World Savvy's Collaborator's Guide

BREAKING BARRIERS
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Dear Educator,

This edition of World Savvy’s Collaborator’s Guide is designed to support educators to explore the complex theme of *Breaking Barriers* through relevant and engaging activities, both inside and outside of the classroom.

The theme, *Breaking Barriers*, was chosen by World Savvy’s Program Team with input from our students, teachers, volunteers, Board of Directors, and fellow staff. This issue could not be more timely or relevant to the lives of students, the next generation of global citizens. As the global population continues to grow, people from different backgrounds are increasingly coming in contact with one another. As people move more frequently and conduct business transnationally, they are transcending political and cultural borders more than ever before.

Ultimately, the goal of this Collaborator’s Guide is to provide educators and students with diverse and creative opportunities to explore barriers locally and globally, and to envision themselves as changemakers. We look forward to collaborating with educators from across the country and around the globe as together we educate and engage the next generation of leaders in community and world affairs.

This guide is designed to lead students through an exploration of their own identity and the communities of which they are a part of. Students will have an opportunity to explore and investigate some of the most relevant social, political, cultural, economic, and environmental barriers. Additionally, they will examine the impact of barriers throughout history, focusing on building empathy, understanding perspectives, examining individual and group identities, and identifying current and relevant local and global barriers or breaking of barriers.

Activities in the guide are designed to be:
- Project-based.
- Use creativity to research issues, solve problems, and express beliefs and ideas.
- Interdisciplinary, adaptable across multiple subject areas.
- Inclusive of varying student levels and abilities.
- Focused on real-world learning, utilizing up-to-date resources and activities.
- Interactive in a variety of ways: visual, auditory, kinesthetic.
World Savvy is a national education nonprofit working to educate and engage youth to learn, work, and thrive as responsible global citizens.

Since our founding in 2002, we’ve grown from reaching 100 students and 25 teachers to reaching nearly 700,000 students and over 5,000 teachers across 26 states and 12 countries. This expansion was made possible by the dedication and passion of World Savvy’s 12 full-time and one part-time staff, 30 consultants, 400 volunteers, and numerous community partners across our core service areas of San Francisco Bay Area, New York City area, and Minneapolis/St. Paul.

We’re reimagining K-12 education for a more globally connected world. We know students must be prepared not only to succeed in the future, but also to take responsibility for a global community that will require even more resilient peacemakers, courageous problem solvers, and passionate leaders.

It is our goal to create systemic change in K-12 education to provide every student in every classroom with the content knowledge, skills, attitudes and behavior to be leaders and change-makers in their diverse communities, locally and globally. World Savvy is a leader in global education, providing interdisciplinary academic and arts programs for youth and dynamic professional development for educators to help integrate global issues into the curriculum across disciplines.

Youth Engagement

World Savvy provides opportunities for middle and high school youth to build their knowledge, skills, attitudes and behaviors for global competency through project-based learning, collaborative problem-solving, art and media exploration and creation, experiential and service-learning, and international exchange. This work with students is rooted in professional development, curriculum resources, and coaching for partner educators. This Collaborator’s Guide serves as the foundational curriculum for our Breaking Barriers theme. Further information and resources related to this theme can be found in the World Savvy Monitor – Sustainable Communities edition, and in World Savvy’s online resource library.
World Savvy teachers, students, and staff have selected “Breaking Barriers” as the new World Savvy Classrooms’ theme. This theme will guide students as they select a topic to explore, research, and analyze.

Our rapidly changing, highly interconnected, and diverse world comes with many positives such as advances in medicine, education, industry, and commerce. However, it also comes with challenges, or barriers, that need to be overcome by individuals and communities. Many barriers have been entrenched within the systems and structures of our society. Those barriers have been often based on race, gender, class, and sexual orientation and severely impact full participation in our social, political, and economic institutions. Other barriers are more personal and happen on playgrounds, in offices, and in shopping malls.

With the selection of this theme, we hope students and educators will recognize the capacity of individuals and groups to overcome challenges and to break barriers.

Guiding questions...
Students and educators can use the following questions to guide their thinking about the Breaking Barriers theme -
- What barriers exist for individual identities or local groups?
- How are barriers connected to personal narratives?
- How do I/we identify within multiple identities?
- Who am I? How am I defined?
- What do human rights look like in a world of an expanding and diversifying population?
- What is our relationship with the natural world and environment?
- What are barriers that keep some people from nutrition, health and wealth?
- What are barriers that keep all students from receiving an education?

A “barrier” breaker...
Malala Yosafzai is an example of someone that broke barriers to redefine what it meant to be a young woman in Pakistan. Malala defied the Taliban in order to attend school, but paid a heavy consequence when she was violently shot. She recovered from her critical condition in Birmingham England and continued to push on with her agenda when she spoke to the United Nations regarding education for girls in Pakistan. Malala continued to be an advocate for education for all and received the Nobel Peace Prize. Her legacy continues through a school she opened for Syrian refugee girls in Lebanon funded by the Malala Fund. Malala is currently attending Oxford University.
CORE CONCEPTS

- World events and global issues are complex and interdependent
- One’s own culture and history is key to understanding one’s relationship to others
- Multiple conditions fundamentally affect diverse global forces, events, conditions, and issues
- The current world system is shaped by historical forces

BEHAVIORS

- Seeks out and applies an understanding of different perspectives to problem solving and decision making
- Forms opinions based on exploration and evidence
- Commits to the process of continuous learning and reflection
- Adopts shared responsibility and takes cooperative action
- Shares knowledge and encourages discourse
- Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions
- Approaches thinking and problem solving collaboratively

VALUES & ATTITUDES

- Openness to new opportunities, ideas and ways of thinking
- Desire to engage with others
- Self-awareness about identity & culture, & sensitivity and respect for differences
- Valuing multiple perspectives
- Comfort with ambiguity & unfamiliar situations
- Reflection on context and meaning of our lives in relationship to something bigger
- Question prevailing assumptions
- Adaptability and the ability to be cognitively nimble
- Empathy
- Humility

SKILLS

- Investigates the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further enquiry
- Recognizes, articulates, and applies an understanding of different perspectives (including his/her own)
- Selects and applies appropriate tools and strategies to communicate and collaborate effectively
- Listens actively and engages in inclusive dialogue
- Is fluent in 21st century digital technology
- Demonstrates resiliency in new situations
- Applies critical, comparative, and creative thinking and problem solving
Breaking Barriers
to LGBTQ+ Equality
SECTION ONE: DEFINING BREAKING BARRIERS
CROSSING THE RIVER

Suggested grade levels: 5-8
Time: 30-45 minutes
Synopsis: Students will engage in an activity that involves both a group and an individual challenge. As students progress through the activity, the directions for each challenge change creating a different barrier for students to overcome in order to be successful. Students will have the opportunity to discuss the different barriers and why they were barriers.

Materials Needed: Recycled paper as lily pads.

Standards: Peace and Justice (#16): Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Global Competencies:
☆ Seeks out and applies an understanding of different perspectives to problem solving and decision making.
☆ Adopts shared responsibility and takes cooperative action. Shares knowledge and encourages discourse.

*See Global Competence Matrix (pg. 7)

Essential Questions:
☆ What are barriers?
☆ What causes physical barriers?

Learning Targets:
☆ I can identify/define a physical barrier.
☆ I can make connections regarding causes of physical barriers.

LESSON AGENDA

I. Engage
Discussion

1. Today we will explore simple physical barriers.
2. Think about a fish bowl with a goldfish inside. What is a barrier to the fish escaping the bowl? (The edge/wall of the bowl). Is the barrier a good thing or a bad thing?
3. In general, what is a barrier?
4. How do you overcome barriers?
5. Who/What helps you overcome barriers?
II. Explore

Round One

The class will be divided into teams of 5. Each team of 5 will stand at one end of the room. The length of the room is considered the river. You are attempting to get the whole team to the other side of the river (room) without touching the river (carpet). In order to get to the other side students must step on “lily pads” (this is a piece of recycled paper). Each group only receives 6 pieces representing the lily pads and will strategically place them on the floor in hopes that all students get to the other side of the room. If one student falls in the whole team returns back to the beginning to attempt the river again! (Potential Key: each person gets on a pad and back person passes the lily pads forward or multiple students can stand on one lily pad).

Debrief:
1. What were the barriers to this game?
2. How did you overcome these barriers?
3. Did different groups have different strategies to overcoming the challenge?

Round Two

Teams will have only 5 lily pads, the same number of people in each team. The key is to have two people on one lily pad.

Debrief:
1. What were barriers to this game?
2. Was it harder or easier than the last round. Why?
3. How did you overcome these barriers?
4. Did different groups have different strategies to overcoming the challenge?

Round Three

8 Lily pads but one person is chosen to be in the river and take the lily pad if it’s unattended.

Debrief:
1. What were barriers to this round?
2. Was it harder or easier than the last round? Why?
3. How did you overcome these barriers?

III. Explain

Reflection Discussion

We have barriers that we face every day; they aren’t as simple as having to get across a river with limited tools. What are barriers we face every day? (Allow kids to share)

- What are ways that we overcome these barriers?
- How did the barriers change depending on the situation?
- In life do people have different barriers depending on their situation?
- Who can we lean on for help in overcoming these barriers?
- Why is it important that we try to overcome these challenges?
- Can you think of examples of your teammates who have overcome a barrier in the last week that you would like to highlight as an example of doing this hard and intense work?
STORY SQUARES: LOOKING BACK, INWARD, FORWARD

Suggested grade levels: 6-12
Time: 20-35 minutes
Synopsis: Students will create a story square that represents one of three personal connections to the theme of Breaking Barriers. Each square will be arranged into a class “quilt” poster.
Materials Needed: Blank squares, coloring/drawing materials, large poster board(s), and adhesive.
Standards: Reduced Inequalities (#10): Reduce inequality within and among countries.

Global Competencies:
* Self-awareness about identity and culture, sensitivity, and respect for differences.

*See Global Competence Matrix (pg. 7)

Essential Questions:
* What is breaking a barrier?

Learning Targets:
* I can apply my understanding of Breaking Barriers by identifying connections to my own lives and experiences.
* I can articulate connections between events in my own life and the theme of breaking barriers.

LESSON AGENDA

I. Engage
Activity (15 minutes) Story Squares
A story square is a picture that tells a story. Students will use drawings and words to create a story square and display one or more stories responding to the prompts:
* Who is someone in your life that has broken a barrier that impacted you?
* What barriers do you see in your community(ies)?
* What is a barrier that you want to break? How do you want to break it?

II. Explore
Discussion (5-15 minutes)
When students are done with their square they will come to the front and place it next to others. Students will be in a circle in this space. Students can look at other squares and share and listen to the square stories while other students are working. Make sure all students join the circle with a few minutes left to listen and share.
WHAT WOULD YOU DO?

Suggested grade levels: 6-12
Time: 15 minutes
Synopsis: Students consider everyday situations related to Breaking Barriers. They choose one of 3 actions they would take (represented by different spaces in the room) and discuss their choice.
Standards: Reduced Inequalities (#10): Reduce inequality within and among countries.

Global Competencies:
* Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.

*See Global Competence Matrix (pg. 7)

Essential Questions:
* What does it mean to break a barrier?

Learning Targets:
* I can identify and discuss barriers that are part of my life’s experience.
* I can analyze those barriers with the intention of breaking them.

Assessment:
Students present their activist poster with the class and have a discussion around each of the activists they examined.

LESSON AGENDA

I. Engage
Activity

1. Ask students to gather in the center of the room.
2. Explain that you will read a situation (next page) which they should imagine that they are in. They will be given three choices of what they could you do in that situation; explain that they will have to choose one.
3. Explain that in this activity, they will express themselves through movement. There are signs with colors on 3 areas of the room. The scenarios and color-coded choices are on the powerpoint. After hearing the scenarios, participants will go to the area of the room that holds the sign representing their course of action. Give students time to talk among participants in their group about why they chose that specific action. NOTE: You can also do this activity with students raising their hand and holding up the number of fingers to represent their choice.
4. Ask a few of the participants to explain or justify why they chose the action they did.
5. If time, have the different groups respond to some of the points that were made by the other groups (i.e. Group 1 ask a question to Group 3 after they finish explaining their reasoning).
II. Explore
Situations (in order of preference)

1. After school you are hanging out at home on your phone. You’re on Snapchat and watch a story that shows students from your class at a store. They’re all standing together taking a video of another student from your school from a distance. The students are mocking her hijab, making offensive comments about Islam and terrorism, and saying some really hurtful things. Within minutes you’re getting snaps from your friends asking if you have seen it. What do you do?
   - You post your own story explaining why what the students were doing was wrong. You read a few stats you found on google that refute common stereotypes about Muslims. You also respond directly to their story and explain that what they did was discrimination and bullying. You also tell them you’d be happy to talk to them about Islam and help them find answers to any questions they have.
   - You respond to your friends saying that you saw the video and that you’re upset about it and that it was wrong. Ask them what they think. You record the story with your ipod and keep it saved. The next day at school you go to a teacher you trust and show them and ask what you should do.
   - The next day you approach the student whom the video was directed at. You ask how she is doing. She says not well. You sit with her at lunch and invite your friends and other peers to sit with the both of you. Each day that week you try to get more people to join the table.

2. There is a protest happening for immigrant rights tomorrow. You have been learning about current policies in class and are passionate about the issue. You and your friends have talked about going and even have ideas for signs. But, your parents/grandparents don’t want you to go; they don’t agree that protesting like that is the way to fix things. They are also concerned about your safety because if anyone gets violent (police or others) you could get hurt. What do you do?
   - You respect their concern for your safety, so you don’t go. But you disagree that protesting is not effective, so you have a conversation with your family about protesting. You look up other protests that have made change throughout history and share some facts and videos with them.
   - You know they won’t say yes, so you don’t even argue. You don’t like going against your family, but this is really important to you, your friends, and a lot of other students. The next day you leave school with your friends and take the bus straight to the protest.
   - You decide not to go. That night you talk to your family about what injustices and barriers they have seen or faced, and what they believe is a good way to overcome them. You follow the protest on social media and share photos and videos with your family as it is happening.

3. You are on your school’s soccer team this year. You get your schedule at the first team meeting and your friend looks at the game dates and sighs, “Of course, another game on a holiday.” Your friend explains that s(he) constantly deals with different school and sports events being on important religious holidays, since most school calendars are based on giving time for Christian holidays. They seem frustrated but also say that it happens a lot and that they are used to it. What do you do?
   - Talk to some of your teammates and coach about the situation. Try to gain their support for moving the game. You even reach out to the team you are playing and ask if they would be willing to move the date.
   - Google and read about the holiday on your own as well as some of the other holidays your friend celebrates. Talk to your friend about other times events have been scheduled on holidays. Ask your friend if s(he) has tried changing the dates of events. Ask your friend if there is anything you can do as a team or after the game to observe or celebrate this holiday.
   - Talk to your friend and plan to talk to the school principal about looking at the school calendar to examine all school event days to make sure they don’t overlap with important religious holidays. You also do some research about alternative school schedules that are more religiously inclusive.

4. You sit down at your lunch table and realize two of your friends are having an intense conversation. You hear them talking about all-gender bathrooms, discussing gender identity and talking about trans rights. Even though you aren’t very familiar with some of the things they are talking about, like gender pronouns, you realize the discussion is getting a little heated and personal and less conversational. What would you do?
   - Stay out of it and just keep listening. You are learning some new terms by listening and feel like you don’t know enough to participate. After the conversation you ask your friend to tell you more about some of the topics they were discussing.
   - Join in the conversation and ask questions about the terms or ideas you aren’t familiar with. You hope that this will break the tension a bit and bring the conversation back to being more productive.
   - Jump in and tell your friends you don’t know a lot about the issue, so you would be happy to help them mediate their discussion. You offer to ask clarifying questions and make sure both of them are being heard.
III. Explain
Discussion Questions

1. What was going through your minds as you made these decisions?
2. Prompts - would you have changed your mind if …
   ✳ One of the students bullying or being bullied was a close friend of yours.
   ✳ Your friends were talking about a specific student at your school who recently came out as trans.
   ✳ The game on the holiday was a final championship game.
   ✳ The protest was about a different issue in your community.
3. Were there any situations where you would do differently?
4. What do these situations have to do with breaking barriers?
SECTION TWO: BREAKING BARRIERS AND GLOBAL COMPETENCE

Artwork by Ricardo Levins Morales
EMPATHY

Suggested grade levels: 5-7
Time: 45 minutes
Synopsis: Students will define empathy and understand 4 components that assist in building empathy for others.
Materials Needed: Five cards listing five skills to develop, and storybook/reading lesson/magazine page featuring strong emotion (emotional stimulus).
Standards: Peace and Justice (#16): Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Global Competencies:
* Recognizes, articulates and applies an understanding of different perspectives (including his/her own).
* Listens actively and engages in inclusive dialogue.

*See Global Competence Matrix (pg. 7)

Essential Questions:
Why is empathy important?

Learning Targets:
* I can define empathy.
* I can name five steps to use to build empathy for others.
* I can demonstrate my understanding of empathy by applying it in a real life situation (role play).

Assessment:
Reflective Journal Entry

* How can you practice showing empathy at home or at school?
* How will demonstrating empathy help those around you?
* What is one goal you have to practice empathy at home or in school and explain how you and others will benefit from this goal?
  - Be kinder to a sibling or friend.
  - Help my parents by doing a chore.
  - Help a teammate who drops a binder, scattering papers.
LESSON AGENDA

I. Engage

Teacher writes the word “empathy” on the board and asks, “Can anyone define empathy?” After discussion, write on the board the definition: “Empathy: the ability to understand and share the feelings of another person.” Ask students to think of a time when someone showed them empathy, or when they showed someone else empathy. List responses on the board. Note which responses are similar.

On five cards, introduce the 5 skills to develop empathy.

- Watch and Listen: What is the other person saying and what is their body language?
- Remember: When did you feel the same way?
- Imagine: Imagine how you might feel in that situation. Validate the wide range of emotions that come up.
- Ask: Ask how the person is feeling.
- Show you care: Let them know that you care through your words and actions.

Show an emotional stimulus picture (examples included) from a book or magazine (with an issue relevant to students), and use the 5 skills to analyze the picture and practice developing empathy. Facilitate conversation around each of the skills modeling what this looks like for students or guiding the students through this process.

II. Explore

Discussion

Students can share with their partners or they can share as a whole class.

- Why is it important to demonstrate empathy for your friends and family?
  - People feel better
  - People feel supported
  - It builds the self esteem of others and yourself
- Are these the only acts you can use to demonstrate empathy?
- What other questions could you ask?
- Tell about a situation when you used empathy?
- Tell about a situation when you needed more empathy?
- Why is it important to demonstrate empathy at school? At the grocery store? At home?

III. Explain:

Partner Practice (Pairs)

Show an emotional stimulus picture from the book or magazine (with an issue relevant to students). There are also a few example pictures below (and next page). Have students use the 5 skills to analyze the picture and practice developing empathy. Facilitate conversation around each of the skills modeling what this looks like for students or guiding the students through this process.

- Watch and Listen: What is this picture/person communicating in his/her body language; how do you know?
- Remember: When have you felt the same way? Allow a few students to share.
- Imagine: Imagine how you might feel in that situation.
- Ask: If we were to ask this person how (s)he is feeling, what response(s) might you receive?
- Show you care: What might you communicate to this person?
IV. Elaborate:
Fish-Bowl Activity

Select two students to volunteer to role-play and practice demonstrating empathy. Choose one of the following scenarios:

- I was bullied on the playground.
- The gym teacher yelled at me in front of the entire class.
- I haven't seen my (relative) in 3 months.
- I didn't get picked for the basketball team.
- My friend was invited to a party, but I wasn’t.

Allow one student (Student A) to share his/her experience from one of the above examples. The other student (Student B) will use the words to help demonstrate empathy:

- Watch and Listen: What is this person communicating in his/her body language; how do you know?
- Remember: When have you felt the same way? Allow a few students to share.
- Imagine: Imagine how you might feel in that situation.
- Ask: If we were to ask this person how (s)he is feeling, what response(s) might you receive?
- Show you care: What might you communicate to this person?

V. Evaluate
Reflective Discussion

When the two students are finished role playing have a whole group discussion regarding the empathy that Student B demonstrated.

- Did Student B demonstrate empathy?
- How did Student B understand and care for Student A’s feelings?
- How did Student B listen and watch?
- Did Student B share feelings similar to Student A?
- Did Student B validate or assimilate to the feelings of Student ?
- Did (s)he ask clarifying questions?
- How did (s)he communicate with this person?
- What went really well for Student B and what could be improved?
- Why is empathy important for understanding others?
- Why is empathy important for understanding other people’s barriers?

Source: This lesson was adapted from Project Happiness: Empathy
http://creativecommons.org/licenses/by-nd/3.0/
LOOK AT THE WORLD

Suggested grade levels: All grade levels
Time: 30 minutes
Synopsis: This activity that provides students with different perspectives on an object, which translates to real life.
Materials Needed: A globe or any object that can be viewed from all angles.
Standards: Peace and Justice (#16): Promote peaceful and inclusive societies for sustainable development; provide access to justice for all; and build effective, accountable and inclusive institutions at all levels.

Global Competencies:
* Self-awareness about identity, culture and sensitivity, and respect for differences.
* Valuing multiple perspectives.
* Recognizing, articulating and applying an understanding of different perspectives.

*See Global Competence Matrix (pg. 7)

Essential Questions:
* What influences a person’s perspective?
* How does physical location or place influence a person’s perspective?

Learning Targets:
* I can share observations about an object, which will be informed by my physical location.
* I make the connection that my perspective is based on my physical location to an object.
* I understand that physical location may inform my personal point of view.

Assessment:
Reflective Journal Entry

Describe what impacts your personal perspective. Why is your perspective different than those in this classroom or with people living in Maine or in China?

LESSON AGENDA

I. Explore
Observe (5 Minutes)

Seat students in a circle and place a globe or other object in the center. Ask participants to name something they notice on the globe. Ask them to be very specific and literal (for example: “I see different colors–red, green and blue, and they are on different shapes,” rather than, “I see the African continent.”)

*Cold call: Each/every student will share what they observe.
II. Elaborate
Extend and Elaborate (10 minutes)

- Ask what types of things in their lives might impact their point of view or perspective. Gender? Race/ethnicity? Class background? Religion?
- How might these same things shape the way we see barriers?
- What barriers might we see differently from a woman’s perspective rather than a man’s perspective?
- Ask students to imagine that a big hospital is going to be built right across from their house on land that used to be a park. Who might see this project as a benefit – who might see this as having a negative impact?

III. Evaluate
Evaluate and Summarize (5 minutes)

- Ask why this exercise is special in seeing different perspectives?
- How are perspectives impacted – by what are perspectives impacted?
- If needed share that this lesson is special because it demonstrates how people observe things not only across different identities, but also within one’s identity, culture, classroom or household. We all bring unique perspectives.
SILENT MAZE

Suggested grade levels: All grade levels
Time: Prep: 10 minutes, Facilitation: 30 minutes
Synopsis: Students work as one silent team to get all members from one side of the maze to the other. Reflection includes examining advantages, barriers and critical thinking around who/what defines success in our lives.

Materials Needed: Painters/masking tape, and maze key.
Standards: Reduce Inequalities (#10): Reduce inequality among and within countries.

Global Competencies:
- Adaptability and the ability to be cognitively nimble.
- Humility
- Openness to new opportunities, ideas and ways of thinking
- Demonstrating resiliency in new situations
- Applying critical, comparative, and creative thinking and problem solving.

*See Global Competence Matrix (pg. 7)

Essential Questions:
- Why are some people at an advantage in getting through the maze more efficiently than others?
- What was an obstacle in this activity?
- What's the connection between having advantages and experiencing barriers or hurdles?

Learning Targets:
- I will explore the role of trial and error in finding a solution to a problem.
- I will explore how making gains as a group requires teamwork, communication and leadership.
- I will learn about the challenges of strategy and accomplishments when communication and information is limited.

Preparation:
Tape a grid on the floor. The grid can be as big as 10 x 10 squares or as small as 5 x 5 squares. Draw a copy of the grid on a blank sheet of paper and create a pathway from one side of the grid to the other. The pathway can go forward, backward and sideways, but should not make any diagonal moves. The squares on the grid should be large enough so that someone can place two feet comfortably inside the squares.
Assessment: Independent Journal or Discussion

- Describe who defines success in this game? Who defines success in your life?
- How is your definition influenced by other people/things - who/what is it influenced by?
- How does success look for different people?
- What advantages do you have that others may not have?
- What barriers or hurdles do you have that others may not have?
- How do you overcome these hurdles?

*Make a motivational poster to post around the room regarding a message that resonated with you regarding “overcoming barriers.”*

LESSON AGENDA

I. Engage
Discussion

- How many of you have ever been in a maze or felt like you were in a maze?
- How did it feel?
- How did you get out?
- What strategies did you use?
- What happened if you didn’t make it out?
- Did anyone or anything help you get out?

II. Explore
Set Up and Go (20 minutes):

Invite students to join you on one side of the grid and explain the following rules:

1. The grid before you represents a maze. You must follow a certain path that only the “expert” knows.
2. You will discover the path through trial and error, stepping into one of the boxes and seeing if you get the incorrect sound or not (expert makes funny incorrect sound as an example). If you do not hear the incorrect sound, then you have stepped into the correct box and can now think about your next move to get across.
3. When moving from square to square you can step only on the squares adjacent to that one in which you stand. You cannot skip over a square or move diagonally.
4. The path across may require moving forward towards the other side of the maze, sideways or even backwards.
5. If you hear the incorrect sound, you must return to the side of the maze where you started, but you have to retrace your steps to get back – you cannot just walk back as you please.
6. When the first person makes it through, the second person will begin his/her journey across the maze. Continue until all teammates have gotten across the maze.
7. This activity is to be conducted in absolute silence; if you speak whoever is in the maze at the moment must go back to the start.
8. Only one person is allowed on the maze at a time.
9. The rest of the team acts as a coach, teacher and cheerleader to whoever is in the maze. Think about all the ways you can help the person in the maze to learn and walk the correct path, but do it silently!
10. The game is over when the last person has made it to the other side.

III. Explain
Partner Share

(Partners share a response to each question)

- What barriers or hurdles did you face in this activity?
- What went well in this game for the first participant to get through the maze?
- What was difficult for the first participant through the maze?
- What advantage did participants going into the maze later have over early participants?
- What role did the group play? How did they communicate? How did the group help individuals overcome barriers?
- How did you learn in this game?

IV. Evaluate
Whole Group Discussion

- Why do you think we did this activity how is this game related to the idea of breaking barriers?
- How does advantage relate to breaking barriers and people?
- If success in the game was getting through the maze the quickest with the least amount of error, who would have been most successful?
- If the success was defined by staying in the maze for the longest time possible with the most errors, who would have been most successful?
- Was there success on the group level? Please describe what it meant for the group to succeed?
- How does defining success influence who wins at this game?
- Who defines success in life and how does breaking barriers influence defining success?
EXAMINING VOICE

Suggested grade levels: 6-12
Time: 2-5 hours
Synopsis: Students will examine their state’s tourism website and determine its relevance to their lives. They will then make an alternative tourism campaign in order to include voices that are left out of current campaigns.
Materials Needed: Timer, computers with internet, chart paper, markers, and news or state tourism website in your region.
Standards: Reduce Inequalities (#10): Reduce inequalities within and among countries.

Global Competencies:

• Openness to new opportunities, ideas and ways of thinking
• Valuing multiple perspectives
• Questioning prevailing assumptions
• Reflection on context and meaning of our lives in relationship to something bigger.

*See Global Competence Matrix (pg. 7)

Essential Questions:

• Which communities within our state have the most dominant voices represented on the state’s tourism website?
• How can the voices of all groups in the state be represented on a website?

Learning Targets:

• I can analyze a website in terms of access to power and dominance of particular groups in our state.
• I can identify which individuals or groups are left out of a narrative.

Assessment:
Tourism Campaign

Have students make “Alternative State Tourism Campaign!” The objective of this activity is to highlight voices not represented on the website/news. This campaign could be a series of tweets, poster(s), an article in newspaper or magazine, ads, newscast, yelp reviews, etc.

Allow students to share their campaigns with the group. Why did they choose this particular mode to distribute the content that they did and what voices were they including that were potentially left out of previous campaigns?
LESSON AGENDA

I. Engage
The Inner/Outer Circle Discussion Model (15 minutes)

Students form two big circles with the outer circle facing inward and the inner circle facing outward. Make sure each student has a partner to talk to (If you have an odd number of students, make one group of three).

Use the following questions for students to discuss in pairs. You can start asking all the students on the outside to answer the questions and all the students on the inside to listen. After one minute they can switch. After each question, instruct the outer circle to move one or two places to the right. You can continue the rotations after each question to ensure that students have the opportunity to discuss with many students.

Questions:
- What is your favorite thing to do during the summer? Why?
- If you could visit any place in the state, where would you go and why? (It could be a place that you have visited.)
- What are some things that you think this state is famous for?
- What do you think this state SHOULD be famous for?
- What are some places in your community that you think tourists should see?
- What are some changes that you’ve noticed in the state over the last few years?

Encourage students to talk about physical changes as well as social, cultural and demographic changes.

II. Explore
Share (10 minutes)

Ask students:
Share one thing that you learned about the state?
One thing that you shared with someone else?

Make a comprehensive list on the board of student responses.

III. Explain

Have students examine the state tourism website and report on the following:
- What kind of places are highlighted (rural, suburban, urban)?
- What racial and ethnic groups are represented on the website?
- What stories are told to highlight various places in our state? Who’s telling those stories? Who from the state is left out of those stories?
- Who is the target audience of the website? What is the age, gender and income level of the target audience?
- How does the website engage the audience in order to get them interested in visiting?
- What images are used on the website? Why do you think these images were chosen?

IV. Elaborate
Discussion

- Whose voice is most represented on this website?
- Whose voice is left out of this narration?
- Based on the first two questions, what might you assume about the state values being portrayed from this website?
- Why do you think this?
- How is “voice” or lack of “voice”/representation a barrier for certain populations?
- If certain voices and populations are left out of discourse, why is this problematic?

Have students make an “Alternative State Tourism Campaign.” The objective of this activity is to highlight voices not represented on the website. This campaign could be a series of tweets, poster(s), an article from a magazine or newspaper, ads, newscast, or yelp reviews.
We challenge you to do what is right, not easy!

Value, Time, Take Goals

BULLYING!

This is a kindness zone!
They use
Child Labor
H&M
Gap
Disney
Forever 21
SECTION THREE: WHO AM I?

Where is your family from?
Do you know?
Is there a family story that inspires you?
How has it affected you?
How do you think other people around you might answer that?
IDENTITY EXPLORATION

Suggested grade levels: All grade levels  
Time: 45 minutes  
Synopsis: Identity Circles (also known as Identity Cards or Value Circles) is a deeper get-to-know-you activity during which you will have an opportunity to discuss with many friends the values that make up your identity and how you prioritize those values in your life. For this activity, you will be paired up with several different people, the number depending on how many people are in your group.

The activity works best in even numbers, as pairing requires. To begin, divide your group in half and create two concentric circles (one inner circle and one outer circle). The people in the outer circle should face inside, and the people in the inner circle should face outside. Each inner circle person will pair up with an outer circle person. You can stand, sit on the floor, or use chairs for this activity, whatever is most convenient. This game works best indoors.

Materials Needed: Index cards (10 times the number of students), and pens.  
Standards: Peace and Justice (#16): Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Global Competencies:  
☆ Desires to engage with others.  
☆ Values multiple perspectives.  
☆ Recognizes, articulates and applies an understanding of different perspectives (including his/her own).

*See Global Competence Matrix (pg. 7)

Essential Questions:  
☆ Students identify diverse identities in a classroom/world.  
☆ Why do we all have so many aspects to our identity?

Learning Targets:  
☆ I can identify multiple parts of my own identity and describe their importance to me.  
☆ I will learn about the self-described identities that are important to my classmates.

Assessment:  
Reflective Journal Entry

Use the following prompts to write a reflection at the end of class:  
☆ Describe three new things that you learned from three people in your class?  
☆ Why is having an understanding of diversity of our identities important to our classroom and world?
LESSON AGENDA

I. Engage

How to Play

The activity works best in even numbers, as it requires pairing. To begin, divide your group in half and create two concentric circles (one inner circle and one outer circle). The people in the outer circle should face inside, and the people in the inner circle should face outside. Each inner circle person will pair up with an outer circle person. You can stand, sit on the floor, or use chairs for this activity, whatever is most convenient. This game works best indoors.

Instructions

Hand out the index cards and pens to each participant. Ask the participants to think about what makes up their identity. Instruct them to write one one part of their identity on each index card. They should have written down 10 aspects of their identity in total. Some examples of categories of identity:

- Race (e.g. Hispanic, Asian, Black, Caucasian, etc.)
- Religion (e.g. Muslim, Christian, Atheist, etc.)
- Occupation (e.g. engineer, artist, student, teacher, doctor, unemployed, etc.)
- Family (e.g. sister, brother, mother, father, daughter, son, etc.)
- Traits (e.g. athletic, musical, artistic, analytical, creative, funny, etc.)
- Activities (e.g. sports, cooking, comic books, making movies, etc.)
- Health (e.g. healthy, immobile, mobile, depressed, diabetic, etc.)
- Socio-economic (e.g. wealthy, middle-class, financially struggling, etc.)

Once participants have their identities written down, have them share with their first partner why they chose to write down the identities that they did. Have the students prioritize their cards from least to most important. After sharing for 5-7 minutes, ask all participants to rip up the card they identified as least important to them. This part of the activity gives participants an opportunity to reflect on how they prioritize their values. Ripping up the card should help the participants imagine living without that part of their identity. After the participants rip up one card, the outer circle will rotate one partner to the right. Everyone should have a new partner now. Have the new pairs discuss why they ripped up the card they did.

Optional instructions: Have each person create identity cards and try to order them from most important to least important. Have each person share these values with each other and explain each one, without destroying the cards.

This is a very easy, low-maintenance group activity that requires little preparation and can work for as few as 8 people to as many as 50 people. This activity is also good to help encourage people to share deeply with others with whom they would not otherwise share.

II. Explain

Discussion

- What card did you end with and why is this the most significant part of your identity?
- What is one part of your identity that most people don’t know about you?
- Why do you think they don’t know about this?
- How did you develop empathy for others in this activity?
- What does this lesson tell you about our identity (why do we have so many aspects to our identity)?
- Why is listening important in this activity?
- Why is understanding our own identity important when thinking about barriers and breaking barriers?
ME AND MY GOALS

Suggested grade levels: All grade levels
Time: 1.5 hours
Synopsis: Students create goal maps based on goals and obstacles or barriers they foresee in their own lives.
Materials Needed: Chart paper, markers, paper, colored pencils, scissors, and collage supplies.
Standards: Good Health and Well-being (#3): Ensure healthy lives and promote well-being for all at all ages.

Global Competencies:
- Students apply critical, comparative and creative thinking and problem solving.
- Students understand how one’s own culture and history is key to understanding one’s relationship to others.

*See Global Competence Matrix (pg. 7)

Essential Questions:
- Why should I set goals?
- How can I overcome obstacles to achieving my goals?

Learning Targets:
- I will think critically about goals in my life and build self-awareness into issues of personal identity.
- I will think creatively and explore problem solving regarding obstacles I face.
- I will explore the connection between goals and barriers.

Assessment: Reflective Journal Entry

- What are 2 of your goals?
- What are barriers to these goals?
- How will you overcome or how do you plan to overcome these barriers?
- What did you learn about breaking barriers today?

LESSON AGENDA

I. Engage
What I Want (10 minutes)

This discussion activity can be done quickly in a circle. Ask students to say their name and one thing they want in this moment (it can be as big as world peace or as small as a piece of gum). Go around the circle and ask each student to identify their want. For discussion, ask student what barriers can exist to getting what they want? What are some ways that people have overcome barriers to get their wants and needs met?
Finally, ask students to discuss the differences and similarities between something they want in the moment and goals that they set for themselves. Explain to students that today will look at goals and examine how people have overcome barriers to reaching their goals.

II. Explore
All in the Timing (10 minutes)

Ask students to work alone to create written responses to the following prompts:
- Something I strive to achieve in this class...
- Something I strive to achieve in this school year...
- Something I strive to achieve in my education...
- Something I strive to achieve by the time I’m 20 years old...
- Something I strive to achieve for my career...
- Something I strive to achieve in my life as a whole...

III. Explain
Debrief

Have students work in pairs or triads. Start by having each person describe the goals they identified in the “strive to achieve” writing. After each person has presented his/her goals the groups can discuss:
- What did you notice about all the goals discussed (similarities/differences, things that might have stood out for you)?
- What were some of the obstacles to these goals?
- What are some of the things we can do to get past these obstacles?
- What do our goals tell us about our lives and who we are?
- What is the purpose of a goal?

IV. Elaborate
Board of Obstacles (45 minutes)

Explain that students are going to make a symbolic design exploring their paths toward their goals. Ask students to think about the goals on their lists and decide on three to five that are:
- very important.
- attainable.
- challenging.
- a mix of short and long term goals.

Walk students through the following process to create their goal maps (see example image below). *This is one way to make goal maps but students are welcome to design their own goal-mapping designs. 
1. Across the center of your paper write down your three to five goals.
2. Above each one, connect to options students could take to attain each goal.
3. Below each goal, write 3 to 5 obstacles they could face for each goal.
4. From each obstacle, describe how you will eliminate or reduce the chance of this obstacle.

V. Evaluate
Gallery Walk and Reflection (20 minutes)

Post the completed boards around the room and invite students to explore the gallery. Lead a final reflection:
- What did all of our goals have in common?
- How might these goals be different if we lived in another time? a different town? a different country? a different culture?
- What were some of the most common obstacles?
- What were some of the most common strategies?
- What do our goals and obstacles tell us about who we are?
- How has this workshop affected your ideas about barriers in your life?
- We recognize that we are going to have obstacles and barriers in our lives; why is it important to plan for these obstacles in advance?
LIFE MAPS

Suggested grade levels: 5-12
Time: 45-60 minutes
Synopsis: Students will make a life map of important events/people/things in their lives. They will share why these are important and also examine if any of these involved a challenge or obstacle. Students will potentially make a connection that sometimes a life event can be in response to a large or intense barrier/obstacle.

Materials Needed: Plain paper and colored pencils or markers.

Standards: Peace and Justice (#16): Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Global Competencies:
⭐ One’s own culture and history is key to understanding one’s relationship to others.
⭐ Self-awareness about identity culture as well as sensitivity and respect for differences.
⭐ Reflection on context and meaning of our lives in relationship to something bigger.

*See Global Competence Matrix (pg. 7)

Essential Questions:
⭐ Who am I today?
⭐ What barriers have I faced in my life?

Learning Targets:
⭐ I identify and describe the events and people that have made a mark on my life.
⭐ I can discuss why the events and people on my life map are meaningful to me.
⭐ I explain how large life events have impacted my identity.

Assessment:
Independent Reflection on My Life Map
⭐ Why were these the most important events in your life?
⭐ What did you learn from these moments?
⭐ How have these events/people impacted your life today?
⭐ What barriers or obstacles have I confronted in my life?
LESSON AGENDA

I. Engage

Life Maps

Begin by providing students with a large piece of paper or other tool to create a life map. Life maps are a combination of words and visuals that describe a series of events that are important to an individual. You may wish to create your own life map to use as a model to show your students.

- Students begin creating their life map by identifying 10 events that are significant to their life. When they are identifying their events have them also identify people in their life that are associated with those events. Students can use pictures and words to describe an event.
- Each event can be mapped out visually on the large piece of paper.
- Encourage students to use visuals as well as words to describe each event.
- Once students have finished their life map, have them share with other students either in small groups or to the whole class.

Example:
The event would be my birth. My picture is of a Dala Horse. This is a Swedish symbol because the town I was born in was extremely Swedish. I also have the Dala horse skiing because I cross country skied a lot when growing up and that was very important to my family and me.

Other event examples:
- My sister joined the army and was stationed in Iraq. She was the person that I talked to the most in my family.
- I broke my leg playing soccer and could not play last season.
- We had to move and I’m now in a new school.

II. Elaborate

Breaking Barriers Reflection

After presenting have students return to their life maps and identify any barriers that their events represented. Use the questions below to guide you as you add barriers to your map (15 minutes).
- Describe how one of your events was breaking a barrier for yourself or challenged yourself.
- How did you overcome this barrier/challenge? (For example: a trip out of the country allowed me to break a barrier within myself to understand other cultures and ways of life).
- Have student re-present their maps with the barriers included.
- Allow students to write/journal about the experience of creating a life map and adding barriers.
SECTION FOUR:
WHO AM I?
WHO ARE WE?
ME AND MY NEEDS

Suggested grade levels: 5-8
Time: 95 minutes
Synopsis: Students create silhouettes that reflect some of their personal needs.
Materials Needed: Index cards, chart paper, markers, phone (to take photograph), portrait silhouette paper, colored pencils, scissors, and collage supplies.
Standards: No Poverty (#1) and Good Health and Well-Being (#3): Examining needs and desires plays a role in understanding and eradicating poverty.

Global Competencies:
- Openness to new opportunities, ideas and ways of thinking.
- Valuing multiple perspectives.
- Recognizing, articulating, and applying an understanding of different perspectives (including his/her own).

*See Global Competence Matrix (pg. 7)

Essential Questions:
- What is the difference between a need and a desire?
- In terms of having our needs met, why are there barriers for some people and not for others?

Learning Targets:
- I will gain self-awareness about issues of personal needs and desires.
- I can think critically and comparatively about the difference between a need and a desire.
- I can explore how notions of need are culturally constructed.
- I can identify barriers to needs for me and others.

Assessment:
Written Reflection or Partner Discussion
- How do needs differ for different people?
- What are barriers that keep people from obtaining their needs?
- What are ways we could eliminate or reduce these barriers?

LESSON AGENDA

I. Engage

Distribute one index card to each participant. Ask students to write on one of their index cards one thing they have in their backpack, desk or locker that they depend on. Then, on the back of their index card, ask students to write three things that they depend on. Ask a few students to share what they wrote. Lead a very brief discussion on needs and desires.
Are you truly dependent on that thing?
What is the difference between a need and want?
What about the things we depend on - what do you need in order to exist?
Where do those things come from?
What does that tell us about our needs?
What do our needs begin to tell us about who we are?

II. Explore
Needs and Barriers (20 minutes)

Group students in pairs or triads. Ask students to brainstorm a list of other things they need in the world. Record the results of brainstorming on chart paper. Next, ask students to help create categories for the needs that have been listed on the chart paper (social, health, emotional etc.). Finally, ask students to put each of the needs into one of the categories. Lead a discussion on the “needs web” they have created:

- Are all the needs of equal importance? Do we need some things more than others?
- Are any of the needs interconnected?
- How might some of these needs be different if we lived in:
  - another time?
  - a different town?
  - a different country?
  - a different culture?
- What does that tell us about our needs and who we are? What do our specific needs tell/show us about who we are?

Have students take another look at your list of needs. On the chart paper add any barriers to acquiring any of these needs? Have students discuss the following in their groups:

- What kinds of barriers do different groups experience in trying to acquire their needs? When thinking about barriers consider the following:
  - age (i.e. a baby or someone living in a senior living center).
  - religion (i.e. religious practices or traditions that are attached to requirements with food and access to food).
  - race and ethnicity.
  - location/parts of town or region.
  - languages understood and spoken.

III. Explain
Me and My Needs: (45 minutes)

Students will draw a visual representation of their needs. Have them draw their silhouette. (Take a photo of themselves and trace or draw or print the silhouette of a printout of their own image). Ask students to think of the ten most important needs they each have. These can be from the class’s brainstorming or they can think of their own additions. Next ask students to think about the part of their body where each need lives (for example, food might go in the belly, money might go in a pocket or in their hands, etc.). Ask students to symbolically represent what barriers exist for themselves or others when seeking/attaining that need. Finally ask students to find a way to visually represent each need with a symbol or an image and place it in the part of the silhouette where it belongs.

IV. Elaborate
Gallery Walk and Reflection (20 minutes)

Post the completed images around the room and invite students to explore the gallery. Lead a final reflection:

- What were some of the most common needs?
- What are the most common barriers to these needs?
- Which categories did most of your needs come from?
- How does where we live impact what we need?
- How do you think where we live impacts the barriers we face?
- What other influences affect the barriers we face (age, race, religion, access, community, tradition, support, resources)?
- What did you notice about others’ needs? What were some similarities/differences?
- Has your sense of defining a need vs. a desire changed after doing this activity? If so, how so, and how does this apply to your perception of your needs vs. desires?

V. Evaluate
Whole Group Discussion and Conclusion (10 minutes)

- Has your sense of defining a need vs. a desire changed after doing this activity? If so, how so, and how does this apply to your perception of your own needs vs. desires?
- How are needs and desires influential when thinking about breaking barriers for populations or subpopulations?
- What generalizations/assumptions could we have been making when talking about what barriers other people face regarding their own barriers? (i.e. Do we truly know what their barriers are or are we making assumptions?)
BARRIERS WITHIN/AROUND COMMUNITIES

Suggested grade levels: 5-8
Time: 45 minutes
Synopsis: Students create a simple animation from reflection cards based on prompts about change in their lives and communities.
Materials Needed: Chart paper, markers, paper, index cards, colored pencils, digital camera/phone, and laptop.

Global Competencies:
- Students understand that their own culture and history is key to understanding one’s relationship with others.
- Students recognize that the current world system is shaped by historical factors.
*See Global Competence Matrix (pg. 7)

Essential Questions:
- What barriers keep people within a community?
- What barriers keep others out of a community?

Learning Targets:
- I can name the communities that I belong to.
- I can recognize barriers that prevent others from being part of my community.

Assessment:
Reflective Journal Entry
- Describe how people become part of communities and barriers that keep people out of communities?
- Are these barriers the same for different communities you belong to?
- What are the impacts (positive and negative) of a barrier in your community?

LESSON AGENDA

I. Engage
“My People Are” (15 minutes)

Ask students to stand in a circle. Start by demonstrating the activity by stepping into the circle and saying something true about yourself beginning with the phrase, “My people are_____” (Twins fans, Muslims, red-heads, etc.). Tell the class that everyone who identifies with the statement should move into the center of the circle to join you. Take a moment to observe who is in the center and who is not. Everyone then returns to the outer circle.
Go around the circle and give each student a turn to move into the center of the circle and say “My people are__” (ex. Dominican, recyclers, dancers etc.). Continue until each person has had a turn being in the center. Debrief by telling students that this activity is a great way to demonstrate that there are a number of different ways to identify within a community/communities.

In small groups, ask students:
- How would you define a community?
- What are some of the key components of a community?
- How does a person become a part of a community?
- How and why are people excluded from communities?
- Can someone be in multiple communities?
- Are barriers to communities positive or negative?

II. Explore
Let’s Get Visual (15 minutes)

Ask students to think about some of the things that connect them to these communities. Some examples might be:
- Hobbies.
- Physical traits of ancestors.
- Family values.
- Family artifacts.
- Traditions.
- Culture.
- Beliefs.
- Politics.

Brainstorm as a class how you can use characteristics or aspects of those things to create a visual representation of them.
- A ballet shoe for dancer.
- Eyes or other facial features for ancestors – maybe the word “ancestors” has eyes or hair.
- A cultural dish represented in a drawing of a dish.

Distribute index cards, colored pencils and markers. Ask students to choose one word that expresses what connects them most to one of the communities that they are connected to and write a name for that community as large as possible on their index card. Give students five minutes to design their card so that it looks as much as possible like the word they wrote (a cartoon using the word). Ask students one at a time to tape their card to the board. Take a photo of the board after each new addition.

III. Explain
What’s in the Cards or You? (15 minutes)

Repeat the exact same process on four additional new index cards with the following prompts:
- An important change you’ve witnessed in your community.
- A barrier that keeps you apart from the community.
- A thing you hope never changes in your community.
- A thing you wish you could never change in your community.

Invite students to attach their new card to the board at the end of each round and make sure to photograph the board after each new entry.

Teacher tip: Make sure students write the words as large as possible on the index cards. Make sure students design the cards as creatively as possible by trying to capture the essence of the word visually to the best of their ability.

IV. Elaborate
Animate the Session: (15 minutes)

After loading the images into the Frame by Frame on the computer, play the slideshow as a stop-motion animation with music. Lead a reflection on the experience.

- How did creating the visual representation of the words affect the way you think about them?
- What separates you from others outside your community? What are barriers to the community?
- How did this affect your thinking about your community?
- Do you think other people in your community share your ideas about what separates others outside of this community?
- Is it positive or negative to have barriers within communities?
- What power do individuals carry and what is their ability to be change-makers within communities?
- What obstacles were there to creating change or keeping something from changing?
- What are some other responses or issues we might explore in other communities that you’ve been to?
SECTION FIVE: HISTORICAL AND CURRENT BARRIERS

Artwork by Ricardo Levins Morales
PERSPECTIVES ON PROGRESS

Suggested grade levels: 6-12
Time: 60 – 90 Minutes (Over 2-3 nonconsecutive days)

Synopsis: It is rare that all stakeholders involved in an issue agree on what would constitute progress. In this activity, students will explore some of the complexities of progress by examining a controversial issue facing their city or town, conducting a stakeholder analysis and engaging in a town hall simulation to discuss the issue with each other.

Materials Needed: Town hall notes, articles from newspapers on local issues, and computers.

Standards: Peace and Justice (#6): Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Global Competencies:
- Value multiple perspectives.
- Question prevailing assumptions.
- Form opinions based on exploration and evidence.
- Seeks out and applies an understanding of different perspectives on problem solving and decision making.

*See Global Competence Matrix (pg. 7)

Essential Questions:
- What impacts how various stakeholders view progress?
- How can I determine the multiple perspectives on one issue?

Learning Targets:
I can perform a stakeholder analysis.

Assessment:
Discussion or Reflective Journal (10 minutes)

- Why is it difficult to see events and issues from another person’s perspective?
- What do you gain from understanding other perspectives on an issue or event?
- Can we ever truly know someone else’s perspective; why or why not?
I. Engage
Learning About Your City/Town (5-20 minutes)

Ask students to brainstorm about any controversial issues or decisions facing their city or town over the last few months. If students do not come up with anything, have them explore the minutes from the past few city council meetings (it may be helpful if you have some articles printed out or have websites for your town council readily available).

After their research, come back as a group and continue brainstorming. Make a list of several important issues (perhaps the construction of a new bridge, park or housing development, addressing a crime problem, etc.).

As a class, choose one issue to focus on for the remainder of the activity (you may allow students to vote or use a consensus decision-making process).

*You can also select an issue that is controversial in your community and provide students with examples of how community members have struggled with that issue.

II. Explore
Who’s Who? (10 minutes)

Once you have settled on the issue that you will be exploring, ask students to come up with a list of all the different people that are impacted by this issue. Define these people as stakeholders – people who have a personal stake or interest in the outcome of this event and its aftermath.

As students are brainstorming, create a stakeholder map/web for the issue on the board. For the web, place the issue in a circle in the center of the paper. As students decide on stakeholders, they should determine how close each stakeholder is to the issue. They can visually show the level of closeness that each stakeholder has to the issue. Those who are directly impacted could be mapped close to the circle identifying the issue. As students are thinking about stakeholders, ask them to share one or two sentences about how that particular group or person is impacted.

Some stakeholders might include city officials, parents, business owners, construction workers, children, teachers, among others (the list may vary depending on the issue your class has chosen).

III. Explain
Wearing Another Mask (30 minutes)

Explain to the students that they will be exploring the perspective held by these various stakeholders, their beliefs, and the origins of their beliefs. Break students up into groups and assign to each group one of the stakeholders listed in the brainstorm above.

Tell the students that the goal of this activity is to step into another person's shoes and figure out what drives his/her opinions. Remind them about the activity where they thought about different perspectives (ie. how our views or another’s person view can be shaped by who we/they are). Even if they do not agree with the perspectives, encourage students to consider them thoughtfully.

Pass out one large piece of paper to each group. Groups may write the name of their stakeholder on their paper, or draw a quick portrait, leaving enough room for notes.

Ask students to conduct research on their stakeholder and his/her/their view on the issue they have chosen to examine. They begin by using information from the city council’s meetings notes previously provided and simple internet searches.

After gaining some background knowledge, students should then conduct primary research by interviewing their stakeholder. Group members can do this by email, phone or in person. Provide adequate time for students to do the research including reaching out to stakeholders. You may wish to assign the research to be completed several days after the initial lesson.

Once students have completed their research, have them complete a poster that captures the perspective of their stakeholder on a poster and prepare to present their poster to a broader audience. If possible, you may wish to have students present that poster to the stakeholder that they researched.

IV. Elaborate
Discussion (10 minutes)

Why is it difficult to be in someone else’s role?
Why is good for individuals to think about others’ perspectives?
What barriers/challenges do you see to examining other people’s perspectives?
Can we ever truly know someone else’s perspective; why or why not?
A WALK THROUGH PROGRESS

Suggested grade levels: All grade levels
Time: 4-6 hours
Synopsis: Students will go on a community walk and interview residents about the change they’ve seen in the neighborhood during their lifetime (or students ask residents to come in and talk about changes they have seen in their community).
Materials Needed: Pencils, notebook paper, interview questions, and tape recorder.
Standards: Quality Education (#4): Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Global Competencies:
- One’s own culture and history is key to understanding one’s relationship to others.
- The current world system is shaped by historical forces.
- Listens actively and engages in inclusive dialogue.
- Valuing multiple perspectives.

*See Global Competence Matrix (pg. 7)

Essential Questions:
- How has my neighbourhood changed over the years?
- Did particular groups face barriers in this community? If so, what were those barriers?

Learning Targets:
- I can describe the history of my neighbourhood.
- I can analyse and articulate the conditions, issues, events and historical forces that have shaped my community.
- I can develop my skills for research, communication and cooperation.

Assessment:
Reflection/Writing Prompt
- Seeing where we’ve come from and where we are, what do you think you could do to help reduce or eliminate existing barriers in the community?
- Community history (next page).

LESSON AGENDA

1. Engage
Partner Share
- Have students discuss the following questions with a partner:
  - What do you know about the history of this neighborhood/community?
  - What do you think it looked like 50 years ago?
  - What are you curious about? Or what do you wonder about?
II. Explore
Community Walk and Oral History

*This community exploration offers opportunities for students to hear from and interview community members on their walk. To arrange for a community walk, try and identify 2-3 community members that would be willing to meet you at some point during the walk. Work with your students to design a walk that includes some of the following:

- Places that provide help and assistance to others.
- Businesses that provide goods and services.
- Religious institutions.
- Entertainment.

To prepare for the walk:
- Have students draw an outline map of the route.
- Have students develop questions that they would like to ask community members.
- Make sure they have note-taking materials.

On the walk:
- Take notes on either their outline map or in their notebook – those notes should reflect their observations of the community including their thoughts about the history of the community.
- Meet with community leaders/members and allow students to ask questions.
- Time for students to reflect on the changes they have seen in their lifetime.

If a community walk is not possible, some alternatives might include visiting a local retirement home to interview residents or asking several community members to come to class to be interviewed. Make sure to interview a diverse representation of the community.

Below are some sample questions for community members:
- Tell me about yourself: how long have you lived in this community, where did you grow up?
- Who used to live here?
- What was life like for you back then?
- Why do you think we’ve seen these changes?
- What barriers did you or other members of the community face?
- Are these challenges/barriers similar to the historical barriers?

III. Explain:
Community History

Students can use a range of resources, including the notes from their walk, to develop a history of their community. Beyond the walk, further resources could include interviews, public records, a trip to the local historical museum, or a lecture delivered by a guest speaker.

IV. Elaborate:
Presentation of Findings

Invite community members to your class and have students present their community histories in a format of their choosing. Possible formats include a slide show, performance, exhibit, website etc.
GLOBAL HEALTH

Suggested grade levels: 5-12  
Time: 4-5 consecutive class periods

Synopsis: Global health is a field of research that focuses on improving health and access to health care worldwide. Access to quality health care has been a challenge facing many individuals and communities today. In this activity, students will explore health care issues around the world to assess factors like cost, quality of care, and issues of access.

Materials Needed: Pencils, papers, audio recorders (optional), and access to computers.

Standards: Good Health and Well-Being (#3): Ensure healthy lives and promote well-being for all at all ages.

Global Competencies:

- Self-awareness about identity and culture, and sensitivity and respect for differences.
- Translates ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.
- Questions prevailing assumptions.

*See Global Competence Matrix

Essential Questions:

- How are hospitals and health care systems in other parts of the world different and similar to our system?
- What kind of medical care would I like for myself and for my loved ones?

Learning Targets:

- I can interpret data on a graph and make observations and inferences from the data.
- I can understand the difference between being healthy and health care.
- I can make connections between the variables that affect the health of a community, country, or region.

LESSON AGENDA

I. Engage

Brainstorm the following questions as a class:

- What does it mean to be healthy?
- What are the ways that people get or stay healthy?
- How can doctors and a health care system help people stay or get healthy?
- What does it mean to have a right to health care?
- Can you think of reason why a person might find it difficult to get care when they are sick or hurt?
II. Explore

*Journaling (5 minutes)*

Ask students to journal about their experiences with a health care system. Their experience could be as simple as a visit to a doctor’s office or something more serious that required a stay in the hospital or a visit to the emergency room. What was that experience like for them? If students don’t have experience with the health care system or can’t remember one, they can journal about someone they know who has been sick or received health care.

*Share (10 minutes)*

In pairs, have students share from their journal entries and compare and contrast their experiences using the Venn Diagram (example’s next page). As a class have students share similarities and differences with their experiences.

*Oral History Assignment (1 hour)*

As a homework assignment, have students conduct an interview with an adult family member about their experiences with a health care system. Prepare students by helping them to think of ten open-ended questions that will elicit details and interesting stories. Here are some *interview tips* teachers can share with students.

*Note: Discuss privacy with students and explain that health is often considered a personal and private matter. They should offer to keep the identity of their interviewees anonymous.*

Once students have completed their assignment have them work in small groups to share and compare their stories. What things do their stories have in common? How are they different? What themes are repeated? What are 1-2 health care issues that surfaced through the interviews?

III. Explain

*Discussion (10 minutes)*

Discuss the *following quotes* as a class and what it means to have a right to health care:

- “The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.” - *Constitution of the World Health Organization*

Explain to students the difference between having a right to health and health care and being healthy. Governments can’t assure an individual’s state of health, but governments have an obligation to ensure that individuals have access to resources that are required for good health. These things include clean water, food, sanitation, shelter, and access to a health care system.

IV. Elaborate

*(50 minutes)*

Introduce students to [www.gapminder.org](http://www.gapminder.org) by having them watch this *video* which outlines how to read the graphs and change variables.

Important tools to point out are:
- the x- and y-axis drop down tabs to change variables (i.e. child mortality, life expectancy, maternal health).
- bubble size that measures population size.
- bubble color that outlines geographic region.
- animation that changes time in years.

Give students 5-10 minutes to explore the site on their own and then have them focus on one graph that they find interesting and is based on a health issue. Students should take notes on the data as they explore using the sentence stems below to guide their observations:

- I observe that...
- Some patterns/trends I notice...
- I can count...
- I’m surprised that I see...

After students make observations, have them draw inferences about the data using the sentence stems below to guide their observations:

- I believe the data suggests...because...
- Additional data that would help me verify/confirm my explanations is...
- I think the following are appropriate solutions/responses that address the needs implied in the data...
- Additional data that would help guide implementation of the solutions/responses and determine if they are working could include...

*Universal Declaration of Human Rights, Article 25.1*
Use the Gapminder resources below, which outline the connection between life expectancy and health, to help build student capacity to draw inferences from the graphs/data:

- Gapminder Powerpoint
- Gapminder Teacher Guide
- Gapminder Background Information

V. Evaluate (30 Minutes)

Have students share their observations and inferences in small groups. Students should take notes on the similarities, differences, and trends that surfaced in their discussion. Then have students work in small groups to select a particularly interesting country where they would like to examine a health and health care issue on that country. Once the students have selected a country, have them use Gapminder and additional research tools to examine the public health issues and health care systems in that country. Teachers can model the research by providing the US as an example. This way, students will have a familiar baseline with which to compare their own research discoveries.

Sample Research Questions:
- What is the country?
- What is the history of the nation’s per capita income? Has it gotten wealthier or poorer? Why?
- What is the child mortality? Life expectancy?
- How have health indications changed over time? Are there dips and spikes? Why?
- What kind of health care system (public, private) does the country have? How did it develop or disintegrate? Why?
- Does the health care system seem like a barrier to certain populations?
- Who has access to the health care? Is it preventative health care?
- Are there alternatives to the formal health care system that people use? How are these tied to local cultures and environments?
- Are there typical illnesses in this country? Any diseases or epidemics? Are they being treated, and how are they being treated? How can they be prevented?
- How would you categorize healthcare of this country: Western Medicine, Eastern Medicine, etc.

Possible Research Tools:
- Against the Odds: Health for All
- PBS: RX for survival: a Global Health Challenge
- United Nations Population Fund
- UN Women
- World Health Organization
- The Best Health Care System in the World: Which One Would You Pick? - NYTimes
- The Most Efficient Health Care Systems In The World (INFOGRAPHICS) - Huffington Post

Sources:
- The Advocates for Human Rights
- National School Reform Faculty: Data Driven Protocol
ORAL HISTORY

Suggested grade levels: 6-8
Time: 1-3 class periods
Synopsis: Students explore how historians use oral histories to understand events, people and places from the past. They listen to two oral histories given by individuals who immigrated to the United States around the turn of the century and conduct a critical analysis of the interviews in order to better understand the experiences described. Students are encouraged to make connections between the experiences described in the oral histories and their own lives.

Global Competencies:
★ Values multiple perspectives.
★ Reflects context and meaning of our lives in relationship to something bigger.
★ Recognizes, articulates and applies an understanding of different perspectives (including his/her own).

*See Global Competence Matrix (pg. 7)

Essential Questions:
★ How do historians learn about the past?
★ What is the role of journalism in sharing information about events?
★ How can oral histories help us to understand the past?
★ How can understanding barriers people faced in the past help us to overcome modern barriers?
★ How do I interview and conduct research?

Learning Targets:
★ I can describe how oral history can help us understand a specific time, place, person, event and perspective.
★ I can analyze historical events to determine multiple perspectives.
★ I can integrate multiple points of view in the retelling of one story.
★ I can write open-ended interview questions that are relevant to what I’m researching.

Assessment:
Students will write a short news article based on their interviews.

*Note how students incorporate the different perspectives presented by the interviewees in their work.

Source: Adapted from Tenement Museum – Oral history
**LESSON AGENDA**

**I. Engage**

*Whole Group Discussion*
- Ask students if they know any childhood stories about their parents or grandparents.
- Talk and turn - have students share one story with someone sitting next to them.
- Ask a few students to share their stories with the class.
- Ask student how they know about those stories if they were not alive when those stories took place. Reinforce that information is often received through stories that people tell each other.
- Connect the exercises to the work of historians. Explain to students that historians learn about the past by asking people to tell them stories about it. These stories are called oral history.

**II. Explore**

*Discussion*
- What is oral history?
- Why is oral history a good thing for historians and people?

**III. Explain**

*Distribute the Transcripts and Play the Recordings*

Tell students that in today’s lesson they will explore two different oral histories in order to learn what it was like for immigrant adolescents to become students in America. The first oral history is from Morris Abraham Schneider, a man who emigrated from Poland in 1920 when he was 10 years old. The second oral history is from Dora Heller Rich, a woman who emigrated from Austria in 1909 when she was 13 years old.

*Discussion:*
In small groups, have students discuss and chart what they learned about Dora and Morris’s experiences at school when they first moved to the United States.

Have each group record their observations on paper. This is a good time to clarify some phrases and words from the oral histories. For example:
- When Morris mentions he was put in 1A, he means he was put in a first grade class.
- Yiddish is a language developed by European Jews over a century. It is primarily a combination of Hebrew and German.
- The “reader” that Dora refers to would have been a sort of textbook.
- “Julie” is German for July and “Junie” is German for June.

**IV. Elaborate**

*Reflective Discussion*

Reflect on Dora and Morris’s experience in school. Have students attribute adjectives to describe the feelings and emotions captured within the oral history. You could use these guiding questions:
- How did they break barriers?
- What do you think it would feel like to be placed in a first grade class at age 10?
- How might that help us understand Morris’s experiences?
- What do you think it would feel like to read in an unfamiliar language in front of your class? How might that help us understand Dora’s experience?
- Why did these two need to learn English?
- How does the United States privilege English over other languages - do you think this is true today?
- Dora laughed when she was told the story about the students in her class laughing at her while she tried to read in English. If you were telling this story, would you have laughed? Do we believe that she would have laughed while recounting this story on the day that it happened?
- Does anyone have an embarrassing story from when they were younger? How has you telling of that story changed over the years? What does this tell us about how we should think about Morris’s and Dora’s stories - or stories like them? Can we take them as absolute truth?

**V. Evaluate**

*Instruct students to write a short paragraph reflecting on Dora’s and Morris’s school experiences. Do current immigrants face similar barriers and challenges as Morris and Dora? What are some different challenges that immigrants today face in terms of their experience in school? In what ways are current students’ experiences different from Dora’s and Morris’s? In what ways were their experiences similar?*

*Invite some students to share their thinking with the class. Encourage students to think about Morris’s and Dora’s stories whenever they encounter students who are new to school, a sports team or a neighbourhood.*

*Extension:*
- Have students interview a family member about their experiences when they were new in school and include an additional perspective in their essay.
- Compare Dora’s and Morris’s stories to the stories of current immigrants in your community.*
HISTORY IS MADE OF MANY PERSPECTIVES

Suggested grade levels: 6-12  
Time: 1-3 class periods  
Synopsis: Students explore how multiple perspectives are integral to understanding history. They examine television news coverage of a current event and analyze how different perspectives are used to tell the story of the event. Students then conduct their own investigation of another event from the recent past and interview each other to get the full history.  
Materials Needed: Recording of Morris Abraham Schneider’s and Dora Heller Rich’s oral histories (www.tenement.org/education), copies of Schneider and Rich oral history transcripts (appendix), pens or pencil, and paper.  
Standards: Peace and Justice (#16): Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels.

Global Competencies:
- Valuing multiple perspectives.
- Reflection on context and meaning of our lives in relationship to something bigger.
- Empathy.
- Recognizing, articulating and applying an understanding of different perspectives (including his/her own).

*See Global Competence Matrix (pg. 7)

Essential Questions:
- How do historians learn from the past?
- How can the past inform our understanding about the present?
- How can one’s understanding of an event change over time?
- What barriers existed for our two immigrants?

Learning Targets:
- I can use oral histories to gather detailed information that helps us understand a specific time, place, person, event and/or perspective.
- I can connect the past to my present experiences.
- I can analyze historical information to determine how perspectives of events change over time.
- I can describe the importance of individual stories to better understand history and the perspectives represented in those stories.

Assessment:
Short paragraph regarding Dora and Morris’s school experience (See evaluate section).
LESSON AGENDA

I. Engage
Activity #1

Explain to students that in today’s lesson the class will think about how journalists and historians learn about events, people and places from the past. We will use an example from the Triangle Factory fire. Please play the following:

- https://www.youtube.com/watch?v=4ulaG9x4GpE
- https://www.youtube.com/watch?v=zNO3CgYq3RA

Share these guiding questions with students and be prepared to discuss after watching the movies:

- How many different people helped to tell this story?
- What were the different perspectives on the cause of the fire?
- Consider the perspective of the daughter and the granddaughter of the factory owner? How was that perspective different from other perspectives?
- What do you believe about the fire and why it happened?
- This movie shares that there were consequences and repercussions from this fire that we still see today - what are those? (child labor laws, workman’s comp.)

Explain to students that historians research an issue in many different ways and collect evidence much like police collect evidence of a crime. Good historians purposefully collect evidence that represents many different perspectives. Oral histories, which includes interviews, provide a unique opportunity for understanding an event from people who were there and who in some way or another played a role in the event.

II. Explore
Activity #2

Tell students that in today’s lesson they will do the work of historians by researching and writing about an event from the recent history – something that just happened.

As a class, select one event that all students are familiar with. Examples include an incident in their school or community, weather-related events, events involving a conflict between police and citizens, a field trip in their school etc. To understand more about the event, students will interview other students about what they know.

- Before the interview process begins, have groups brainstorm questions to ask in their interviews. (Interviews will be conducted by and with students.) Discuss the difference between open-ended questions and closed (yes or no) questions.
  - Example of closed questioning: Did you have a nice day?
  - Example of an open-ended question: How would you describe your day?
- Explain how the interview process will be set up:
  - Every student will be interviewing 2-3 of their classmates.
  - Students should be selected based on their experience with the event in question (did they witness the event or hear about it from someone else).
  - Scaffold: Have one group demonstrate this interview process for the remaining part of the class.
  - The rest of the class will take on the role of reporters/historians, taking notes on what they hear and the different perspectives that are offered by the interviewees.
- Before students conduct interviews with each other, they need to find out who in their class has knowledge of the event that they are researching.
- Give students time to interview one another and remind students to take notes on what they learn about their topics.
- Have students compile their research and write an article based on the different perspectives that they learned about through the interview process.
- Ask students to staple their interview notes to the back of their articles (to assist in demonstrating the process).

III. Explain

Bring students back together for a closing discussion. Guiding questions might include:

- How did these interviews help you understand the event in question?
- What was challenging about the interview process?
- How is interviewing someone about the event different from reading it in a textbook?
- Why was it important to obtain multiple perspectives?
- What barriers do you recognize that journalists face when attempting to include multiple perspectives?
- Are there stories that don’t get told about events? What happens when stories get left out?

Source: Lower East Side Tenement Museum
TALL PAUL - PRAYERS

Suggested grade levels: 6-12
Time: 45 minutes
Synopsis: Students analyze song lyrics examining one native American man’s barriers to feeling truly native due to his inability to speak and identify with the culture.
Materials Needed: Print off lyrics, speakers, and link to hear song.
Standards: Peace and Justice (#16): Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Global Competencies:
☆ Self-Awareness about identity and culture, and sensitivity and respect for differences.
☆ Recognizing, articulating and applying an understanding of different perspectives (including his/her own).

*See Global Competence Matrix (pg. 7)

Essential Questions:
☆ What is the connection between language, culture and identity?

Learning Targets:
☆ I can analyze a song for symbolism and message.
☆ I can describe the impact one native American man feels about not knowing his native language.

LESSON AGENDA

I. Engage
Opening Discussion

Have students work in groups of three and discuss the following questions:
☆ Why is language important?
☆ What would happen to you if you were forced to learn and speak another language?
☆ How would that make you feel?

II. Explore
Have students listen to “Prayers in a Song” by Minneapolis based hip hop artist Tall Paul (Paul Wenell Jr). Ask students to think about the following as they listen:
- What is the rap about?
- What barriers does Tall Paul face and what barriers is he breaking?
- Why is this both a historical and present-day issue?

After listening to the rap, have students, in groups of three, discuss the questions above, then have the students report back as a whole to discuss the questions.
III. Explain

How is Tall Paul's story connected to a larger story about the treatment of Native Americans?

Use the reading below as a way to give your students more context for Tall Paul's rap.

In “Prayers in a Song” Minneapolis based hip hop artist Tall Paul (Paul Wenell Jr.) raps about his struggle to learn his indigenous language, Anishinaabemowin, and his journey toward a deeper understanding of his Native identity. Speaking of the harsh realities of growing up in a poor urban landscape, Tall Paul raps in both English and Anishinaabemowin.

Tall Paul is an enrolled member of the Leech Lake Band of Ojibwe in Northern Minnesota, which is one of the six members of the Minnesota Chippewa Tribe recognized following the 1934 Indian Reorganization Act. Tall Paul, however, grew up in Minneapolis. He says in his rap, “I feel the latent effects of assimilation/ inner city Native, raised by bright lights skyscrapers.” For many young American Indians, especially those not raised on a reservation, there exists a tension between their inner city upbringing and a desire to learn their Native language and customs.

From the early days of European contact, Native people endured destruction of language and culture due to removal from their lands, relocation, and forced assimilation. As late as the 1950s, Native children were removed from their homes and sent to boarding schools where they were forced to learn English and stop speaking their language and practicing traditional ways.

Loss of language and culture stems from American Indian relocation of the mid 20th century. Due to the Indian Relocation Act of 1956, which encouraged Native people to move into cities, large numbers of American Indians moved from reservations into urban areas. After the relocation program was abolished in the 1970s, some Native people moved back to the reservations, finding urban life didn’t have all that was promised.

Today, two-thirds of all American Indians live in cities. In Minneapolis, where Tall Paul is based, American Indians comprise 2 percent of the population, compared to 1.1 percent in the Minnesota as a whole, according to the 2010 U.S. Census. Like Native people in other urban areas, American Indians in Minneapolis face difficult issues, such as 25 percent unemployment, and 27 percent of families making less than $10,000 per year. In Minneapolis, 43 percent of Native families and 65 percent of Native single mothers live in poverty. Unfortunately, in urban areas, Native people often don’t have access to the tribal and federal services provided on reservations. American Indians living in cities face issues of higher poverty rates than the general population, less accessibility to health care, and a staggering educational achievement gap, whereas few as one in 5 American Indian students graduate from high school.

For the past two decades, Native language revitalization has come to the forefront of American Indian education across the United States and Canada. Tall Paul says he was inspired to write the lyrics to the song after attending Ojibwe language coursework as student at the University of Minnesota as an undergraduate.

In recording “Prayers in a Song,” Tall Paul reflects on his experience. He recalls struggling to grow up in an environment of “ashtrays and beer bottles.” His music speaks to both the challenges he’s faced growing up in an urban context and the benefits of the spiritual support and resources of his extended family and community.

Tall Paul currently works for the Division of Indian Work in a community-led initiative to close the achievement gap for American Indian students. Aided by deep appreciation for language and culture, Paul shares his education and experience with students at the Anishinaabe Academy, a K-8 Minneapolis public school. He records and performs with the group Point of Contact in his continuing quest to explore the complexities of language and culture in relation to his own identity.
IV. Elaborate

Have students work in groups of three. Assign each group a different verse from the rap to unpack. The following questions could help guide their discussions:

- Assimilation—What is assimilation and who is assimilating to whom?
- What does it mean to be “Born with dim prospects?”
- “I was full of heat like a furnace cause I wasn’t furnished with language and traditional ways of my peeps.” What does it mean to be not furnished and full of heat?
- “Furnished with language and traditional ways of my peeps” (Unpack meaning)
- “Take responsibility for being educated” (Unpack meaning)
- “It’s deeper than frybread, content pow-wows, tears shed in a sweat lodge.” (Unpack meaning)
- “Questioning prayer reaching creator because it’s not in native tongue.” (Unpack meaning)
- “Spaces and places that native language is valued and recognized.” (Unpack meaning)

V. Evaluate

Independent written reflection:
Why is language important to people?

Lyrics:

[Verse 1]
I feel the latent effects of assimilation
Inner city Native raised by bright lights, skyscrapers
Born with dim prospects, little peace in living
As a child, hot headed bout the fact I wasn’t wild
Like they called my ancestors, imagined what it’d be
To live nomadic off the land and free
Instead I was full of heat like a furnace cause I wasn’t furnished
With language and traditional ways of my peeps
Yeah I used to feel like I wasn’t truly indigenous
Now I say miigwech gichi-manidoo
For showing me my true roots, definitely Native
Take responsibility for being educated
My people and customs originating from early phases
Of history it’s, deeper than frybread
And contest pow-wows, tears shed in the sweat lodge
Prayers go out to all those I’ve wronged
And who have wronged me gotta treat em like family

[Hook]
Gichi-manido wiidookawishin ji-mashkawiziyaan
(Great Spirit help me to be strong)
Mii dash bami’idiziyaan
(So that I can help myself)
Miizhishinaam zaagi’iiwewin
(Show us all love)
Ganoozh ishinaam, bizindaw ishinaam
(Talk to us, hear us)
Mii-wenji nagamoyaan
(That is why I am singing)
Nimishomis wiidookawishinaam ji-aabajitooyaang anishinaabe izhitwaawin
(Grand father help us to use the Anishinaabe customs)
Mii-ji-bi-gikendamaan keyaa anishinaabe bimaadiziwin
(That’s why we’ll know how to live the Anishinaabe way/the good life)

[Verse 2]
Becoming aware of a heart beats fragility
So I, pray for my creator’s will and humility
It seems my prayer’s weak I can’t speak, not a linguist
Does he hear my English when I vent I fear the answer
To the question, this is symbolic of anguish
I feel regarding language and the obligation of revitalizing
Something sacred, failure to carry through is disgracing
A Nation, my first tongue’s in need of a face lift but
Deciphering conjugation’s like trying to find
My way through a maze in the matrix, complex
Hard to start without an end aside from being fluent
I gotta push the limit if I’m gonna keep pursuing
So I, use it in a way that relates to my life and vocab
Bring some entertainment to it, spit it on a track
And I take it out the class, can’t let what I lack
Become a self-defeating habit that’ll make me want to quit

[Hook]

[Verse 3]
It’s farfetched but Grandfather please help me learn it
Help me assist in keeping it from burning
Don’t let me quit and flee from working for a worthy purpose
Enlighten me and help me comprehend effects of my service
I need a spark in my desire from something higher
Prior to negative reminders killing my stride
Sometimes I’m the type that likes getting results
Overnight, without sweating or stressing overnight
So I pray
Creator give me strength, so I can move on
Creator show us love, so it can spread around
Communicate with us, from above, hear me now
My prayers in a song I speak em out loud
Grandfather help us to revitalize the language
And ways so we walk the Red Road
That you paved, communicate with us from above
Hear me now, my prayers in a song I speak em out loud

Source: https://theways.org/story/prayers-in-a-song
PAY INEQUALITY

**Suggested grade levels:** 8-12  
**Time:** 60 minutes  
**Synopsis:** Students explore how multiple perspectives are integral to understanding history. They examine television news coverage of a current event and analyze how different perspectives are used to tell the story of the event. Students then conduct their own investigation of another event from the recent past and interview each other to get the full history.  
**Materials Needed:** Websites imbedded in Lesson Plan.  
**Standards:** Gender Equality (#5): Achieve gender equality and empower all women and girls.

**Global Competencies:**
- Values multiple perspectives.
- Reflects on context and meaning of our lives in relationship to something bigger.
- Investigates the world by framing questions, analyzing and synthesizing relevant evidence and drawing reasonable conclusions that lead to further inquiry.

*See Global Competence Matrix (pg. 7)*

**Essential Questions:**
- Why do women typically get paid less than men for the same work?  
- What is gender inequality and historically how has this inequality been diminished?  
- What are current strategies to diminish gender inequality?

**Learning Targets:**
- I can define root causes of gender inequality in terms of compensation for work.  
- I can compare and synthesize relevant information regarding the pay gap between men and women.

**Assessment:**  
*Written Reflection*

- How does this pay inequality affect you?  
- How does this pay inequality affect people you know?  
- What are the greatest impacts of the pay gap on communities?  
- What barriers can you identify pertaining to pay?
LESSON AGENDA

I. Engage
Watch the Video:
http://www.takepart.com/video/2015/10/30/lemonade-equal-pay

Discussion
- How did you feel watching the video?
- What does it mean, “We value him more than we value you.”
- How does the video quiet or silence men who stand up for women regarding equal pay?
- How does the video silence women who stand up for themselves for equal pay?

II. Explore
Have students break into 4 equal groups. Each group will read an article listed below and summarize facts, causes and solutions to their specific article (15-20 minutes).
- Pay Scale.com
- AAUW
- Time
- New York Times

In student collaborative groups (looking at the same article), have students identify the following:
- Important facts/statistics.
- Causes of pay gap.
- Solutions of pay gap.
- Role of men, role of women, role of institutions/corporations in this inequality.

III. Explain
In each collaborative group they should count off (1, 2, 3, 4, 5); have all the ones go to one location, all the twos to another location (etc). In the new groups, each student is an expert on the article they read. The goal now is to have a discussion with all the different articles around the discussion points.
- Important facts/statistics.
- Causes of pay gap.
- Solutions of pay gap.
- Role of men, role of women, role of institutions/corporations in this inequality.

Finally, ask each group to discuss solutions to ending the pay gap.

IV. Elaborate
In groups/individuals, make a poster or brochure to send to HR managers/hiring managers to inform and educate them on this issue.

If time permits groups/individuals should share their posters/brochures.

V. Evaluate
Written Reflection
- How does this pay inequality affect you?
- How does this pay inequality affect people you know?
- What are the greatest impacts of the pay gap on communities?
- What barriers do you see through the activities and readings you did today?
ACTIVISM

Suggested grade levels: 6-12  
**Time:** 2-3 class periods  
**Synopsis:** Students will examine the definition of activism through a video. They are prompted with scenarios and determine if it is a demonstration of activism. Lastly, they will research an activist of their choice and make an art demonstration that symbolizes their activist resistance story.  
**Materials Needed:** Art materials and computer.  
**Standards:** Reduced Inequalities (#10): Reduce inequality within and among countries.

**Global Competencies:**
- Values multiple perspectives.  
- Questions prevailing assumptions.  
- Recognizes, articulates, and applies an understanding of different perspectives (including his/her/their own).  

*See Global Competence Matrix (pg. 7)*

**Essential Questions:**
- What is activism and is it important?  
- Who displays acts of resistance and to whom/what?  

**Learning Targets:**
- I can define activism and identify where I am an activist in my own life.  
- I can determine whether an example is an act of resistance (activism) for the betterment of all people.  
- I can analyze an example of activism in order to determine its impact on people.

**Assessment:**
Students present their activist poster with the class and have a discussion around each of the activists they examined.

**LESSON AGENDA**

I. Engage  
*Discussion*

Students’ discuss what activism is and why it’s important.

Watch a video explaining activism:  
https://www.youtube.com/watch?v=zDVA7r7r0d0
How did this video change your perspective on what activism is? (It’s in your everyday life – integrity).

How does fear play a role in activism? (Resist power in your own way).

How can voice be an instrument for change?

Do you have to make systemic change for it truly to be activism?

How could activism change people’s minds?

What is the relationship between activism and barriers?

II. Explore

Activism or Not Scenarios

Determine if these scenarios are activist in nature and why or why not. These can be read to whole class or can be distributed to student groups for small group discussions.

1. A young person attends a city planning meeting to advocate for new bike lanes in town because (s)he works at a bike shop and wants to make a commission from more bike sales.
   - Topics to consider:
     - How does the intention or justification of an action impact how it is or is not activism?

2. After an announcement that decorated caps would not be allowed at graduation, three students meet with their high school principal to discuss this. They argue that they, and some of their peers, have already decorated the hats and would have to pay for a new one. They also say that decorating them allows for an important way of expressing themselves.

3. A 15-year-old Muslim student who has gotten harassed about their religion attends a Christian church service to learn more about Christianity.
   - Topics to consider:
     - Is being in a space that you have been made to feel unwelcome activism?

4. Members of a black student union on campus wear shirts for an all-school picture that say “strong, black, beautiful.”
   - Topics to consider:
     - Is publicly declaring confidence in a marginalized identity activism?

5. A student creates and hangs up posters all around her neighborhood with facts about how much money their local government spends on the city bus system. The posters are in favor of new transit rate increases.
   - Topics to consider:
     - How does our perception of what is or is not activism change when we don’t agree with what the person is acting on?

6. A young child refuses to make her/his bed after repeated requests from their parent. He says she/he is on “strike” from making their bed.
   - Topics to consider:
     - Is all defiance of power activism?

7. A 10-year-old student in New York creates a fundraiser to raise money for hurricane relief in Puerto Rico.
   - Topics to consider:
     - Is giving money to a natural disaster fund activism?
     - What else could this student do to make his/her efforts more rooted in activism?

8. White students talk to their teacher about concerns they have about a book they are reading in class that perpetuates stereotypes about black people. They tell their teachers they don’t think students in class are thinking critically about the book.
   - Topics to consider:
     - What can activism in a school look like?

9. Students stand in front of a new, expensive co-op in their neighborhood holding signs saying, “Do you even live in this neighborhood?” and “How can we make this place more accessible to me and my neighbors?” and “Let’s talk about true equity here.”

10. Students in Bangladesh create an Instagram page with statistics about clothing factories in Bangladesh and the dangerous working conditions. They post the page link on U.S. clothing brand Facebook pages.
    - Topics to consider:
      - What can digital activism look like?
      - What can transnational activism look like?

11. A high schooler writes a letter to their school board complaining about how the sex ed provided in school is not inclusive of all genders and sexualities and is not culturally responsive.

12. A Snapchat of students body-shaming another student goes viral at school.
    - The student whose body was shamed in the video wears a shirt to school the next day that says “fat and beautiful.”
    - A student who did not previously know the student shamed in the video gets several of his/her friends to join them in sitting with this student at lunch.

13. A U.S. student writes an article for his local newspaper about the current forced migration crisis in East Africa.
    - Topics to consider:
      - Is raising awareness of an issue activism? Why or why not?
III. Explain
Activist Deep Dive

Students pick an activist that is of interest to them (not limited to this list.)

Some examples are:
- Martin Luther King Jr.
- Mahatma Gandhi.
- Angela Davis.
- Rosa Parks.
- Rigoberta Menchu.
- Harriet Tubman.
- Malala Yousafzai.
- Steve Biko.
- James Baldwin.
- Gloria Steinem.
- Ayaan Hirsi Ali.
- Miriam Makeba.
- Ruby Bridges.
- Audre Lorde.
- Nelson Mandela.
- Joshua Wong.

Students will research why this person is considered a activist and what this person was resisting.

IV. Elaborate
Activist Poster

Make a poster that tells this person’s activist story within the illustration. This could be symbolism through a drawing, sketch, painting, collage, etc.

- How did this person resist?
- What barrier did (s)he face or break?
- What progress was made due to his/her action?
BREAKING BARRIERS - REAL LIFE BARRIERS

Suggested grade levels: 6-12
Time: 60 minutes
Synopsis: Students listen to a podcast that explains the barriers that the initial engineers of self-driving cars have faced. Additionally, students hear how fortitude was demonstrated even when the barriers seemed too great.

Materials Needed: Podcast downloaded and speaker system.
Standards: Innovation and Infrastructure (#9): Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.

Global Competencies:
- Forms opinions based on exploration and evidence.
- Listens actively and engages in inclusive dialogue.
- Is fluent in 21st century digital technology.

*See Global Competence Matrix (pg. 7)*

Essential Questions:
- What are current barriers?
- How do people overcome design barriers?

Learning Targets:
- I can apply my understanding of Breaking Barriers by identifying connections to my own lives and experiences.
- I can articulate connections between events in my own life and the theme of breaking barriers.

LESSON AGENDA

I. Engage
- How many of you have heard about a car named Tesla?
- What is special about a Tesla?

Video that demonstrates being in a self-driving car: https://www.youtube.com/watch?v=mCj_C1NOVwx

Discussion:
- How do you think the engineers began engineering cars that drive on their own?
- How does safety of people play a role in the design?
- What do you think controls the car? What steers the car?
- Why could self-driving cars be impactful to the world?
II. Explore

*Listen to Podcast*

StartUp Podcast: The Grand Challenge (Season 6, Episode 7)
https://soundcloud.com/hearstartup/the-grand-challenge-season-6-episode-8

Have students take notes on what challenges and barriers they hear evident in this narration (this could involve resources, personal challenges, man-power, capacity, etc.).

III. Explain

*Discussion*

- What was The Grand Challenge?
- What barriers did these engineers face in designing a self-driving car?
- What was challenging about designing the computer software for the car?
- What was challenging about the resources they had to use?
- What was challenging about living out of an RV?
- What were the challenges they faced mentally?
- What skills did they have/portray when they decided to put the Sandstorm back together? How was “Red” influential in the car’s success?