



[www.IhsanEdu.com](http://www.IhsanEdu.com)  
[info@IhsanEdu.com](mailto:info@IhsanEdu.com)

**Ihsan Education**

*Inspiring Academic and Moral Excellence for a Global Context.*

# **Ihsan Educator Certificate Program**

## ***Module 2: Teaching for a Global Context in the 21st Century*** ©

[www.IhsanEdu.com](http://www.IhsanEdu.com)

Presented by: Raghad Ebied©

(B.A., B.Ed., MSc. in Educational Leadership)

Founder and Director of Ihsan Education

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# About Ihsan Education



Ihsan Education

## Our Vision:

Ihsan Education (™) inspires academic, moral and spiritual excellence to empower students to thrive and contribute to the betterment of humanity in a diverse, complex, and global context.

## Our Philosophy:

Ihsan Education employs a moral or values based framework that cultivates the growth of *Ihsan* or beautiful morals which enable students to understand the essence of their faith and how to embody it in a diverse, pluralistic, complex society. The outcome is students who are well rooted in the understanding of their faith and spiritual traditions yet open-minded, compassionate, generous, and collaborative with people of all faiths and backgrounds, in order to be a catalyst for positive change and peace in our world.

## Our Services:

Educator Training (Online and In-Person), Ihsan Educator Certificate Program (Online Starting Oct. 2016), Consulting and Coaching, Curriculum Development, School Certification, Student Programs

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# Members Only Page

Here you will find all information related to each module, including the link at which you can join us LIVE or listen to the recording, a PDF document with all of the slides, as well as the link to submit your assignment for each training module and any other materials or resources.

If you have any questions, don't hesitate to email us at [info@ihsanedu.com](mailto:info@ihsanedu.com). Please remember to not share your password for this page or any of the materials on this page as they are reserved exclusively for members and are copyrighted:)

# The Global Citizen

“Oxfam sees the global citizen as someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen.
- Respects and values diversity.
- Has an understanding of how the world works.
- Is passionately committed to social justice.
- Participates in the community at a range of levels, from the local to the global.
- Works with others to make the world a more equitable and sustainable place.
- Takes responsibility for their actions” 2



# Global Citizenship

“A transformative vision of education: Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge and understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy, and to secure a more just, secure and sustainable world than the one they have inherited.”<sup>2</sup>

# Educating for Global Citizenship in a Changing World

Addresses the following learning expectations:

- “Increase knowledge of international-development and cooperation issues (e.g. rights of children, gender inequities, human rights, environmental global issues).
- Instill an understanding of global interdependence and Canada's responsibilities as a member of the global village (and other related concepts e.g., globalization, rights and responsibilities, social justice, diversity, equity, peace and conflict).
- Raise awareness of the role Canadian individuals and organizations play in overseas relief and development assistance.” 1



# Why teach Global Citizenship?

Global citizenship:

- Gives learning meaning by being exciting, relevant and grounded in 'real-life' scenarios.
- Challenges misinformation and stereotyped views about Majority World countries, and allows children to counter ignorance and intolerance.
- Acknowledges that we have power as individuals: each of us can change things, and each of us has choices about how we behave. But this power can be even greater when we work collectively.
- Demonstrates how the world we live in is unfair and unequal, but promotes challenging and changing this.
- Encourages us to recognise our responsibilities towards each other, and learn from each other.

Teaching approaches used to promote global citizenship have a positive impact on learners and can raise standards.<sup>2</sup>



## The Global IS LOCAL

“We are linked as never before to other people on every continent:

- Socially and culturally through the media, telecommunications, travel and migration.
- Economically through trade.
- Environmentally through sharing one planet.
- Politically through international relations and systems of regulation.”<sup>2</sup>

# Open-mindedness, Full-mindedness, Fair-mindedness

- “Open-mindedness (recognize differences in point of view, entertain contrary positions)
- Full-mindedness (anticipate complexity, recognize stereotypes, suspend judgment when warranted)
- Fair-mindedness (empathize with others, overcome bias)”<sup>1</sup>



# Approaching Problems Globally

“Cogan and Kubow’s four year, nine-nation study (1997) forecasts eight key characteristics that will be required of citizens for the 21st century:

1. Ability to look at and approach problems as a member of a global society.
2. Ability to work with others in a cooperative way and to take responsibility for one’s roles (and) duties within society.
3. Ability to understand, accept, appreciate, and tolerate cultural differences.
4. Capacity to think in a critical and systemic way. “ 1

# Approaching Problems Globally

5. “Willingness to resolve conflict in a non-violent manner.
6. Willingness to change one’s (way of life) and habits (of consumption) to protect the environment.
7. Ability to be sensitive towards and to defend human rights.
8. Willingness to participate in politics locally, nationally, and internationally.” 1

# What Does it Mean to be a Citizen of the World?

Ted Talk:

[https://www.youtube.com/watch?time\\_continue=19&v=ODLg\\_00f9BE](https://www.youtube.com/watch?time_continue=19&v=ODLg_00f9BE)



| Global citizenship involves...   | It is not....  |
|--|--|
| ✓ asking questions and critical thinking   | × telling people what to think and do                            |
| ✓ exploring local-global connections and our views, values and assumptions                   | × only about far away places and peoples                         |
| ✓ exploring the complexity of global issues and engaging with multiple perspectives          | × providing simple solutions to complex issues                   |
| ✓ exploring issues of social justice locally and globally                                    | × focused on charitable fundraising                              |
| ✓ applying learning to real-world issues and contexts  | × abstract learning devoid of real-life application and outcomes |
| ✓ opportunities for learners to take informed, reflective action and have their voices heard | × tokenistic inclusion of learners in decision-making            |
| ✓ all ages   | × too difficult for young children to understand                 |
| ✓ all areas of the curriculum  | × an extra subject   |
| ✓ enrichment of everyday teaching and learning   | × just a focus for a particular day or week                      |
| ✓ the whole school environment   | × limited to the classroom                                       |

| Knowledge and understanding       | Skills                                       | Values and attitudes  |
|-----------------------------------|--|---|
| Social justice and equity         | Critical and creative thinking               | Sense of identify and self-esteem                                     |
| Identity and diversity            | Empathy                                      | Commitment to social justice and equity                               |
| Globalisation and interdependence | Self-awareness and reflection                | Respect for people and human rights                                   |
| Sustainable development           | Communication                                | Value diversity   |
| Peace and conflict                | Cooperation and conflict resolution          | Concern for the environment and commitment to sustainable development |
| Human rights                      | Ability to manage complexity and uncertainty | Commitment to participation and inclusion                             |
| Power and governance              | Informed and reflective action               | Belief that people can bring about change                             |

# Global Citizenship Across Curriculum

<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>

[Education for Global Citizenship: A guide for schools](#), P. 12 and 13



# Oxfam's Curriculum for global citizenship

## Knowledge and understanding, Skills, Values and Attitudes

Includes Goal you are trying to develop (Eg. Social Justice and Equity, Identity and Diversity, etc.) and how it applies for ages 3-19.

<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>

[Education for Global Citizenship: A guide for schools](#), P. 16-21

# Whole School Approach

Global citizenship is not an additional subject, it is an ethos. It is best implemented through a **whole-school approach**, involving everyone from learners themselves to the wider community. It can also be promoted in class through teaching the existing curriculum in a way that highlights aspects such as social justice, the appreciation of diversity and the importance of sustainable development.” 2

# Whole School Approach

| School ethos  | The curriculum   | Participation   | Staff development   | Transition   | Community engagement  |
|---|--|---|---|--|---|
| Ensure that global citizenship is reflected in your school vision, ethos and development plan, with learners playing a key role in decision-making. | Promote global citizenship across the curriculum, with activities delivered across a range of subjects and key stages. | Enable learners to participate in or lead on global citizenship projects through curricular or extra-curricular activities – for example, peer or cross-phase learning. | Develop staff understanding of global citizenship and participatory and critical approaches, and planning time to co-ordinate projects. | Use global citizenship to support primary to secondary transition and explore the place of global citizenship values and skills in further and higher education and the workplace. | Develop ways to engage your local community using global citizenship, and invite community members to related events. |

# Developing global citizenship in your classroom practice

The planning framework on pages 8-9 of <http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>, **Global Citizenship in the Classroom: A guide for teachers** can help you develop global citizenship through the teaching of almost any topic.

Please note:

- The idea is not to rewrite every lesson that you teach, but simply to be aware of where you can make global connections.
- Sometimes you will be able to develop schemes of work which use all parts of the framework, while on other occasions you may use just one or two parts of it. •

# Framework

The framework on page 10,

<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>,

**Global Citizenship in the Classroom: A guide for teachers** is cyclical rather than linear – any stage can be approached, developed or revisited at any point.

Below is an example of how the framework could be applied to the topic of water.

- Assessing learning
- Asking questions
- Responding as active global citizens
- Making connections
- Exploring viewpoints and values

# Participation in learning and decision-making

- To be effective global citizens, learners need to be flexible, creative and proactive.
- They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups.
- These skills and attributes are increasingly recognised as being essential to succeed in other areas of 21st century life too, including many workplaces.

# The Role of the Teacher

| From                                  | To                                   |
|---------------------------------------|--------------------------------------|
| Teacher-centred classroom             | Learner-centred classroom            |
| Product-centred learning              | Process-centred learning             |
| Teacher as a transmitter of knowledge | Teacher as an organiser of knowledge |
| Teacher as a 'doer' for learners      | Teacher as an 'enabler'              |
| Subject-specific focus                | Holistic learning focus              |

*Source: Active Learning and Teaching Methods for Key Stage 3 ©2007 The Partnership Management Board*

# The Role of the Learner

| From                            | To   |
|---------------------------------|--|
| Passive recipients of knowledge | Active and participatory learners            |
| Answering questions             | Asking questions                             |
| Being spoon-fed                 | Taking responsibility for their own learning |
| Competing with one another      | Collaborating in their learning              |
| Wanting to have their own say   | Actively listening to the opinions of others |
| Learning individual subjects    | Connecting their learning                    |

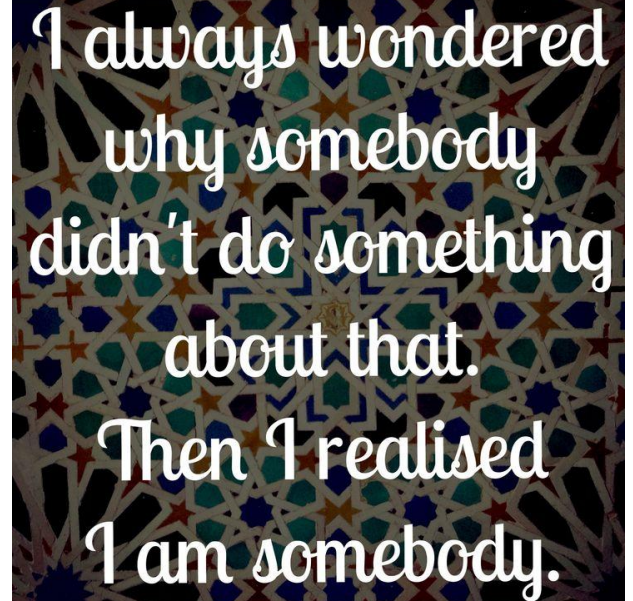
*Source: Active Learning and Teaching Methods for Key Stage 3 ©2007 The Partnership Management Board*



# How to Change The World Video

Kid President:

<https://www.youtube.com/watch?v=4z7gDsSKUmU>



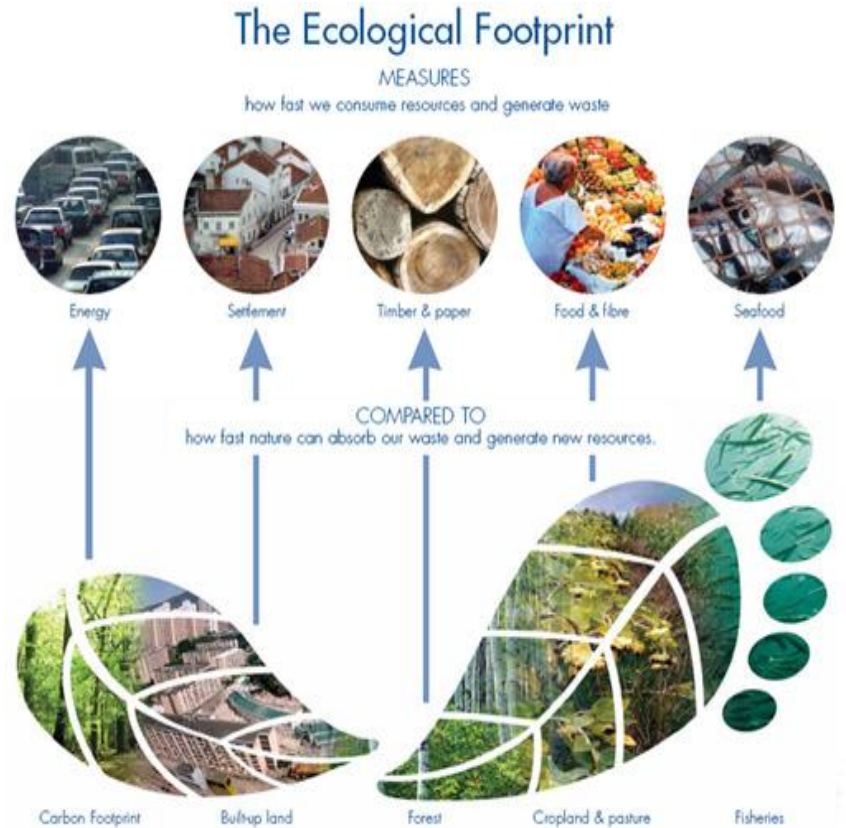
I always wondered  
why somebody  
didn't do something  
about that.  
Then I realised  
I am somebody.

# Ecological Footprint

<https://islandwood.org/footprint-calculator/>

<http://www.footprintnetwork.org>

</en/index.php/GFN/page/calculators>



# United Nations Convention on the Rights of the Child

[https://www.unicef.org/crc/files/Rights\\_overview.pdf](https://www.unicef.org/crc/files/Rights_overview.pdf)

[http://peacefulschoolsinternational.org/wp-content/uploads/childrens\\_rights\\_a\\_teachers\\_guide.pdf](http://peacefulschoolsinternational.org/wp-content/uploads/childrens_rights_a_teachers_guide.pdf) :

Why Teach about Rights - P.6

Strategies for Different Subjects - P. 8-10

Teaching Children's Rights Through Arts:

<http://www.csea3.mediajunction.ca/wp-content/uploads/2016/03/R5-UNICEFCRthuArts.pdf>

# Compassionate Communication

Compassionate Communication (CC) or Non Violent Communication (NVC) is a way of interacting that facilitates the flow of communication needed to exchange information and resolve differences *peacefully*. It *focuses on shared human values and needs*, and encourages the use of language that increases goodwill and avoidance of language that contributes to resentment or lowered self-esteem.

Empathetically Listening and Honestly Expressing:

- Observations
- Feelings
- Needs
- Requests

See handout on members page.

# Conflict Resolution Skills Training

<http://character.org/lessons/lesson-plans/high/hinsdale-central-high-school/>

Skills handout:

[http://www.character.org/uploads/PDFs/NSOC/2009\\_NSOC\\_Lesson\\_Plans/Hinsdale/Hinsdale\\_CRT\\_Skills\\_Handout\\_and\\_Poster.pdf](http://www.character.org/uploads/PDFs/NSOC/2009_NSOC_Lesson_Plans/Hinsdale/Hinsdale_CRT_Skills_Handout_and_Poster.pdf)

# The Art of Dialogue

*Dialogue* is more structured than conversation, but less structured than discussion or debate. Dialogue engages people in building their understanding of an issue, without the pressure to make decisions or be "right." People inquire into ideas, rather than advocate for their own or others' ideas."

"Notice the differences in word choice and syntax. Phrases such as, "I'm wondering \_\_\_\_\_," "I'm curious," "I'm interested," "It might be \_\_\_\_\_," or "What if we ... " are common in dialogue. These phrases slow the pace of speaking, giving people a chance to think and then share their own thoughts. Dialogue feels like a flow of ideas as people listen and stay with an idea for a few minutes. In contrast, discussion is often fast-paced and clipped; one person after another states an opinion, and people rarely build on one another's ideas."

See Guidelines for Dialogue.

See <http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/The-Art-of-Dialogue.aspx> for more details.

# Cultivating Peace

For grades 10-12:

<http://cultivatingpeace.ca/pdfs/CPCCEngPDF.pdf>

# Book Recommendations

“We are One” by Jennifer Black

“Allah Loves Me” - [www.NoorArt.com](http://www.NoorArt.com)

Book list from “Give Your Child the World -Raising Globally Minded Kids One Book at a Time” - Jamie C. Martin

13 Children's Books That Encourage Kindness Towards Others:

[https://www.buzzfeed.com/emeynardie/13-childrens-books-that-encourage-kindness-toward-26paw?utm\\_term=.buOP4B5xB#.eo68Yx1gx](https://www.buzzfeed.com/emeynardie/13-childrens-books-that-encourage-kindness-toward-26paw?utm_term=.buOP4B5xB#.eo68Yx1gx)



# Assignment

Select one of the strands and age appropriate activities for each of Knowledge and Understanding, Skills, and Values and attitudes from the links below and incorporate them into an already existing lesson or lessons you have or one or more of the activities we discussed in this training module. Explain how you incorporated them into your lesson and interesting student responses or actions you observed.

<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides> , [Education for Global Citizenship: A guide for schools](#), P. 16-21

Please submit your assignment at the following link by December 12, 2016:

<https://goo.gl/forms/DrXVldt1w4hWD7Cj1>

# References

- 1 - [https://www.oise.utoronto.ca/cidec/UserFiles/File/Research/Global\\_Citizenship\\_Education/intro.pdf](https://www.oise.utoronto.ca/cidec/UserFiles/File/Research/Global_Citizenship_Education/intro.pdf)
- 2- <http://www.oxfam.org.uk/education/global-citizenship>