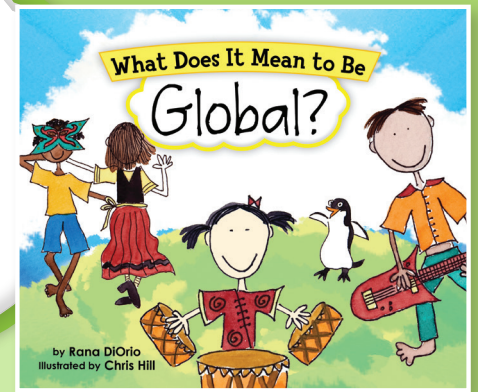


# An Educator's Guide for What Does It Mean to Be Global?

Words by Rana DiOrio, Pictures by Chris Hill



Prepared by Debra Rader, author of *Teaching and Learning for Intercultural Understanding: Engaging Young Hearts and Minds*

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

## ABOUT THE BOOK

In this book, the author illustrates what it means to be a global citizen. It is simply written, yet contains powerful ideas to explore further and think more deeply about with children. It provides an excellent springboard to begin to develop both the disposition and competence of intercultural understanding in the young children we teach, which is at the heart of global citizenship.

This lesson plan is written for children, aged four to six years old. At this age, we are affirming the rich diversity they bring to the classroom, building on the children's life experiences both in and out of school, and creating new multicultural and multilingual experiences in the context of the classroom and school life. This book is best used once you have a range of shared multicultural experiences you can draw from. You may have recorded these learning engagements through photographs, and video and/or audio clips, which can be used as concrete examples of ways you value the diversity the children and their families bring. You will likely refer back to them often throughout the school year.

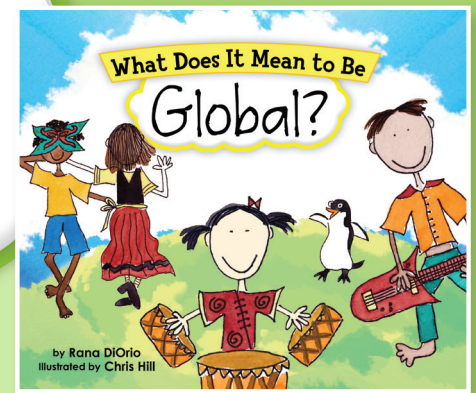
This lesson plan can be adapted for the class and age you teach. This book can also be used beautifully as the basis for a year-long enquiry into developing global-mindedness, or over weeks or months as part of a unit. The ideas and images on each page invite discussion, and you can follow the children's observations and wonderings, and support their curiosity to see what further learning engagements emerge.

## ABOUT THE AUTHOR

Rana DiOrio is an intrepid force for empowerment and positive change. Her purpose is to help people maximize their potential, and she continues to expound and expand upon that mission across her diverse and highly successful career. As an award-winning author and children's media entrepreneur, she has sparked meaningful conversations between children and their caring adults and is focused on fostering kindness in the next generation by helping creatives who make this possible realize the full potential of their work through her company, Creative Mint, Inc. She lives in San Francisco, CA with her three children.

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## LESSON PLAN: KINDERGARTEN TO SECOND GRADE

### Learning Outcomes

Young learners will:

- Discuss some of the beliefs, values, attitudes, and behaviors of globally-minded people.
- Identify ways they are globally-minded and choose new ones to try.
- Develop greater appreciation and respect for different cultures, languages, and diversity.
- Develop an attitude of open-mindedness to the values and traditions of others.
- Develop genuine curiosity and interest in learning about other people, their cultures and lives.
- Develop an enjoyment and appreciation of different cultural experiences, and begin to seek them out.

### Pre-Reading Activities

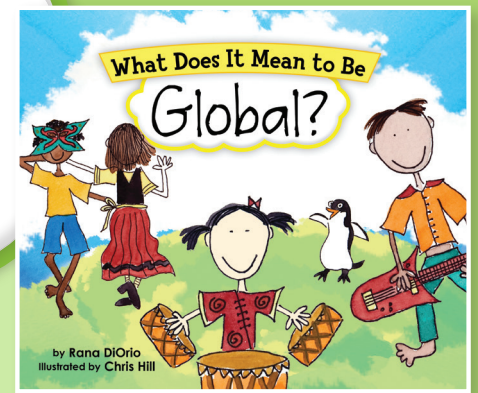
Begin by affirming that our world, our countries, our communities, and our families are multicultural and multilingual. Acknowledge that the children and adults in your class, school, and community come from different countries and cultural backgrounds, and speak different languages. Affirm the unique backgrounds and diversity of you and your students, explaining that we each have cultural influences in our lives from our families and cultural heritage, and our life experiences.

Share photographs, and play video and/or audio clips you have of your class and the classroom that reflect the children's families, the different cultures and languages that are valued and celebrated, and the ways you honor diversity and inclusion. These examples might include children sharing books in different languages, playing and listening to music and/or singing songs from different cultures and in different languages, trying foods from different cultures, playing games or with toys from different cultures, learning about and celebrating different festivals and traditions, and observing multilingual signage or a multilingual library. The children will enjoy recounting these experiences with you and this provides a concrete, personal, and multisensory way to do so. Alternatively, you could use images from books and other sources to notice the ways children and adults celebrate and appreciate languages and cultures, and all forms of diversity.

Lead a discussion about how we are all part of our community here in our classroom and at our school, in our town or city, and in our wider world or global community,

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where people from different cultures and who speak different languages learn and work together. Discuss some of the ways we interact with people from different cultures in our lives. These might include the classmates we learn and play with, our teachers in the school, our neighbors, local shopkeepers, people we meet when we travel, or family and friends we communicate with around the world through technology.

Have your students think about what it means to be global: to think and to live our lives in a global way; one that is curious and appreciates the differences there are in our world. Talk about how we are all learning to be more global.

What do you think it looks like when people are global?

What might we see them doing?

What do you think it sounds like when people are global?

What might we hear them saying?

Introduce the book, *What Does It Mean to Be Global?*<sup>™</sup> by Rana DiOrio, where the author shares her ideas about what it means to be global. Invite the children's ideas and discuss the question, *What do you think it means to be global?*

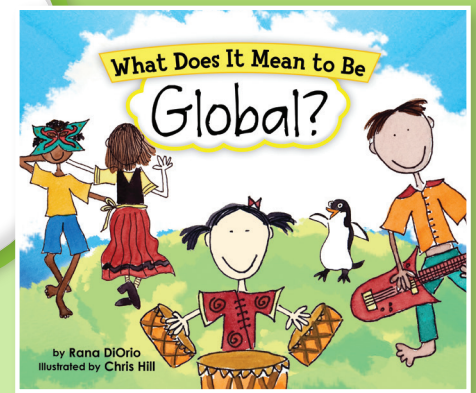
Begin a simple chart on *Being Global* and list the ways you and your students are global; are curious and appreciate diversity and differences. Include examples from your photographs, video, and audio, the children's lives, and any other ideas the children may have. Post the photographs to the chart alongside the words where possible, to support them with a visual image.

I suggest you first read the book through once without much oral discussion, responding to what the children notice, so the children can reflect on the ideas presented. Let the children know that as you read, they may see some of the things you talked about, and things they do at home or outside of school, or that you do at school.

Choose a few pages to reread, starting with being curious. Discuss the ideas and illustrations, which are thoughtfully detailed, and respond to your students' observations, connections, questions, and wonderings, identifying and affirming the ways they are global and the advantages of this disposition. You can continue reading and discussing this book over time as best meets the needs of your class.

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## POST-READING ACTIVITIES

Have the children recount some of the ways the children in the book are global. Add any new ideas they have about ways to be global to the initial chart.

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Have your students create a *Global Me!* map where the children draw and write to illustrate the ways they are global. You can draw on the class photographs you have displayed, your classroom routines and experiences such as when you listen to music from different countries, celebrate the children's festivals, and greet each other in the languages of the class. The children can refer back to the chart you started and include other ideas they have. Plan time for them to share their maps with their classmates and display them for others to enjoy. You may wish to leave them up so the children can add to their maps over time. Young children could possibly work on their maps with their family at home.

Alternatively, you could create a notice board called *We're Growing Global* and add to it throughout the year, including the children's drawings and posting relevant photographs.

## SUGGESTED FOLLOW-UP ACTIVITIES

Students can share what they have learned about different cultures and languages, and about being global with their buddies and/or other classes and years within the school.

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Invite the children and their parents to teach the class about a cultural practice or tradition in their families. It could involve experiencing a special meal, the ways birthdays are celebrated or learning a song or dance from their culture. Have the families also talk about the history and beliefs behind the practice, the meaning it holds for them, and how it makes them feel. This underscores the heart connection our cultural practices hold so we can understand their importance.

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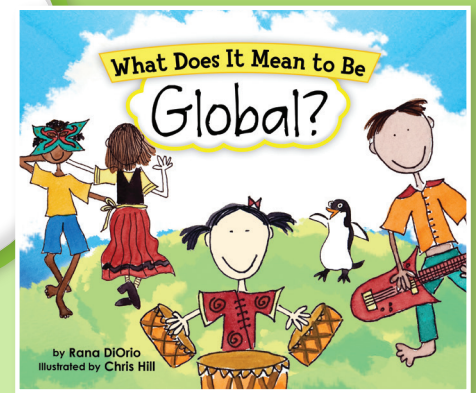
You may choose to write a class poem on the ways you as a class, are becoming more global.

Example: *We used to... But now...*



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We used to only greet each other in English... But now we greet each other in Hindi, Arabic, and \_\_\_ too.

We used to listen to Western music in the morning... But now we listen to Persian and \_\_\_ music too.

We used to only sing in English... But now we sing in Chinese, German and \_\_\_ too.

We used to eat the foods we know... But now we try foods from different places.

We used to... but now...

These ideas could be shared with the school community through a student-created and student-led assembly, where the children also share poems and songs in different languages, and/or music, art projects, dances etc from different cultures.

## LESSON PLAN: THIRD GRADE TO SIXTH GRADE

### Learning Outcomes

Young learners will:

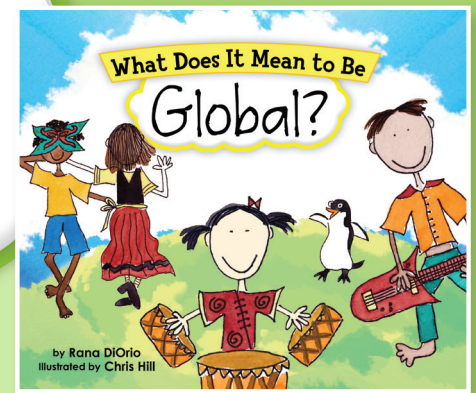
- Reflect on what it means to be global, and identify some of the beliefs, values, attitudes, and behaviors of globally-minded people.
- Identify ways they are globally-minded and choose new ones to try.
- Develop greater appreciation and respect for different cultures, languages, and diversity.
- Develop an attitude of open-mindedness to the values and traditions of others.
- Develop genuine curiosity and interest in learning about other people, their cultures and lives.
- Develop an enjoyment and appreciation of different cultural experiences, and begin to seek them out.

### Pre-Reading Activities

Begin by affirming that our world, our countries, our communities and our families are multicultural and multilingual. Acknowledge that the children and adults in your class, school and community come from different countries and cultural backgrounds, and speak different languages. Affirm the unique backgrounds and diversity of you and your students, explaining that we each have cultural influences in our lives from our families, our cultural heritage and our life experiences. As described in the lesson plan for Kindergarten to Second Grade, you could begin with sharing class photographs, and video and audio clips to elicit from the children the ways your class is global. Alternatively, you could use images from books and other sources to notice the ways children and adults are global.

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Explain that we are part of our local community and we are also part of our wider world or global community, wherever we may live. Discuss some of the ways we interact with people from different cultures in our lives. These might include the classmates we learn and play with, our teachers, our neighbours, local shopkeepers, people we meet when we travel, people we communicate with round the world through technology, etc.

Have your students think about what it means to be global: to think and to live our lives in a global way. Introduce the book, *What Does It Mean to Be Global?*<sup>TM</sup> and explain that the author shares her ideas about what it means to be global. Invite their ideas and discuss the question, What do **you** think it means to be global? Chart the children's responses.

I suggest you first read the book through once without oral discussion so the children can inwardly reflect on the ideas presented. Reread the book. As you read each page discuss the ideas and illustrations, which are thoughtfully detailed, and encourage your students' observations, connections, questions and wonderings.

## POST-READING ACTIVITIES

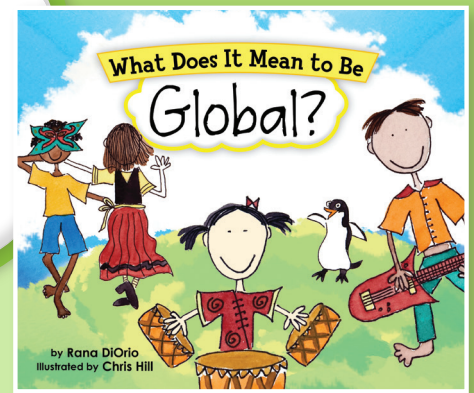
Recount the ways the author suggests we can be global. Compare the suggestions in the book to the initial chart and add any new ideas. Make sure to also reference global issues, which are not addressed in this book.

Lead a meaningful discussion about what it means to be global and the advantages of this disposition. Establish that being global is an attitude and approach to life, and includes being curious, interested in other people and places, and in learning about them, respectful of the way people are different, etc. It stems from our beliefs and values that appreciate and respect people's differences, and is reflected in the things we do and say. Discuss whether it is necessary to travel in order to be global, and establish that we can still be global in the ways we think and live our lives, wherever we are. Discuss how we are all global in some ways and become more global throughout our lives.

Ask your students to turn and talk, and share some of the ways they are global. Encourage them to be specific such as, "I'm learning to speak Chinese", "I play with children from ...", (different cultures), "I'm taking flamenco guitar lessons" or "I celebrate Diwali with my Hindi neighbors". Have several children share with the whole class.

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Have your students create a *Global Me!* map where children draw and write to illustrate the ways they are global.

The children can refer back to the class chart you made and include other ideas they may have.

To develop intercultural understanding, we are very intentionally providing opportunities for children to reflect on what they already do, and plan for what they can and what they will do. Alternatively, you can have your students create an *I'm Growing More Global* map. Have the children draw and write to illustrate the ways they are global on one side of the paper and the ways they would like to be more global on the other side. Encourage them to be specific such as, "I would like to learn how to speak to my friend in Chinese", or "I would like to learn about Buddhism". Help your students choose one of the things they would like to do to be more global and plan how they will make it happen. Plan time for them to share their new experiences with their classmates.

Have the children make their thinking and learning about being global visible. Divide your students into groups of three or four and give each group a large sheet of chart paper divided into quarters with the headings below. Have them discuss and record their thoughts about the following questions on being global. Again, ask them to be as specific with their examples as possible. Move around the room to listen in to the children's conversations and extend their thinking through your comments and questions.

## BEING GLOBAL

### What does being global sound like? What might we hear people saying or doing?

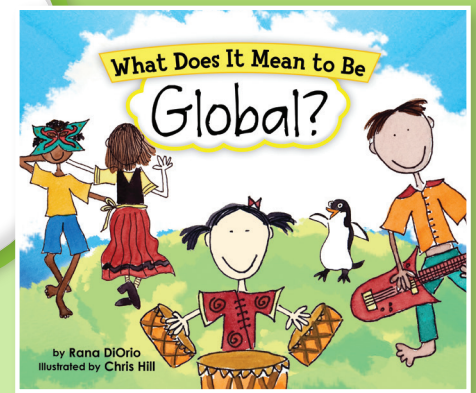
Possible answers are people might be: practicing a new language they are learning; suggesting a new ethnic restaurant; trying to communicate with someone who speaks another language; asking questions to find out something about another culture or language; and speaking respectfully to others who are trying to communicate in another language.

### What does being global look like? What might we see people doing?

Possible answers are people might be: trying food from different cultures; using a bilingual dictionary or app to communicate with someone in a different language; observing others to learn how things are done differently; going to multicultural fairs, concerts, or exhibitions; listening to a language app; working to help protect the environment;

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helping others in their community or other parts of the world; switching languages; adapting their behavior, etc.

## What does being global feel like? What might people be feeling inside?

Possible answers are people might feel: excited about trying something new; proud they could communicate with someone who speaks a different language; a bit unsure but confident to try something new anyway; caring for someone who is different or new; and respect for others.

## What might global people be thinking?

Possible answers are people might think: That's interesting; I can do this; That's different or strange or beautiful; I wonder why... ; How can I find out...? ; That reminds me of... ; and His/ her accent is different but I can try to understand what he/she is saying.

Have each group share their chart. Discuss the beliefs, values, and attitudes that are evident in their examples such as curiosity, openness, appreciation, courage to try something new and respect. You might want to post the charts, and leave them up in the room so your students can add to them or update them.

You could extend this activity and begin to develop understanding of how and why some people respond negatively to people and things that are different. Discuss how and why this happens. Possible ideas may be: they may make hurtful comments; make fun of others; or avoid or ignore others who are different. They may judge others; believe stereotypes; and make assumptions about them as not being as worthy or important as they are. Point out that this stems from fear and ignorance or lack of knowledge.

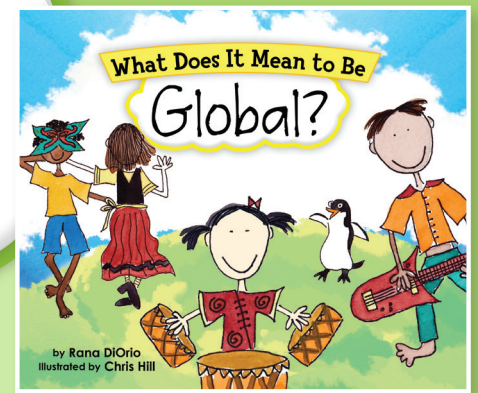
Reasons why this happens may include: they are afraid when someone is different from them; they are frustrated that they cannot communicate or be understood; they are only seeing the situation from their point of view; and they may lack empathy. This could lead to an important discussion about acknowledging others and being interested in their world and sensitive to their experience too.

Continue the discussion with what we can do to help educate people about other cultures, languages, and lifestyles, and the richness they bring; the ways we can all make a positive difference; the importance of kindness and empathy; and the ability to see things from the other person's point of view. Talk about how we might speak out when we see or hear others being hurtful or disrespectful.



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The author says that “being global means being a citizen of the world”. It means knowing that:

- Community is a group of people with common interests.
- Traditions are beliefs and customs that families teach their children.
- Diversity means differences.
- Values are what people think is important.
- Cultures are communities that share values, beliefs, and customs.
- Citizens are members of a community.

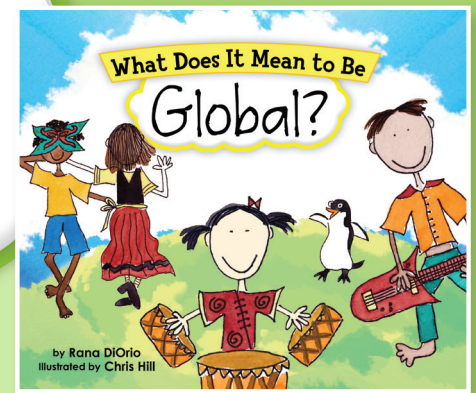
Each of these presents a good talking point. Explain that being a global citizen includes knowing other things too, and includes understanding, beliefs, values, attitudes, skills, behaviors, and actions. Ask your students to consider what else it means. Encourage them to spend some time with the thinker in them, and take these ideas further and complete these thoughts:

- Being a global citizen means knowing...
- Being a global citizen means understanding...
- Being a global citizen means believing ...
- Being a global citizen means valuing...
- Being a global citizen means appreciating...
- Being a global citizen means respecting...
- Being a global citizen means taking action by...
- Being a global citizen means...

At the end of the book the author says, “If we can all be global, our world will be even more interesting and exciting!” Have your students work in pairs to think of other advantages of being global. For example, if we can all be global, our world will be even more peaceful, we could work together on solving world problems, or our world would be a kinder place. Design a class banner or poster to display their ideas, as a reminder to themselves and to share these ideas with others.

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## SUGGESTED FOLLOW-UP ACTIVITIES

Students can share what they have learned about being global with buddies and/or other classes and grades within the school. They could also interview or survey other children and adults in the school, and/or family members or caregivers to find out ways they are global.

Discuss the job of a photojournalist. Assign teams of students to capture images of global-mindedness they see in your school, in the community or at home over a given week or month. Create a photography exhibition for the school and community.

Support your students in planning and organizing a cultural exchange at your school which facilitates cultural learning, and also explores the history and beliefs behind the practice. It could include teaching others about a personal practice or planning something new to learn together such as yoga and its Hindu roots.

Have your students write *I used to... But now...* poems focused on the ways they have become more global based on experiences in their lives.

Example:

I used to speak only English... But now I speak Italian, too.  
I used to love Indian curries... But now sushi is my favorite food.  
I used to think it was too hard to learn another language... But now I  
know I can do it!

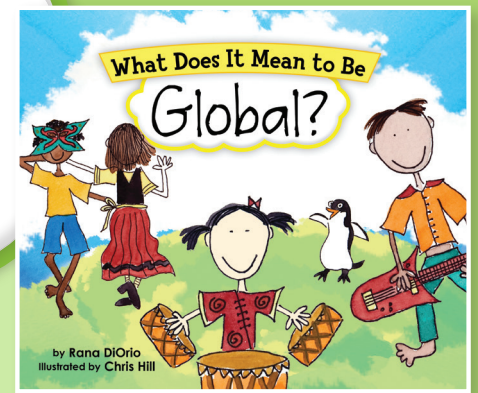
You may choose to write a class poem on the ways everyone in your class become more global entitled *We used to... But now...*

Any and all of these ideas could be shared with the school community through a student-created and student-led assembly.

Fifth-grade teacher, Grace Friedman, used this lesson plan with her class at White Center Heights Elementary School in White Center, outside of Seattle, Washington. Her students discovered ways that they were already global and were enthusiastic about becoming more global. They were interested in learning more about other languages, cultures, religions and traditions, and seeing other parts of the world.

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They were invited to choose student-led projects and many of the children were particularly keen to learn new languages. They worked in small groups and created charts of everyday words and phrases in Arabic, Lao, Cambodian, Korean, Vietnamese, Spanish, French and Italian to teach their classmates. Other groups chose to share food from their cultures and one group made a Cambodian mango salad.

After sharing these projects with one another, they reflected on the benefits both of becoming global themselves and of everyone in the world becoming more global.

Here are some of their thoughtful reflections:

"I learned that I like a lot of things that are not part of my culture."

"[When I learned how I was global], I felt like super powerful and encouraged."

"If everyone was global, everyone would be kind with each other's cultures and beliefs."

"Then everyone would have a chance to speak up to the world about the bad things going on in the world and be an activist."

"Kids and people would be happy around all types of cultures and we can have a world free of war."

"There would be no racism and no deporting."

"Other people respect you because you treat people how you want to be treated."

**Check out the *What Does It Mean to Be Global*<sup>™</sup> song,  
available in the iTunes Store!**

<http://apple.co/3dnMUKf>