

OLOMOUC SUMMER INSTITUTE:

GLOBAL ISSUES LESSONS 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. | <p>BaFa, BaFa: simulation of two fictitious cultures, Alpha and Beta, during which participants learn and interact in a new culture. Visitors were exchanged between cultures and participants developed hypotheses about the norms and values of both cultures. Large group debriefing focused on simulation experience and the importance of cross cultural understanding.</p> <p>Assign homework: To provide a context for our next activity, write a short paragraph describing how you would feel if you could not return to your home culture (i.e., Alphas, Betas).</p> | <p>Cross cultural simulation developed by R. Garry Shirts.</p> <p>Purchasing information: Simulation Training Systems: http://www.stsintl.com/</p> |

Lesson 2: Refugees

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> ● define refugee, asylum; ● connect to and debrief cross cultural encounters in BaFa, BaFa; ● identify reasons why nations host and/or limit refugees; ● develop and defend policy statement on refugees for own nation. | <p>Activity 1: Ask for several responses to BaFa, BaFa homework assignment. Reading on asylum; focus reading and discussion on question: Why was the practice of granting asylum to political exiles accepted by various religious traditions and culture?</p> <p>Activity 2: Small group: 5 case studies; who should get asylum? Give reasons and report out as UNHCR Officer.</p> <p>Activity 3: Small group: 4 case studies with questions-- reasons for increase and reasons why some nations are turning back refugees.</p> | <p>UNHCR Materials: Level 3 The Right to Asylum (http://www.unhcr.ch)</p> <p>Reading, The Origins of Asylum.</p> <p>Handout, excerpts from 1951 Convention on Status of Refugees.</p> <p>Handout, The Right to Asylum (5 case studies).</p> <p>Handouts, 4 case studies</p> <p>poster paper, markers</p> |

Activity 4: In nation group (or small group of nations facing similar challenges): develop and present a refugee policy for your nation; (guiding policy questions provided).

Lesson 3: Hate Crime

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> ● define hate crime and relate experiences in own nations; ● evaluate various measures proposed to deal with hate crimes. | <p>Activity 1: Brainstorm what is a hate crime? Small group activity, using handout, Which should be prohibited? Students should decide which could be prohibited under their constitutions.</p> <p>Activity 2: Reading, German Skinheads: Are the Nazis Making a Comeback? Focus on questions 1 and 2. Small group activity: Can Hate Be Stopped? Ranking most effective and most just measures.</p> <p>Activity 3: Large group ranking activity; which 3 measures would you enact as a Parliament? What experiences does your nation have with hate crime? Would these or similar measures work there?</p> | <p>Activities excerpted from Bill of Rights in Action Newsletter, Summer 1994, Hate Crime. Constitutional Rights Foundation, available at: http://www.crf-usa.org/bria/bria10_3.html</p> |

Lesson 4: Terrorism

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> ● examine various definitions of terrorism to reach consensus on a definition ; ● apply definition of terrorism to various scenarios; ● defend a policy option for dealing with the threat of terrorism; | <p>Activity 1: Small group activity with CRF reading, What is Terrorism? Reach small group consensus on definition of terrorism, but don't tell us. Distribute CRF activity - answer yes/no to each scenario. Report out. Ask why groups disagree (because their definitions are different). Report out group definitions. Reach large group consensus on a definition of terrorism.</p> <p>Activity 2: Small group role-play in which each group works with one policy alternative. Explain that although US based, consider these policy alternatives as if your nation became a target of terrorism. 5 groups (4 policies and one group acts as committee). 20 minutes to prepare testimony; committee receives</p> | <p>Definitional lesson from Constitutional Rights Foundation available at: http://www.crf-usa.org/terror/America%20Responds%20to%20Terrorism.htm (click on "What is Terrorism?")</p> <p>Role play activity from: <i>Responding to Terrorism: Challenges for Democracy</i>,</p> |

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| <ul style="list-style-type: none"> ● analyze and evaluate multiple perspectives on the issue of terrorism | <p>annotated versions of each policy. Hearing involves 3 minute testimony from each group on policy alternative to committee members; 5 minute question period from committee members.</p> <p>Activity 3: Committee deliberates in a fishbowl as the groups watch (transparency) and report final determination. Large group debrief; which option would you choose and provide reasons.</p> | <p><i>Public Policy Debate in the Classroom, Choices for the 21st Century Program</i>, Thomas J. Watson Jr. Institute for International Studies, Brown University. Available at: http://www.choices.edu/edsummaries/terrorpage.html</p> |
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Lesson 5: Democracy

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> ● develop a list of principles that characterize democracy and a list of "roadblocks" or obstacles that hinder the development of democracy; ● create a democracy roadmap for their own nation, using their 2 lists; ● evaluate the status of democracy in a fictitious nation and their own nation; ● analyze a speech about democracy as an ideal that no nation ever fully achieves. | <p>Activity 1: Small groups brainstorm 2 lists: characteristics of a democracy and roadblocks to democracy. Groups create poster-size "Road to Democracy" using their lists. Distribute handout, reexamine posters for signposts of democracy using handout. Brief report out.</p> <p>Activity 2: Handout: Is Democratia on the road to democracy? Yes or no? If yes, how far along? Is it a strong democracy? Nation groups: Prepare a short report on the state of democracy in their own country.</p> <p>Activity 3: Handout of excerpts from Czech President Havel's 1990 speech to US Congress (unmarked): 5 minutes to complete a SOAPS activity (i.e., subject, occasion, audience, purpose, speaker). Large group SOAPS discussion. Reveal speaker and context of speech.</p> | <p>"Fundamental Principles of Democracy: The Road to Democracy" from <i>Democracy for All</i>. 1994 Street Law; available at: http://www.streetlaw.org/democlesson.html</p> <p>President V. Havel's 1990 speech to US Congress available at: http://www.hrad.cz/president/Havel/speeches/index_uk.html (click on 1990.)</p> <p>Poster paper, markers</p> |

Lesson 6: Globalization

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> ● acquire deeper understanding of the issue of globalization by participating in a Socratic seminar; ● relate national sovereignty, rule of law, and other issues to globalization; ● evaluate the effectiveness of the Socratic discussion method. | <p>Introduction: Ways to code seminar text explained. 20 minutes to read and code WTO Director's speech. Seminar discussion ground rules explained.</p> <p>Begin seminar with question, "In the first paragraph D.G. Moore states that the WTO helps lock in a commitment to the rule of law." How might the WTO be able to do this? (Additional questions to be used as needed.)</p> | <p>Seminar text from excerpts of a speech by Mike Moore, WTO Director, available at: http://www.wto.org/wto/english/news_e/spmm_e/spmm87_e.htm</p> <p>Socratic Seminars see: <i>Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education</i>, page 81-91; Social Science Education Consortium: Boulder, 1997.</p> |

Lesson 7: 100 People

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> ● hypothesize about current demographic characteristics of the world's population; ● raise awareness about the state of the world using selected demographic data. | <p>Activity: If there were 100 people in the world is a simulation using color-coded cards that depict specific characteristics of the world's population if it were reduced to a village of 100 people. Teams are given a list of the characteristics and then examine a table of different colored cards to make hypotheses about what the color represents. Debriefing focuses on the background information students accessed and the reasons for discrepancies in student hypotheses.</p> | <p>Multiple colors of paper are needed for this activity.</p> <p>Note: Many versions of lesson exist. See for example, "Global Awareness," in <i>The World Affairs Challenge: Preparatory Lessons and Activities</i>. Denver: Center for Teaching International Relations, University of Denver, 2001.)</p> |

Lesson 8: Culminating Activity

| Objectives | Strategies | Materials |
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| <ul style="list-style-type: none"> ● reflect upon previous lessons and their role as future citizens in addressing the problems presented by these global issues. | <p>Activity: 5 groups (refugees, hate crime, terrorism, democracy, globalization). Group task: Review previous lessons. As a culminating activity, identify the challenges that your generation will face in dealing with this issue. Develop three questions that you think will need to be addressed by your generation. Groups report out.</p> | <p>Poster paper, markers</p> |

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