico**. It allows views of countries large and small, rich and poor, from various continents.
- The idea that around the world, people have much in common, sharing similar needs, desires, and emotions. Students are enrolled in a **game to seek out these similarities** - to become aware of, sensitive to, what people have in common.
- **On stage simulations** which physically depict population densities, food supplies, and energy consumption of these areas, and may clearly depict immigration issues too.
- The key idea that once we can see the similarities of ourselves to peoples far away, we can better recognize our relationship to our classmates, schoolmates, neighbors, and family. **Peace begins with each of us**, and how we treat each other locally.

IF the timing of the 1WOW program doesn't encourage a link to your basic curriculum, here are ideas on using it to promote conflict resolution techniques and tolerance.

Prior to the Presentation

Teachers will find it supportive to have students discuss the concept of peace. It is the unifying vision of each theme listed above. Whether computers or rockets or friendships or teams, **we create what we can clearly imagine**. What is Peace? How does it feel? Do we have it now in our homes? towns? country? world? Would it be nice to have? Do we want more of it? If peace is felt when we get along with others, what methods do we use to meet new classmates and develop friendships? **Is looking to highlight similarities in clothing, taste in food or music, etc. a strategy which some of us already use**, and if so, how widely or narrowly do we identify similarities? What consequences are there for defining our community with wide versus narrow filters of similarities? As a preview to the value of the program, ask if students pick friends by interest in the activity or by the color of their hair? color of their skin? language? religion.

After the Assembly

Several **students will have received popcorn** or similar snack during the program. It is an ideal time to ask the full class to discuss how they felt upon seeing the discrepancies in world food supplies. Also, since not all students get to stand on the world map, link the feelings of non-recipients to those of the "Have-not Countries". **What feelings and what ideas** do the students have on what to do with the popcorn? How can they use this event to have a more peaceful school campus? Is conflict management through student mediation a process which can be brought to or strengthened at your school?

1wow.org provides links to websites on population issues as well as conflict resolution, global-ed and character-ed. Long term we hope to link schools that have shared the 1WOW program experience, to **develop a better global community together**.

Discussion/Essay/Concept Mapping Ideas: Younger Students/ General Social Studies Curriculum

It would be useful to anchor the experience by asking what the children learned, what new ideas they found. Some in depth material for students to consider might include questions such as:

What do they believe people in Africa (China, Mexico, and Russia) have in **common with Americans?** i.e. TV, movies, music, sports, family structure, school, work, friendships, emotions, climate, economies...

What do they believe the differences are? i.e. clothing, art, customs, laws, language, religion...

What about peoples in their communities? Do they see different kinds of peoples at school, in town, on TV?

Did the Assembly change some perceptions about people? **Do they now understand** that people are much alike, want the same kinds of things, have the same kinds of feeling?

What does peace look like for the students in their own neighborhoods? For all the peoples of the world? **How can they individually and collectively affect their communities?** The world?

What will they do at school to practice making the world a better place? i.e. reaching out to make friends with children they thought were different.

Discussion/Essay/Concept Mapping Ideas: Older Students/ World Studies Curriculum

Here are additional discussion topics to build upon the assembly material:

What issues do they believe require international agreement to settle on behalf of all people? i.e. hunger, environment, international armaments, racism, employment opportunities... In 1999, global population reached **6 Billion**. How does this complicate the issues? **Is the United Nations sufficient** to carry out these tasks? If so then how, if not, what changes are needed? Where did they learn whatever it is they believe they already know? i.e. school, parents, travel, TV, movies...

How would they create a world where everyone felt safe? Why is it important to think globally, and act locally.

Raw data used adapted for 1WOW™, and comparable data on selected nations
(Information sourced from the Population Reference Bureau and Mindscape's "World Atlas 6.0" software.)

	MID 2001 EST. PEOPLE (Millions)	ANNUAL Growth Rate %	LAND Sq. miles (Thousands)	NUTRITION		ENERGY Kgm/Capita OIL EQUIV.
				Avg. Calories Per Capita ANIMAL	VEGETABLE	
CHINA	1,273	0.9	3,601	286	2,356	811
NIGERIA	127	2.8	352	57	2,143	210
MEXICO	100	1.9	737	556	2,506	1,911
RUSSIA	144	-0.7	6,593	565	2,160	6,742
USA	285	0.6	3,539	1,107	2,535	10,921
AUSTRALIA	19	0.6	2,941	1,224	2,078	7,321
ALGERIA	30	2.4	920	322	2,622	1,044
BANGLADESH	134	2.0	50	54	1,983	n/a
BRAZIL	172	1.5	3,265	429	2,301	780
CANADA	31	0.3	3560	1,042	2,200	10,903
FRANCE	59	0.4	212	1,385	2,207	5,457
GERMANY	82	-0.1	134	1,251	2,251	6,798
INDIA	1033	1.7	1148	154	2,075	336
INDONESIA	206	1.7	705	87	2,517	348
IRELAND	0.8	0.6	27	1,495	2,456	
ITALY	58	-0.0	114	898	2,600	3,998
JAPAN	127	0.2	145	616	2,305	4,754
LIBYA	5	2.4	679	466	2,828	4,328
MONGOLIA	2	1.4	604	824	1,438	1,622
PAKISTAN	145	2.8	298	286	1,994	290
SAUDIA ARABIA	21	2.9	830	467	2,462	6,922
UNITED KINGDOM	60	0.1	93	1,108	2,162	22,379

The above data is what has been most often asked for by teachers. It expands the material of the actual assembly and should allow you many opportunities to develop classroom enrichment activities in math or teach national rankings by lining up students by countries they represent.



Handout for Teachers

6 Steps to Building PEACE

Each student and teacher will receive a card listing these 6 steps, here are some additional explanations as to their usage. Many schools have adopted similar programs, reinforced by the 1WOW™ program.

1. **Time Out to Calm Down**

Time to calm down and **think about what is lost** if the conflict (fighting, arguing, etc.) continues. Time to re-approach the other person and ask for a chance to settle this peacefully. What common bonds will remain strained in the classroom, school, neighborhood, etc. until the problem is handled?

2. **Send an “I” Message**

Speak Personal Needs. Most people accept as truth what we say about ourselves, but can easily argue statements about another person's actions or motives. Speaking in terms of our own needs is much better than pointing out faults in the other person's actions. As a skill developing tool, can “I” describe the problem without words implying that “YOU” did anything?

3. **Listen Actively**

When we listen so that we can repeat back to the speaker in our own words, we are evaluating, analyzing, condensing and understanding the other person's message. We have a better opportunity to see that person's viewpoint, and if we actually repeat back these ideas for the other person to hear our understanding, **we build up trust in them of our own sincerity** in resolving the problem. Active listening uses posture, eye contact, head nodding and other non-verbal cues to communicate that we are listening.

4. **Both Sides Accept Responsibility**

It takes two to argue. As an active listener, notice and accept responsibility for how our actions contributed to creating the misunderstanding. Both sides need to reach this conclusion for their own activities, but it is difficult to have either of the two people point out the problems of the other. **If this situation continues, mediation** may be an alternative.

5. **Brainstorm Possibilities**

Once you get this far, just start listing alternatives for allowing one side or the other or both sides to feel that their needs are being met. While brainstorming, it is important to not judge the ideas. Even if an idea sounds silly, or impossible, the listing of it allows that person to be free to suggest another idea - and that may be a great one. After an agreed amount of time, the full list can be prioritized, and two or three ideas may **be combined into a compromise that both sides can accept**.

6. **Agree to Live by the Results**

Getting to an idea that “could” work is most of the process, but being able to live by this idea is a demonstration of maturity. This is how Peace is truly won, and enemies are allowed to become friends.

A Classroom Exercise that improves critical thinking skills

Application of these principles becomes second nature with practice in seeing their effects on others. The technique involves **role playing societal situations**. Examples of relevant issues are: the USA vs. Iraq at the United Nations, the Revolutionary War, industrialists vs. environmentalists, or any issue that historically may have involved shouting matches and name calling. (Analyzing current political candidates, issues and parties can be revealing) **Prepare a few students** to role play the key protagonists. Act out a situation first with the name calling, then with “I” messages to make clear how use of the language can escalate or reduce a conflict. Revisit this exercise throughout the school year to reinforce the practicality yet lack of use of these simple concepts.

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Executive Director



Handout for Teachers **Building Healthy Friendships with Great Leadership**

Outline of the class lessons: grades 4-7 (with practice, 45 minutes.)

Note: Success depends upon enough group members adopting these ideas to shift the dynamics of their group's interactions. Help this happen by only attempting the lesson when it:

- 1) follows an empathy generating event, like our assembly program.**
- 2) is conducted for all classes of the same grade within the same day, and**
- 3) is presented by someone whom the students will consider a special speaker.**

PART I Defining True Friendship

- Brainstorm with students how they define friends and friendship (list on the board)
- Illustrate how “sticking with friends, *NO MATTER WHAT*” can be dangerous ... depending upon choices made by our friends (drugs, weapons, gangs, etc.)
- Ask what they'd do “if a friend were considering ...”
Typical responses are that they'd help convince their friend otherwise.
- Emphasize their response above: that good friends, true friends, help/advise their friends to avoid mistakes - we'll come back to this in part four.

PART II A Break in the Tension (with use of prepared overhead transparencies or board)

- “Active Listening” involves our full attention, our posture, our eye contact, and our thinking about the content and emotion of the speaker
- Practice listening in pairs, (show sample discussion topics, make pairings, time one minute to speak, listener restates for 15 -20 seconds.) Invite student comments. Typically, there will be mention of the good feelings when others actively listened to them. Reverse roles and repeat.
- Extrapolate as to how this could help them during periods of conflict, whether with parents or classmates.

PART III Defining Leadership via Extreme Examples (diagram on board)

- Briefly brainstorm names of famous world leaders (Bad and Good) of the past 100 years. The two most consistent names that kids provide are Hitler and Dr. M. L. King, and they serve this exercise well as archetypes of leadership. (hint: avoid USA presidents)
- Lead a discussion as to what Hitler did that earned his notoriety: he built power by blaming a minority group to gain favor within a majority group. He did it very effectively and gained great power, and caused great harm. Hussein and Milosevic, Stalin (and others whose names the kids provide) used similar techniques.
- Ask: Did Martin Luther King (and Mother Teresa, Gandhi, Einstein, Schweitzer, Susan B. Anthony, Sadat, or Mandella) gain fame for separating people? No! They're known for speaking in ways to bring people face to face with moral principles, and in the process bringing people together to solve common issues.

PART IV Conclusion: Linking Leadership to Friendship

- Looking to the schoolyard: HOW DO OUR FRIENDS/CLASSMATES BEHAVE?
- Ask if any of the popular kids “sometimes, maybe, try to build themselves up by putting others down.” ... soften the next statement by pointing out that “these same kids are learning math, learning science, and if it is their personality to want the attention of leadership, they are learning how to lead.... STILL, AT THE TIME THEY PUT OTHERS DOWN, WHICH TYPE OF LEADER ARE THEY LEARNING TO BECOME?”
- IS THAT IN THEIR BEST INTEREST FOR A FUTURE?
- Returning to their earlier assertions and using their new view of leaders: REAL FRIENDS WILL ONLY SUPPORT RESPECTFUL BEHAVIOR within their circle of friends.
- NOT EVERYONE VIEWS THEMSELVES AS A LEADER, BUT...IF WE EACH ACT AS TRUE FRIENDS, OUR CLASS AND SCHOOL WILL BE A FRIENDLIER, SAFER PLACE.

Teachers and staff need to nurture these ideas. The first students to try are more vulnerable to peer criticism.

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