

Olomouc Summer Institute 2003: Global Issues for High School Students

Lesson 1: Cross-Cultural Communication

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> Analyze feelings, anxieties, perceptions, misperceptions in interacting in other cultures; Identify the influence of culture on values and behavior; Set the stage for upcoming lessons | <ul style="list-style-type: none"> Ba Fa, Ba Fa; a simulation of two fictitious cultures during which participants learn and interact in a new culture. Students then visit the other fictitious culture as observers and try to discover cultural norms and values. Large group debriefing focused on how cultural expectations influence our perceptions of members of other cultures. Follow up: Students wrote about what it would be like if they could not return to their home culture | Cross cultural simulation developed by Gary Shirts; www.stsintl.com |

Lesson 2: Refugees, guests in another culture

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| <ul style="list-style-type: none"> Connect to and debrief cross cultural encounter in BaFa BaFa; Examine UNHCR policy guidelines for refugees and why someone would seek refugee status Identify reasons countries host/limit refugees and what services host countries should provide; Develop policy statement for refugees in home country | <ul style="list-style-type: none"> Class discussion based on questions on paper strips about cultural stereotypes and refugees (i.e., If you could be a member of another culture, what would it be? What is something you admire about members of another culture? Who is likely to become a refugee?) Read handout on UNHCR policies on refugees and who qualifies for asylum and refugee status. Read case study; A family destroyed and connect to UNHCR policies Small groups; 5 case studies, who should be granted asylum? Report out as UNHCR officers Follow up: Student journaling; What should your country's policy on refugees be? What services should refugees receive? | <ul style="list-style-type: none"> UNHCR Materials: Level 3 The Right to Asylum www.unhcr.ch Handout: Protecting Refugees- An Introduction Handout: A family destroyed Handout: 5 case studies and answers |
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Lesson 3: How Do Democratic Societies Make Public Policy Decisions?

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| <ul style="list-style-type: none"> Define value Identify personal values and how they impact decisions Rank order democratic values Examine how these values are implemented in different countries | <ul style="list-style-type: none"> Opening: Students list 10 personal values; small group agree on 5 values that are important; groups present a skit illustrating one of their chosen values, the rest of class identifies the value Lesson: Students receive ten cards one at a time listing democratic values, students put the cards in order from most to least important; students present their ordering and explain their rationale Follow-up: Students journal on two democratic values well represented in their home country and two they believe their country could improve upon. | Considering the role of values in public policy. Available online at www.choices.edu |
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Lesson 4: Using Democratic Values to Make Public Policy: Equality

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| <ul style="list-style-type: none"> • Define tolerance and equality as democratic values • Identify how intolerance impacts quality of life • Examine a proposed public policy for immigrants; does this policy promote or discourage equality for members of other cultures? • Students propose a policy for immigrants in their home country | <ul style="list-style-type: none"> • Opening: Step forward; 8 students are given a card with a social identity (homosexual, lawyer, nurse, unemployed Roma, cleaning lady, handicapped) Students then respond to a series of questions by stepping forward if the answer is yes (Can you easily buy a house? Can you kiss your lover in public?) At the end of the ten questions, the rest of the class tries to identify the roles of the students in the line-up. Students discuss how intolerance impacts quality of life. • Lesson: Equality in a democracy; students brainstorm and create a poster with words associated with equality; students present posters. • Reading: Proposed law requiring immigrants in Germany to pass a test on the German language in three years. • Discussion: Pros and Cons of requiring immigrants to learn national language; what are the rights of citizens vs. guests in a country • Follow-up: Journaling; What should your country's policy be on immigrants learning the national language? | <ul style="list-style-type: none"> • Teacher made cards with 8 roles applicable to that country, list of ten questions • Equality wheel activity in Democracy for All, Streetlaw, Inc. • Handout: Immigrants may be forced to learn German, Aron Kirchfeld; International Herald Tribune, July 11, 2003 |
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Lesson 5: Using Democratic Values to Make Public Policy: Justice

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| <ul style="list-style-type: none"> • Define war crimes • Examine history of war crime tribunals • Identify pros and cons of having a permanent international criminal court | <ul style="list-style-type: none"> • Opening: KWL on board on reading on history of international war crimes tribunals • Lesson: Reading on the Rape of Nanking and the execution of General Matsui; Students participate in structured academic controversy on whether there should be a permanent international criminal court. • Follow-up: Journaling, Should your country support a permanent international criminal court | <p>Handouts available at: American Responds to Terrorism; Do we need a permanent international criminal court? www.crf-usa.org</p> |
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Lesson 6: Using Democratic Values: Competition vs. Cooperation

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| <ul style="list-style-type: none"> • Experience the impact of the distribution of wealth on the planet • Discuss the impact a wealthy nation may have on a poorer one • Compare the wealth of different nations and discuss possible reasons for the differences | <p>Distribute 100 pennies around the classroom. Allow students to collect as many as they can; tell students they may give pennies to students who have less if they wish; establish some kind of reward for students with more pennies; give students another opportunity to give pennies to other students; divide students into groups according to wealth; allow each group to develop a plan for the distribution of pennies; when the class votes, the students with more pennies get more votes; conclude with discussion/journaling using focus questions from activity.</p> | <p>Pennies simulation; scramble for wealth. Available at http://achieve.utoronto.ca/ceedc/culture/h-pennies.html</p> |
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Lesson 7: The Global Environment

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| <ul style="list-style-type: none">• Define public and private property• Examine the effects of ownership on stewardship of property• Connect the tragedy of the commons to the global environment• Propose solutions to a global environmental problem | <ul style="list-style-type: none">• Begin with the question: Why are there so many chickens and so few whales?• Simulation: Distribute paper clips on a piece of poster paper divided into 5 different sections; 4 students are told they will receive some kind of reward for collecting paper clips during two one minute periods; they will receive a larger reward for clips collected during the second minute; students can collect clips from any where on the paper; Allow students to collect clips; Repeat this activity with a second group of 4 students; tell this group that they are property owners and only they may collect clips from their property; anyone can collect clips from the center area; give the second group the same two one minute sessions; Ask the rest of the class what happened differently between the two groups and why; introduce the concept of public property and explain that the global environment is one example of public property.• Lesson: Handouts on international fishing and over fishing; students read handouts, discuss how this relates to the idea of public property; propose solutions based on incentives to reduce violations of international fishing agreements | <ul style="list-style-type: none">• Poster paper, paper clips, markers• Lesson available from National Council for Economic Education At: www.ncee.net• Handout: International fishing, the problem• Flags of convenience |
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