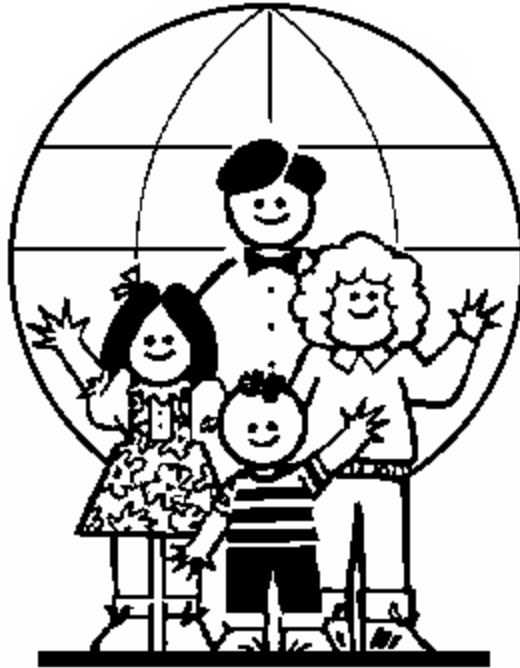


GLOBAL AWARENESS EDUCATION



PLAN FOR THE DIOCESE OF DAVENPORT

CATHOLIC SCHOOLS
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GLOBAL AWARENESS EDUCATION

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GLOBAL AWARENESS EDUCATION

The Standard of the State of Iowa on Global Awareness Education mandates the adoption of a plan that incorporates global perspectives into all areas and levels of the educational program. The plan must provide all students with the opportunity to acquire a realistic perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

The schools of the Diocese of Davenport have had a program in place for several years that meets the requirements of the global education standard. This program is identified as The Infusion Method of Educating for Peace and Justice.

DEFINITION and GOALS OF GLOBAL EDUCATION

The Infusion Method of Educating for Peace and Justice intersects with the definition and goals of Global Education as stated by the Iowa Department of Education:

- 1) Global education is an approach to learning which promotes greater understanding of the world as an interconnected aggregate of human and natural systems. These systems operate within a single planetary life-support system, on which the destiny of all humankind depends.

The Infusion Method promotes an understanding of the economic, cultural, social, political, and religious systems that form structural reality. "Understanding structural reality helps us to understand how we relate to all others - through the structures to which we belong, relating to the structures to which others belong."

(Leadership Manual)

- 2) The purpose of global education is to promote long term human survival by developing greater respect for and greater concern for the environment on which we depend for our very existence.

The Infusion Method is based on the concept of human dignity as the "grounds on which all social justice efforts are based. The human person fashioned in God's image has inherent rights which demand protection and promotion. Respect for human life, liberty, and the quality of human life are elements of human dignity."

(Leadership Manual)

- 3) The mission of global education is to produce citizens who are both knowledgeable about the world, and who possess skills, values, and a process commitment appropriate for the support of quality long-term survival of all human beings.

The Infusion Method defines its mission as a Christian educative process "based on the values of human dignity, global community, and a presumption against violence intrinsic to the Gospel of Jesus Christ whereby one grows in social responsibility and learns how to effect structural change and so participate in the transformation of the world."

GLOBAL EDUCATION THEMES

The Department of Education identifies these themes as essential to a global education process: Global Interdependence, Peace and Conflict Management: Resources, Values, and Cultures; The Global Environment and Natural Resources; Change and Alternatives Futures.

The Infusion Method teaches these concepts which relate directly to the global education themes.

GLOBAL INTERDEPENDENCE, PEACE and CONFLICT MANAGEMENT THEME

CONCEPTS:

Communication: a two-way process - expressing thoughts and feelings without distortion - receiving the communication of others and responding appropriately.

Conflict: a recurring situation arising from the normal human condition because persons have diverse and sometimes divergent perspectives on a problem; conflicts occur over rights, needs, power, and resources.

Conflict analysis: a process of defining and limiting a conflict and examining its underlying causes.

Conflict management: after defining a conflict, to develop alternative solutions and negotiate a settlement while maintaining community with the other.

Cooperation: ability to work with others to accomplish a goal, with attention to other persons and the collectivity of the process as well as the goal.

Non-violence: attitudes or strategies based on respect for the truth, life, and person of the other which refuse to resort to violence in the resolution of conflict.

Interdependence: the extent to which events occurring in any one part or within a component of the world affect (either physically or perceptually) events taking place in other parts or components of the system. Recognition of mutually-being sustained and supported by others and sustaining and supporting them.

HUMAN RESOURCES, VALUES, and CULTURES THEME

CONCEPTS:

Human rights: inherent rights based on human dignity which demand protection and promotion. Rights are understood to be civil and political, economic and social.

Power: the capacity to effect change in political, economic, social, or cultural institutions. Empowerment of people is a basic component of all justice/peace efforts in which they progress to an ever-wider participation in decision-making on all levels.

Empowerment: concentrates on developing and supporting peoples' leadership skills so that they may end the dependency cycle; it enables people to cease being clients and begin determining their own needs and designing their own future on the personal, interpersonal, and structural levels.

Multicultural Understanding: the dynamic that takes place when the heartbeat of what a specific cultural tradition holds as essential to it, is communicated, accepted, celebrated, and enhanced through productive interaction with other cultures.

GLOBAL ENVIRONMENT and NATURAL RESOURCES THEME

CONCEPTS:

Distribution: systems, structures, and policies should promote an equitable allocation of natural resources, property, and income. Contemporary reality calls upon institutions and persons to make adjustments in lifestyle because of the growing scarcity of nonrenewable resources and the widening gap between nations.

Stewardship: recognition of the gifts of creation and the responsible use of resources. No human person owns anything absolutely; everything we possess we hold on trust for all; including future generations. The contemporary problems of global scarcity and environmental pollution demand renewed efforts at preservation and conservation.

CHANGE and ALTERNATIVE FUTURES THEME

CONCEPTS:

Global community: all the peoples and nations of the world are members of an increasingly interdependent economic, political, and environmental unit - the globe. The human family is called to develop this perspective and the attitude and structure which reflects this reality.

World order: the transnational development of political, economic, social and cultural systems of governing the global community. Just as the common good within national boundaries depends on law and order, so it is necessary for the peoples of the world to create for themselves an order which corresponds to the modern obligations of an interdependent global society.

Social justice: that area of justice which focuses on the societal / structural level. It aims at transforming those structures which contribute to oppression and marginality and at establishing or maintaining and supporting those which enhance human dignity.

Structural transformation: basic change in organizations, institutions, systems, patterns, and cultures. Root causes must be addressed at the institutional level. Direct service is necessary, but is not sufficient to produce structural change.

Liberation: a form of empowerment which raises the consciousness of individuals to seek the analysis of the causes of their oppression and marginality and to take responsibility for decisions about their own lives rather than merely acquiescing to the decisions of others.

INFUSION TECHNIQUE

The INFUSION TECHNIQUE which is the process recommended by the Infusion Method of Educating for Peace and Justice consists of incorporating the peace and justice concepts expressed through learning activities into appropriate segments of the basic content of the curriculum. It consists of matching concepts and matching activities.

This methodology is based on two suppositions:

- teachers should include at least one aim and one activity in every lesson.
- teachers support the premise that the most effective learning takes place when the student is engaged in the activity.

MODEL OF INFUSION

ORIGINAL AIM

Look at the aim of the lesson
- the concept to be attained

ORIGINAL ACTIVITY

observe suggested activities

INFUSED AIM

Introduce a related peace/
justice concept

INFUSED ACTIVITY

Prepare an infused activity to accomplish
both original objectives.
(Expand, modify or tailor one activity)

SAMPLE

LESSON: Water and Air Merrill Science, Grade 6, page 473

ORIGINAL AIM

To help students understand that all
persons need adequate amounts of
pure water

ORIGINAL ACTIVITY

Visit the water treatment plant in your
community.
Find out the source of drinking water in
your community and how the water is
purified.

INFUSED AIM

Human Rights

INFUSED ACTIVITY

How is Eastern Africa supplied with
drinking water?

What can (is being done) to provide for
this basic need?

or

Show UNICEF filmstrip - SAFE
WATER: A BASIC HUMAN RIGHT

GLOBAL EDUCATION ACROSS THE CURRICULUM

Developing global perspectives among our youth is a responsibility that all educators share. It is not the exclusive domain of the social studies department, nor of the science department, nor of the foreign language department. All subject matter specialists from teachers of mathematics to teachers of industrial arts, from teachers of art and music to teachers of home economics, elementary teachers in self-contained classrooms, library media specialists, and even guidance counselors - share the obligation. This obligation extends beyond the formal curriculum, to our thoughts, words, and actions, because a global perspective is a fundamental outlook on the world. In order to teach global perspectives, educators ought to model global perspectives for their students.

People have different global perspectives, based on their own understandings, values, and outlooks. The only common fundamental imperative is that we, as educators, help our young people develop a broad outlook that views the world as a single interdependent system, comprised of many interacting parts, within which there are both serious problems and opportunities. It is critical that teachers help students develop, over the entire range of their elementary and secondary programs, a deep understanding of and appreciation for the concepts, attitudes, and abilities which are necessary to be knowledgeable, skillful, and involved participants in a global society.

(A Guide to Integrating Global Education Across the
Curriculum Iowa Department of Education)

GLOBAL EDUCATION ACROSS THE CURRICULUM

CURRICULUM AREA	<u>CONTENT TO BE INFUSED</u>	<u>PEACE and JUSTICE</u> <u>CONCEPT TO BE</u>
INFUSED		
Reading/Literature	<p>Stories involving: conflict with people</p> <p>Stories involving: other lands, peoples and cultures</p>	<p>Conflict Conflict analysis</p> <p>Global community Interdependence Multicultural</p>
Understanding	<p>Stories involving: cooperation and communication</p> <p>Stories involving: nature and the relationship of people to nature</p>	<p>Communication</p> <p>Stewardship Distribution</p>
understanding	<p>Biography/autobiography of people of other lands, race, or culture</p>	<p>Multicultural</p>
<hr/>		
Social Studies	<p>Basic needs of all people Human dignity</p> <p>Structures - families neighborhoods, com- munities, regions, nations.</p>	<p>Human rights</p> <p>Global community Interdependence</p>

Land use and climate	Distribution Stewardship
Minorities	Human rights Human dignity
Distribution of wealth and resources	Distribution Power Empowerment

**CURRICULUM AREA
INFUSED**

CONTENT TO BE INFUSED

**PEACE and JUSTICE
CONCEPT TO BE**

Social Studies

Conflict - within and among nations

Conflict
Conflict analysis
Conflict management

Disenfranchised - poor, homeless, elderly

Human dignity

Immigrants, refugees

Human rights
Human dignity
Multicultural

understanding

Cultural influences

Global community
Multicultural

understanding

Economic practices

Social justice
Human dignity

Environmental concerns

Stewardship
Interdependence

Undeveloped third world countries

Distribution, interdependence

	Education	Empowerment
	Health needs	Human rights
	Oppression of peoples	Social sin
	Hunger and disease	Distribution Power
	Impact of technology	Structural transformation
	Multicultural societies	Global community Multicultural
understanding	Nuclear weapons	Non-violence Conflict management

CURRICULUM AREA	<u>CONTENT TO BE INFUSED</u>	<u>PEACE and JUSTICE</u> <u>CONCEPT TO BE</u>
INFUSED		
Science	Use of resources	Stewardship Distribution
	Water, air pollution	Stewardship Social sin
	Soil/habitat conservation	Stewardship
	Environmental changes	Stewardship
	Medical ethics and genetics	Human rights Human dignity
	Food chains and webs	Interdependence
	Ecosystems	Interdependence Distribution

	Needs of living things	Interdependence
	Natural selection	Interdependence
	Population growth	Global community
	Space exploration	Interdependence
	Use of land	Stewardship
	Nuclear energy	Stewardship Interdependence
<hr/>		
Health understanding	Food and nutrition	Distribution Stewardship Global community Interdependence Multicultural
	Prevention of disease	Global community Interdependence Social justice
CURRICULUM AREA	<u>CONTENT TO BE INFUSED</u>	PEACE and JUSTICE
INFUSED		<u>CONCEPT TO BE</u>
Health	Medical research	Global community Interdependence
	Healthcare agencies	Global community Interdependence
	Drug-abuse prevention	Global community Interdependence
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Visual/Fine Arts understanding	Art techniques from other countries, folk art	Multicultural

understanding	Music/dance from other countries	Multicultural
understanding	Plays about people in other countries	Multicultural
understanding	Plays written by people from other countries	Multicultural
understanding	Architecture and culture	Multicultural

Physical Education	Sharing and taking turns	Cooperation
	Understanding team concept	Cooperation Interdependence
understanding	Games/sports of other countries and peoples	Multicultural

**CURRICULUM AREA
INFUSED**

CONTENT TO BE INFUSED

**PEACE and JUSTICE
CONCEPT TO BE**

Mathematics utilized

Word problems

Estimation

Mathematics should be primarily as a tool to support peace and justice concepts Found in other subject areas.

Graphs, charts
Means, median, range,
mode
Predicting possible
outcomes
Problem solving

Language Arts

Journals
Photo essays
Letter writing
Book reports
Descriptive writing
Sentences
Paragraphs
Plays
Editorials
Research reports
TV and film reviews

Language Arts should be utilized primarily as a tool to support peace and justice concepts found in other subject areas.

***NOTE:** The religion curriculum is not listed as a subject area for infusion as much of the content is already infused. The Media Center should be a resource for books and other materials about other lands and cultures.

INFUSION SEEDS

**SUGGESTIONS FOR INFUSION ACTIVITIES FOR THE CONCEPTS
OF CONFLICT, CONFLICT ANALYSIS, CONFLICT MANAGEMENT,
NONVIOLENCE**

Develop classroom plan for solving student conflicts

Study conflict as a fact of life

Role-play conflict and conflict management

Collect newspaper/magazine articles about peacemakers

Read autobiographies/biographies of Martin Luther King, Gandhi, Mother Theresa of Calcutta

Keep a "conflict" diary - where, when, why

Write about what being a peacemaker means

Design a class peace symbol

Design a peace poster

Learn the word "peace" in several languages

Create a world map showing countries that have nuclear capabilities and those that do not

Use classroom windows to share a peace message with the world

Sing "Let There Be Peace on Earth" (or other peace songs)

Write/illustrate an acrostic poem using the word PEACE

Write a "haiku" about peace

Hold a debate: The United States is (is not) a peacemaker

Make paper cranes to symbolize peace (Sadako and the Thousand Paper Cranes)

Make a booklet about peace - poems, pictures, illustrations, sayings

Honor the peace-maker of the week

INFUSION SEEDS

SUGGESTIONS FOR INFUSION ACTIVITIES FOR THE CONCEPTS OF COMMUNICATION and COOPERATION

Use games that stress cooperation, not competition

Use techniques that require students to work together in order to succeed with a project, etc.

Use techniques to show the importance of listening

Write to pen pals in other lands, cultures

Examine magazines or newspapers from other countries

Examine media in a global society

INFUSION SEEDS

SUGGESTIONS FOR INFUSION ACTIVITIES FOR THE CONCEPTS OF HUMAN RIGHTS, POWER, and EMPOWERMENT

Draw cartoons about the "haves" and "have nots"

Give candy to some students, ignore others. Discuss

Discriminate against blue-eyed students for a day

Write a prayer for the homeless

Make lists of phrases that have "white" or "black" in them and compare

Role play situations that show discrimination against races, women, handicapped, mentally disabled, "walk in someone else's shoes"

Do an activity that shows the difference between "doing with" and "doing for"

Draw up a list of adjectives to describe boys, girls. Compare

INFUSION SEEDS

SUGGESTIONS FOR INFUSION ACTIVITIES FOR THE CONCEPTS OF DISTRIBUTION and STEWARDSHIP

Give several candies to students, one raisin to others. Write a paragraph about the experience

Create problems using - U.S. has 6% of world's population, uses 50% of world's resources, 33% of world's energy

Use map or globe to locate countries with most serious food shortages

Study scientific effects of the long-term use of fertilizers, insecticides, and herbicides

Study scientific effects of the depletion of the ozone layer

Use story problems using statistics on resources in poor countries compared to American resources

Study the scientific reasons for the greenhouse effect and the melting of the polar icecaps

Write a paragraph on the importance of rain fall

Write a short story about living through a drought

Sing "We Are the World"

INFUSION SEEDS

SUGGESTIONS FOR INFUSION ACTIVITIES FOR THE CONCEPTS OF INTERDEPENDENCE, MULTICULTURAL UNDERSTANDING, and GLOBAL COMMUNITY

Celebrate the ethnic backgrounds in the classroom
Hold mini-olympics to learn about the olympic tradition
Learn games from the other countries/cultures
Read stories, poetry, folk tales from other countries
Study history of mathematics and its cultural origins
List the important people mentioned in a social studies unit. How many are non-American, non-white, non-Western?
Create a list of World Heroes that is multicultural
Study measurement in ancient times and in other cultures
Debate the use of the metric system in all parts of the world vs. the nonuse in the United States
Use an abacus and study its origin
Sing songs from other cultures
Learn dances from other cultures
Study foreign origins of musical terminology
Study contributions of other cultures to American music
Learn to count in several foreign languages
Study coins, currency from other cultures
Make bar graphs showing U.S. income vs. income in four other countries
Study housing styles in several countries
Make LOGOS for several foreign countries that explain what is important in the culture
Collect artifacts from other cultures and display
Write first word that comes to mind when these words are spoken: Jew, Mexican, Vietnamese, Chinese, Polish, Black, Indian or Native American. Discuss stereotyping

INFUSION SEEDS

SUGGESTIONS FOR INFUSION ACTIVITIES FOR THE CONCEPTS OF WORLD ORDER, SOCIAL JUSTICE, and STRUCTURAL TRANSFORMATION

Discuss why humanity must abandon its "use and move on" practices

Study the Native American's view of the earth

Write a paper using the theme "If I Ruled the World"

Create a diet for all peoples of the earth that would be substantial and healthy

Study the effects of multinational corporations

From newspapers, identify three major problems that must be solved globally

Write a paper on this topic: The creation of a better world is not an impossible dream.

Debate the topic: I am (am not) a citizen of the world