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Where We Stand As One

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World School International Forum 2000 “Personal and Social Development in a United World”

The theme for International Forum 2000 was titled “Social and Personal Development in a United World.” Both students and teachers gathered in multicultural teams and set about the task of creating interdisciplinary and cross cultural lesson plans that can be used to augment and enhance learning areas or content found in schools around the world. The lesson plans were designed to instill social, personal and technological knowledge, skills, and attitudes which the teacher and student delegates considered essential for the development of successful international citizens for the international society of the future.

List of Interdisciplinary and Cross Cultural Social, Personal and Technological Skills Essential for Success in the International Society of the Future

Technological

- To be able to use technology in personal study
- To be able to use technology to:
 - Build and construct things
 - Communicate with other people
 - Gather and present information
 - Solve problems
- To be able to maintain the computer physically

Personal Development

- To develop personal fitness and health through regular exercise, good hygiene and healthy diet
- To safeguard one’s mental and emotional health
- To develop relaxation skills

Social Development

- To participate effectively as responsible citizens in society
- To develop good relationships with others
- To understand and carry out the rituals and practices of one’s own religious beliefs
- To come to an understanding of society’s moral and ethical values
- To develop a sense of responsibility for others and the environment
- To develop self-discipline and self-confidence
- To develop a heightened consideration for others through qualities such as care and tolerance

World School 2000 Seminar Group One
Personal and Social Development in a United World
Lesson Plan: Who Am I?

Target age: 16-18

Team members:

Erin Buckland	Lincoln Memorial University	Tennessee	U.S.A
Alexander Ohlinger	Freiherr-Vom Stein Gymnasium	Muenster	Germany
Emilia Toivanen	Sotuniki Higher Secondary School	Vantaa	Finland
Hao Chen	Liangfeng Senior Middle School	Jiangsu	China
Ami Hirota	Kanto International Senior High School	Tokyo	Japan
Nerissa Davey	St Paul's School	Queensland	Australia
Junya Higutchi	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Louise Jarrett	Trafalgar School for Girls	Montreal	Canada
Hermann Thuenemann	Freiherr-Vom Stein Gymnasium	Muenster	Germany

Learning area: Human and social sciences

Knowledge:

- Respect for others' values
- Avoiding judgment
- Understanding and accepting interpersonal differences
- Appreciating where values come from and how they change over time

Skills:

- To understand all styles of communication
- To have the ability to relate personally

Attitudes and values:

- To maintain an open mind and to be non-biased
- To have self-discipline
- To have a responsible attitude
- To be curious
- To be co-operative, productive and enthusiastic
- To be willing to learn
- To be courteous and positive

Objective:

To gain a deeper understanding of one's personal values and those of others

World School 2000 Seminar Group One
Personal and Social Development in a United World
Lesson Plan: Who Am I?

Instructional plan:

Activity	Time
Personal statement	05'
Who Am I? Questionnaire	10'
Four corners debate	20'
Reflections	05'
Response journal writing - or - Talkback	10'
Renew personal statement	05'
Closure	05'

Resources:

- Questionnaires
- Name tags
- Pens
- CD/tape player

Technology integration:

Homework assignment:

Before the next class students should e-mail World School classmates overseas and discuss one of the issues raised in this class. The students should be prepared to report his/her classmates views.

Who Am I?

Questionnaire

Please fill out the following questionnaire by evaluating each statement with "I agree" and "I do not agree." Then count all your agrees and disagrees in every section.

Section I

Statement	Agree	Disagree
Caring for the environment is man's greatest challenge in the 21 st century.		
Man has done the most damage to the environment.		
Mankind can create alternative resources.		
Extinction is not inevitable for some species.		
The government should control population.		
Recycling is very important.		
TOTAL		

Section II

Statement	Agree	Disagree
Religion does not separate people.		
Formal religion encourages spiritual growth.		
Religion offers security.		
My beliefs are my religion.		
Religion is important to me.		
Religion answers all my questions.		
TOTAL		

World School 2000 Seminar Group One
Personal and Social Development in a United World
Lesson Plan: Who Am I?

Section III

Statement	Agree	Disagree
The individual must support his/her country in a crisis.		
Social services must be maintained no matter what if costs.		
Only public health care and education should exist.		
Abortion should be legalized.		
Censorship is necessary.		
Homosexual couples should be allowed to be parents.		
TOTAL		

Section IV

Statement	Agree	Disagree
Health is necessary for a good life.		
Happiness is important for me.		
Live for today and not for tomorrow.		
Friends are as important as family.		
Third world debt should be cancelled.		
Material possessions provide freedom.		
TOTAL		

Now, fill in your score for each section in the following table and mark the section where you have the most agreements and disagreements.

Section	Meaning	Agree	Disagree
I	Environment		
II	Spirituality		
III	Social views		
IV	Quality of life		

World School 2000 Seminar Group One
Personal and Social Development in a United World
Lesson Plan: Who Am I?

Who Am I?

Scenario I

When I'm sad, I go to my father and get money to go shopping. When I have new clothes, I feel like a whole new person and I seem to have energy for doing more.

On a typical day after work I sit in my favorite park and watch people walking by. I see happy people, sad people and I think of how everyone has their own lives – past and future, their own things to laugh and cry about. Thinking of the richness of life makes me happy.

Scenario II

When I was 17, I quit my studies to play guitar in a band. That was, at that time, the decision of a rebellious teenager. There are times when I regret what I did, but still, that was, and still is, the thing I mostly want to do: I'm playing guitar.

I want to become a doctor. I study hard and don't have much time for my friends. Therefore, I am lonely. But I know that in the end I'm going to be rewarded as I will be actually saving lives. I enjoy my future already, which gives me energy to move on.

Scenario III

I love nature. I love the energy that I get from being in nature. I love naturalistic sounds and smells such as, the fresh air. I live off the land; I'm self-sufficient. I feel good about what I do because nothing is too great a sacrifice for Mother Earth.

I love my busy life in the city. I feel safe when I'm surrounded by cars and crowds. In my opinion, the effects of pollution on nature are often exaggerated. Besides, it's the law of nature that sooner or later everything comes to an end.

World School 2000 Seminar Group Two
Personal and Social Development in a United World
Lesson Plan: How to Compare

Target Age: 16-18

Team members:

Calie Goins	Lincoln Memorial University	Tennessee	U.S.A
Daniela Corio	I.T.C. Enrico Tosi	Varese	Italy
Markus Tirranen	Sotuniki Higher Secondary School	Vantaa	Finland
Wui Ip	Pui Ching Middle School	Macau	China
Rui Zhang	Kanto International Senior High School	Tokyo	Japan
Tim Trudgian	St. Paul's School	Queensland	Australia
Makiko Fukai	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Nadejda Ivanova	Far Eastern State University	Vladivostok	Russia
Connie Wright	Lincoln Memorial University	Tennessee	U.S.A

Learning area:

Human and Social sciences

Knowledge:

An appreciation of comparative social systems and cultures

Skill:

Comparison and contrast leading to a decision, based on analyses and conclusions

Attitudes and values:

Understanding, tolerance, self - confidence

Objective:

International Understanding: To relate nature's balance to the human beings, relaxation and the universe.

Instructional plan:

1. Give the audience an easy example of contrast. Ask them to note the differences between water and fire.
2. Now call on the audience to name the similarities between water and fire. Start them off by saying that they are both part of nature.
3. Also, man is part of nature. Here two members of the audience are called upon and their similarities and differences are noted.
4. Now the results here are compared with the society and international understanding. The point is made that it is very easy to note the differences in people and cultures but much more difficult to note the similarities.
5. Relativity links all of this. As in physicist's terms: Motion is relative to the observer. Another saying in everyday terms: Beauty is in the eye of the beholder.
6. Now the audience is informed of the similarities between water and fire.
7. Finally, another conclusion between the lesson and social behavior is drawn.

Resources:

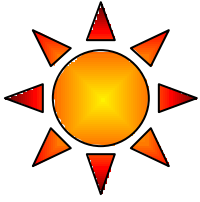
Power Point disk
Screen
Computer Projector

Multiple intelligences:

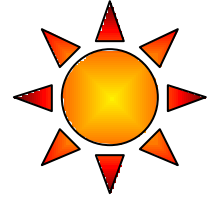
Visual, kinesthetic, and logo-mathematical

Technology integration:

To research similarities and differences around the world through the use of the Internet



Introduction



H

ello everybody, how are you today? Are you tired?

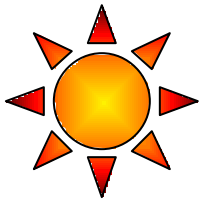
Ok. At first I would like to introduce myself. Do you know my name? I am Markus and I come from Finland; the land of strange customs like rolling naked in the snow, ice swimming etc.

So, let's move to the point. Our title is HOW TO COMPARE.

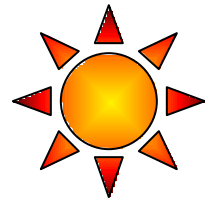
In a few minutes we will try to show you that there are similarities between different things. At the end of our lesson you probably will understand that in reality even totally different things are linked together.

But now it's time to begin, let's start our show!

World School 2000 Seminar Group Two
Personal and Social Development in a United World
Lesson Plan: How to Compare



Show



DANIELA: Good morning ladies and gentlemen. Welcome to our show. You are now watching

Today's news headline is an interesting story...

Let's send it to Calie now down on the street.

CALIE: Thanks Daniela

I'm here on 32 Street, with a story that has intrigued thousands worldwide... It's the comparison of water and fire. Let's get some insight from a bystander

Q: What are the differences?

A: ...

Q: Thanks, let's ask someone else. How do you think water and fire are different?

A: ...

Q: Ok, how about another. Can you think of some differences between water and fire?

A: ...

Q: Thank you.

Well, let's send it back to Daniela and Tim in the studio.

World School 2000 Seminar Group Two
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TIM: Thanks a lot Calie.

As you can see, it's really hard for people to compare things which are different from each other.

The same happens not only as far as natural elements are concerned, but also in society.

Every one lives in a world made up of both nature and civilization. Harmony, which stays in the middle, is a very difficult aim to reach, above all if you're talking about people.

Let's send it back to Calie. Calie, are you ready?

CALIE: Yes, I am. Well, we've seen how hard it was to compare the similarities in nature. Let's see how we do with people...

Let's send it back to Dany and Tim.

DANY: Thanks a lot my darling

The difficulties in making comparison can also be seen in society. It's much easier for us to say how we are different from others than how we are similar.

So we can achieve greater harmony and international understanding.

We must try to be more positive and focus on how we are the same. Tim?

TIM: But anyway remember that there's not only one unique opinion or solution.

Let's see if Calie can shed some light on the subject.

CALIE: Well guys, here I have a coin with 2 sides.

World School 2000 Seminar Group Two
Personal and Social Development in a United World
Lesson Plan: How to Compare

Let's ask some people in the street. What can they see?

Q: What do you see?

A: ...

Q: What do you see?

A: ...

Who's right?

There's no unique answer. Actually both are right. Since all depends on what you see and how you see the problem.

Let's send it back to Daniela and Tim.

DANY: In the same way, in the real world all cultures are not different, as they seem at first sight. They have a different answer depending on the prospective. But this answer is still correct.

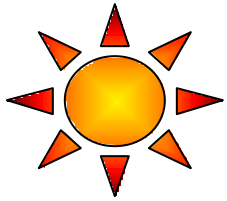
TIM: But, of course, the first step that has to be done is background knowledge, because if you know where the person is standing, you will know what his/her opinion is. And once you know what his/her opinion is, you can put

yourself into his/her shoes.

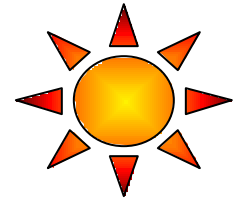
DANY: This will lead to increased international understanding and harmony. That's the right way to appreciate other people and their cultures, and get more in touch with them so that we can help each other and enrich one another.

Let's take a short commercial break.

World School 2000 Seminar Group Two
Personal and Social Development in a United World
Lesson Plan: How to Compare



Conclusion



N

ow students, let's move on to the conclusion.

Can you find some similarities between fire and water?

Both water and fire are part of nature, and both of them could be a preserver and also a destroyer. We think the result of this comparison can also be used for comparisons with completely different cultures, religions and so many things around us.

Even for things that are completely different, there should be something in common. Each of them has something that the others do not.

What we have to learn through comparison with other cultures is to develop skills necessary to understand these differences and similarities.

Although we know the different aspects of other cultures or religions we cannot reproach them because their convention are different from ours.

We have to be tolerant and try to find out what they are and what we have in common.

At first, we may think it might be hard for everyone to do this, but by trying and making efforts we will find out little by little, how we can become more socially and personally developed.

World School 2000 Seminar Group Three
Personal and Social Development in a United World
Lesson Plan: Around the World in 60 Minutes

Team members:

Amanda Johnson	Lincoln Memorial University	Tennessee	U.S.A
Francesca Colombo	I.T.C. Enrico Tosi	Varese	Italy
Banthuekthong	Khema Siri Memorial School	Bangkok	Thailand
Nawigamune			
Si Lam Cheong	Pui Ching Middle School	Macau	China
Sho Sannomiya	Kanto International Senior High School	Tokyo	Japan
Lynda Chardon	St. Paul's School	Queensland	Australia
Nao Arita	Kanto International Senior High School	Tokyo	Japan
Yoshie Kawahara	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Christine Price	New Plymouth Boys High School	New Plymouth	New Zealand
Shinichiro Yamamoto	Kanto International Senior High School	Tokyo	Japan

Learning Area: Mathematics

Knowledge: Algebra
 Data
 Cultural aspects of various countries
 Names of different currencies

Skills: Analyze data that is presented
 Make reasonable decisions based on information given
 Manipulate numbers
 Interpret data that is presented
 Formulate
 Test a situation
 Use technology to gather information via the internet
 Solve problems
 Work cooperatively in a group to solve problems

Attitudes and values:

To maintain an open mind and be non-biased
 Gain an understanding and appreciation of other cultures
 Look for applications of mathematics in general life
Make sense of data and information:
 Interpretation of data
 Accepting/respecting/valuing people
 Not to discriminate against individuals

World School 2000 Seminar Group Three
Personal and Social Development in a United World
Lesson Plan: Around the World in 60 Minutes

Objectives:

The student will be able:

- To use the internet to search for exchange rates
- To calculate currency conversions
- To convert measurement from the metric system to the imperial system and vice versa
- To work cooperatively in a group
- To present information to the class and the teacher in the follow-up lesson

Instructional plan:

- Students will collect information from the internet about current exchange rates
- Students will visit “different countries” that are about 300 meters apart by running in groups
- In each country students will have to convert money in order to buy and taste typical food (for example, nato in Japan)
- Students will have to convert measurements from the metric system to the imperial system and vice versa in order to determine how much of the product to buy
- The first group to visit all the countries and complete the tasks correctly is the winner
- Group members will each have a role such as timekeeper, reporter, recorder, motivator (someone who keeps them on task), noise controller and resource person

World School 2000 Seminar Group Four
Personal and Social Development in a United World
Lesson Plan: Understanding and Acceptance of Beliefs

Team members:

Vanessa Sharon Bonneau	Trafalgar Girls School	Montreal	Canada
Alessandra Bacchion	I.T.C. Enrico Tosi	Varese	Italy
Butsamal Suthichaisornkul	Khema Siri Memorial School	Bangkok	Thailand
Peng Meng Kou	Pui Ching Middle School	Macau	China
Makie Ando	Kanto International Senior High School	Tokyo	Japan
Adam Jaidin	New Plymouth Boys High School	New Plymouth	New Zealand
Takahiro Aoki	Kanto International Senior High School	Tokyo	Japan
Ayaka Maruyama	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Camelia Gavrilă	Costache Negruzzi High School	Iasi	Romania
Debrah Hansen	St Paul's School	Queensland	Australia

Lesson Title : Understanding and acceptance of beliefs

Learning Area: Human and social sciences.

Key concepts: Religion
 Understanding/ tolerance/ acceptance

Knowledge: An understanding of the general ideas and beliefs behind religions and belief systems.

An understanding of the customs and rituals of different religions.

A knowledge of the problems of non-acceptance.

Skills: To question, search and assimilate various sources of information and opinions

To listen to one another

To compare different religions

To be able to explain why something is important

To be able to present visually an aspect of the knowledge gained

Attitudes and values: Respect, acceptance, willingness to listen, open mindedness, positive attitude

Objective: To gain an understanding of religions and learn to accept and respect that they are different.

Instruction plan: Lesson 1: (Prior knowledge): Research topics A, B, C, given to the students for homework.

Lesson 2: Students bring information of what they have got in their research

. Check that everyone has their information

Form pairs of students with the same topic

Students compare notes and assimilate information

Hand out guideline questions.

1. Why do we have religions?

2. What is their importance?

3. What are the common values?

Form groups of six people with two representatives of A, B, C pairs.

Groups choose how to present the information (music, visual, drama, etc.).

Prepare an outline before the end of the class.

Lesson 3: Presentations and class discussion

World School 2000 Seminar Group Four
Personal and Social Development in a United World
Lesson Plan: Understanding and Acceptance of Beliefs

Resources needed: Books, Internet, access to experts.

Technology integration into lesson: Power Point display;
use of computers,
documentary films;
video camera.

- Possible Creed:**
1. We believe that all religions and beliefs should be respected.
 2. We believe that everyone has the right to take part in the religion or belief of their choice.
 3. We believe that all people, no matter what religion, should look out for one another.
 4. We believe that regardless of faith we should practice compassion, understanding and kindness.
 5. We believe that the earth that we live upon should be looked after and cared for.

World School 2000 Seminar Group Five
Personal and Social Development in a United World
Lesson Plan: Building Self Esteem Through Communication in a Multilingual Context

Team members:

Erin Christine Fordyce	Trafalgar School For Girls	Montreal	Canada
Beate Claudia Frind	Kopernikus Gymnasium	Rheine	Germany
Kusumaan Mungmit	Khema Siri Memorial School	Bangkok	Thailand
Melissa A. Chen	Raffles Junior College	Singapore	Singapore
Sung Han Kang	Yang Chung High School	Seoul	Korea
Luke A. Millard	New Plymouth Boy's High School	New Plymouth	New Zealand
Seira Motoyama	Kanto International Senior High School	Tokyo	Japan
Yoshitaka Otaki	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Dayna Minn Lim	Raffles Junior College	Singapore	Singapore
Reino Antero Nousiaien	Sotunki Higher Secondary School	Vantaa	Finland

Learning area: Personal well-being and health

Knowledge : To know that self-esteem can be cultivated by engaging in exercises that stimulate students' intellects and that motivate them to be well-informed.

Skills:

- (i) To evaluate and reflect on their own personal situation.
- (ii) To think /act / solve problems with those around us.

Attitudes and values:

- (i) Self-acceptance, positive self-image
- (ii) Accepting / respecting / valuing people - not to discriminate against individuals
- (iii) Sense of responsibility

Objective: To teach students to appreciate their self-worth and communicate effectively in a multicultural way.

Instructional plan:

Please see the next page

World School 2000 Seminar Group Five
Personal and Social Development in a United World

Lesson Plan: Building Self Esteem Through Communication in a Multilingual Context

Resources : Information from the internet and other forms of print media can be employed. Print materials could include newspaper articles (e.g. Straits Times (Singapore), Frankfurter Allgemeine Zeitung, Die Zeit (Germany), Globe and Mail (Canada), Thai Rat (Thailand), Cho-Sun il Bo (Korea), The New Zealand Herald (New Zealand), Helsingin Sanomat (Finland) and international journals (e.g. TIME, Newsweek, The Economist). Such articles should provide students with knowledge and understanding on the process of resolving world challenges.

Students will also need to be equipped with the knowledge of political and economic terms like capitalism, environmentalism, diplomacy, conflict resolution, international trade, GNP per capita, globalisation, etc. As such, a dictionary of political and economic terms should be useful.

Paper (sizes A4 and A2), multi-coloured marker pens, overhead transparencies.

Technology: The use of Microsoft Power Point would be most ideal. Overhead projectors or hand drawn posters can also be used for schools not well-equipped with projectors and computers.

Although this lesson would most probably be used within a class, we believe that as the use of technology becomes more prevalent in various countries, there will come a day when video conferencing and online lessons will be the norm. To this end, this lesson can be conducted between schools, thereby generating a greater level of debate and discussion.

Special Note: Given that this lesson aims to promote self-confidence within students, it is important that the teacher makes the project a student-orientated lesson. Teachers assume the role of facilitators. They should guide and not dictate the process.

Instructional Plan

Subject:	Politics / modern studies / social studies
Age group:	16
Class size:	35
	Caliber: Average to above-average students
Time frame:	3 periods (1 single periods and 1 double period - will probably stretch over 1 week so that students have time to research their information)
Time period	45 mins

World School 2000 Seminar Group Five
Personal and Social Development in a United World
Lesson Plan: Building Self Esteem Through Communication in a Multilingual Context
Day 1 (Single Period) - Introduction

Time	Teachers' Tasks	Students' Tasks	Materials
<p>10:00 - 10:05</p> <p>10:05 - 10:15</p>	<p>Housekeeping Introduction</p> <ul style="list-style-type: none"> • Explain the purpose of the exercise and how it will enrich the students' curriculum. 		<ul style="list-style-type: none"> • Project's purpose should be either on Power Point or overhead transparencies (OHT) so as to create visual impact.
<p>10:15 - 10:30</p>	<p>The task</p> <ul style="list-style-type: none"> • Introduce the exercise, instructions and students' task. • Class should be divided into 5 groups of 7 students each. • A scenario is given, depicting an international crisis. (Please see *** for description of crisis and a profile of each country) • Each group will assume the position of one fictitious country • E.g., X, Y, Z, Alpha and Beta. • Fictitious map depicting the place of the various countries is shown. • Each group will need to go back and research on their position and prepare to debate, negotiate and reach a resolution. • Please note that, though the 'crisis' is fictitious, students should not produce nebulous arguments. • Their presentations should be well-informed, structured and constructive. 	<ul style="list-style-type: none"> • Students decide their groups. (For classes with students of different calibre, the teacher could ensure that each group has a nice combination of students.) It is also important to emphasise the need for each group to have members displaying different types of intelligences. e.g., students with visual strength, kinaesthetic strength, interpersonal strength ,etc. 	<ul style="list-style-type: none"> • Instructions should be either on Power Point or OHT • Would be useful if each group could have a printed copy of the project's purpose and instructions for future reference.
<p>10:30 - 10:45</p>	<ul style="list-style-type: none"> • Teacher - facilitator 	<ul style="list-style-type: none"> • Groups meet and start working out their roles within the group. 	<p>Paper, pens, markers</p>

Please note that the following is just an example. Teachers should feel free to come up with their own international crisis.

World School 2000 Seminar Group Five
Personal and Social Development in a United World

Lesson Plan: Building Self Esteem Through Communication in a Multilingual Context

***** Description of crisis**

Country X, a small country, is causing a regional pollution problem. A country that depends on subsistence farming, it constantly clears its rainforest to plant crops. The trees are sold for timber to **Country Y**, its trading partner. As **Country Y**, a fast developing nation, needs timber for its industry, it is willing to fork out huge sums of money for the timber. Consequently, **Country X** burns large areas of the rainforest for both agriculture and trade. Meanwhile, **Country Z** and **Country Alpha** are suffering from the side effects of pollution caused by **Country X**. The citizens of **Country Z** are suffering from the haze caused by the burning. With **Country Alpha**, its citizens are suffering from river pollution caused by the dumping of waste by **Country X**. **Country Alpha** only has one river. **Country Beta**, an influential superpower, is displeased with the environmental degradation caused by **Country X**. Employing its influence, it intends to put a stop to this environmental hazard. **Country X** however, needs to clear its forest to support its struggling economy.

***** Country Profile**

(1) Country X - Survivors

Size: :1500 Sq km (very small)
Population : 5 million
GNP per cap : US \$150
Point of view : Source of income - agriculture and trade
Characteristics : Indigenous people; low standard of living and equatorial climate

(2) Country Y - Trading partner

Size : 1500 Sq km
Population : 10 million
GNP Per Cap : US \$5000
Point of View : We need resources.
Characteristics : No natural resources

(3) Country Alpha - Pollution victim

Size : 5000 Sq km
Population : 4 million
GNP Per Cap : US \$1400
Point of View : Stop river pollution
Characteristics : Only one river; main source of water; crops and animals die

(4) Country Beta - Superpower

Size : 20, 000 Sq km
Population : 240 million people
GNP per cap : US \$10,000
Point of view : Against environmental destruction; pioneers of the Blue Peace Movement
Characteristics : Leading economy; very strong military power; abundant natural environment

(5) Country Z - Haze Victims

Size : 5000 Sq km
Population : 8 million
GNP per cap : US \$1500
Point of View : Stop burning

World School 2000 Seminar Group Five
Personal and Social Development in a United World
Lesson Plan: Building Self Esteem Through Communication in a Multilingual Context

Characteristics : Citizens are suffering from breathing problems; some have even died from asthma attacks; estates have been burnt down

N.B.: Regarding the role of each member in the group, instead of giving roles like the 'president', 'defense minister', 'cultural minister, etc., we decided that the group should be collectively known as 'Survivors' (Country X) or 'Haze Victims' (Country Z). Hence, everyone will get the opportunity to take part in the debate. Should there be introvert members in the group, they can be in charge of administrative tasks like taking notes, organizing the AVA equipment, etc.

World School 2000 Seminar Group Five
Personal and Social Development in a United World
Lesson Plan: Building Self Esteem Through Communication in a Multilingual Context

Day 2 (Double Periods) - The Debate

Time	Teachers' Task	Students' Task	Materials
10:00 - 10:05	Housekeeping <ul style="list-style-type: none"> • Get groups settled 	<ul style="list-style-type: none"> • Students get organised 	<ul style="list-style-type: none"> • Country signs; paper and pens
10:05 - 10:15	Introduction <ul style="list-style-type: none"> • Reiterate the purpose of the project • Introduce the different countries 		
10:15 - 10:45	<ul style="list-style-type: none"> • Teacher facilitates 	Country introduction <ul style="list-style-type: none"> • Each country introduces its profile, point of view and challenges. 	
10:45 - 11:20	<ul style="list-style-type: none"> • Teacher facilitates 	The debate <ul style="list-style-type: none"> • Groups brainstorm, negotiate and try to reach a resolution. 	
11:20 - 11:30	Wrap-up <ul style="list-style-type: none"> • Teacher wraps up the lesson • Elicit response from students regarding the knowledge and skills that they have learned. • Knowledge – politics, crisis management and conflict resolution; • Skills - learning to debate; to speak out; to reflect on one's own position (in terms of country's situation) and to think/act / solve problems with those around us. 	<ul style="list-style-type: none"> • Students respond 	

World School 2000 Seminar Group Six
Personal and Social Development in a United World

Lesson Plan: Contribution of Technology in Personal and Social Development in the Year 2029

Team members:

Alexandra Ordolis	Trafalgar Girls School	Montreal	Canada
Jan Jansen	Kopernikus Gymnasium	Rheine	Germany
Dhira Atman	SMU Canisius Jakarta	Jakarta	Indonesia
Elizabeth Tan	Raffles Junior College	Singapore	Singapore
Joon Hong	Yang Chung High School	Seoul	Korea
Jonathan Hacon	New Plymouth Boys High School	New Plymouth	New Zealand
Kumiko Yoshida	Kanto International Senior High School	Tokyo	Japan
Ryoma Tanahashi	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Gao Chen	Suzhou (SooChow) University	Jiangsu	China
Hau Hung Au Yeung	Pui Ching Middle School	Macau	China

Learning Area: Technology

Knowledge: To learn to use technology to its best potential.

Skills required: To collect information through technological devices, to analyze material and differentiate between the positive and negative factors of technology. To apply technology to everyday lives

Attitudes and values:

Open mindedness to new technology, patience in learning, appreciation of technology and the benefits that come with it, consideration for others, mutual trust.

Objective: To gain a better understanding of technology, the world and yourself. (Links back to both personal and social development that comes together.)

Instructional plan:

Students should learn in a relaxed atmosphere, with an experienced teacher, correct facilities, and the right attitude. It should be a hands on course, and the students move in and out of the classroom. Students will learn about the revolutionary technology of their time. They will also learn about the history of technology e.g., whether the people of 2000 used the same technology and if not, how different? They can also learn about technology around the world by video conferencing with students all around the world from their personal computers. Learn a common technology language, e.g., how English is a common international language around the world and a lot of people can understand and communicate using English.

Resources needed:

Technology devices, learning videos, video conferencing materials, multimedia facilities, teachers and students
A table for the hosts, chairs for the different people e.g. students, principals, promoters, two or three microphones.

World School 2000 Seminar Group Six
Personal and Social Development in a United World

Lesson Plan: Contribution of Technology in Personal and Social Development in the Year 2029

Scene 1

D: Welcome to the Dhira and Joon show!

Joon sits and Dhira stands

J: On today's show, we have two specialists in social and personal development, who have designed a course for students in high schools. It is a technology course that is geared to increase communication skills and to use technology to its full potential.

D: We have invited four students and two principals from different schools across the world to come and talk with these "promoters" and see whether or not this course will be beneficial.

D: Okay then, right to the real stuff.

Scene 2

Promoters come in

J: Welcome Alexandra and Elizabeth! Tell us about your course.....

E: Our course is called "The Contribution of Technology to Personal and Social Development in the Year 2029." Our course is designed for 14-18 year old students. It teaches social and personal skills through technology.

A: The objective of our course is to gain a better understanding of technology, the world, and ourselves. The course is designed for open-minded students, who are patient when learning, appreciative of technology, and considerate of others. The students must have mutual trust in each other and the teachers.

E: The course teaches skills such as how to collect information through technological devices, to analyze material and differentiate between the positive and negative factors of technology. It also teaches students how to apply technology to their everyday lives.

D: That sounds like fun! Wish I was 14!

J: Thank you. Now we'll introduce the four clever students from Kanto International High School, _____, and _____.

Students enter, clap, clap, clap

D: What do you guys think of this program? Would you be interested in taking it if it was offered at your school?

S1: Sure.....

S2: Of course.....

S3: Whatever.....

S4: No way!

J: How come?

S4: Because it doesn't help PSD; it alienates people from human contact. It's too complicated, it makes people lazy, and has many ecological problems.

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E: It helps PSD because technology is a great source of communication, and actually brings people closer together, within minutes. Our course would not be complicated because of easy step-by-step instructions, and user-friendly devices. We are against using technology that has negative effects on the environment, and our course would actually teach how to avoid creating ecological damage through technology.

A: Yes, and this course will also allow people to interact with each other because it would be taught in a group, and students will learn from and help each other.

Scene 4 . . . the students leave....(bye)

D: Any other questions from the audiences about technology or even anything about the course? Especially because the promoters are here to answer your questions?

Audience:

Aley and liz:!

J: Okay, next are the principals!!

Scene 5 ... the principals come in

D: Introduce the principals... one is from Kopernikus Gymnasium and the other is from New Plymouth BS.. (audience is to clap)

Pnz: Yes, I think it's a good course to implement in my school back in New Zealand. It's really interesting and I think it would be good exposure for my students.

J: What about you Mr. Jan?

Pg: I think it's bas as its too costly. Other classes can improve PSD just as well. And not all technology is useful in daily life anyway. Human contact is alienated because all the students do is sit at the computer and type instead of going out there and really interacting with other people.

Aley and Liz: It's not that expensive because we have some companies sponsoring us. Besides technology today, in 2029, is part and parcel of our everyday lives and its really essential that students learn how to use technology, apply it, and know how to filter the good from the bad. Human contact isn't alienated because the students learn together even though they have their own personal computers. And by learning together the strong ones can help the weak ones and it'll not only bolster their self confidence but also help them learn how to work together.

D: how do you plan to do the course in your country?

Pnz: First of all, we need the right equipment and then there is the possibility of cooperating with other schools.

A and L: That would be great! So by doing that.. the cost of the course will be lowered even more.

J: Tell us more about the course because Pg doesn't seem very convinced yet!☺

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Personal and Social Development in a United World
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A and L: Talk about the resources needed, the materials going to be used and the instructional plan. Important: Must bring in how the course will utilize all the different aspects of education and will let them interact with all the other students. They also will learn whether people in 2000 used the same technology and if people in other countries used the same technology as well. (Refer to the Lesson Plan.) Important: Students will not stay in the computer room all day long because there will also be lessons conducted outside the classrooms where students get a healthy change of environment.

Pg: Hmmm... alright. I'll think about it. Meanwhile I think it would be good to keep in contact with schools all over the world so the cost of video conferencing etc will be lowered.

Pnz: Alright I don't mind.

D: Okay. Thank you (two principal's names)

... the principals leave...

J: Alright, so now... do you think we are convinced yet? (Ask the audience.; Direct questions to the promoters.)☺

... if audience answers no... then A and L have to talk a bit more...

... if audience answers yes... then...

A and L: That's great!

D: We wish the two promoters, Ms Ordolis and Ms Tan all the best in carrying out this deal. And now we have come to the end of yet another DJ show. We hope you've enjoyed it! Tune in next year for yet another show on the World School!☺

... everyone waves bye....

World School 2000 Seminar Group Seven
Personal and Social Development in a United World
Lesson Plan: Youth Multicultural and Communicational Development

Youth Multicultural and Communicational Development

WHY YMCD?

Team members:

Jenny Dixon	Invicta Grammar School	Kent	United Kingdom
Alexandra Balahur-Dobrescu	Costache Negruzzi High School	Iasi	Romania
Ray Hervandi	SMU Canisius Jakarta	Jakarta	Indonesia
Meng Tan	Raffles Junior College	Singapore	Singapore
Woo Hwang	Yang Chung High School	Seoul	Korea
Younghwa Ha	Kanto International Senior High School	Tokyo	Japan
Nodoka Hirasawa	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Riyo Murasanto	SMU Canisius Jakarta	Jakarta	Indonesia
Choon Lee	Yang Chung High School	Seoul	Korea

Objectives

- To communicate clearly with others in order to appreciate differences and ideas
- To understand the psychology of society
- To create a society that works more effectively together

Learning area

Human and social sciences

Knowledge

- The values of other cultures
- The importance of universal expressions
- The need for tolerance and cooperation

Skills

- Speaking and listening abilities
- Tolerance
- The ability to communicate clearly even in difficult situations
- The ability to understand and use non-verbal forms of communication

World School 2000 Seminar Group Seven
Personal and Social Development in a United World
Lesson Plan: Youth Multicultural and Communicational Development

Attitudes and Values

Respect
Tolerance
Understanding
Perseverance
Empathy
Respect for culture
Courage
Flexibility

Instructional Plan

Traffic lights activity
Mathematical formula
Role plays
'Smile' activity
Hot potato game
Jingle
Conclusion

Resources

Blackboard
Chalk
Ball (hot potato)
Paper
Colored pens
Computers
Brain power

World School 2000 Seminar Group Seven
Personal and Social Development in a United World
Lesson Plan: Youth Multicultural and Communicational Development

Presentation script

Introduction

Welcome to group 7's presentation. As you might remember from our poster, our group has come up with the term YMCD. Y is for youth, M is for multicultural, C is for communicational, and D is for development. In our presentation, we hope to share with you our ideas for developing our multicultural and communicational skills.

Throughout our performance, we will try to use all the types of intelligences that we have learned about. For those of us who benefit from spatial intelligence techniques, we have our ideas displayed here. Now Alexandra will use her linguistic skills. Among the types of intelligences, we have interpersonal. This type of intelligence is developed through communication. People all over the world have a common body language and a rules system. Communication is discovering our common points and creating links between one another. Our traffic lights activity proves that we can find something in common between our cultures and personalities. Once you have passed the border of inflexibility, you get away from being isolated in your own culture and become multicultural. (Traffic light activity: Alexandra holds up a red light and the group tries unsuccessfully to communicate in their own languages. She holds up an orange light and the group starts to move towards her. She holds up a green light and the group 'crosses the border' to multiculturalism and communicates successfully.)

Mathematical Formula

Another intelligence is the mathematical/ logical intelligence. We have created our own formula (Give the formula and explain the words.) And this sums up our YMCD.

Role Playing

Next we would like to show you some role plays using our interpersonal and linguistic skills. The first is an example of what can happen when people who do not speak the same language try to communicate. (shy role play).

As you can see, if we do not have the courage to try to communicate, we don't get anywhere and it is easy to give up.

Now another role play (angry role play). So if we don't make ourselves clear, again communication is extremely difficult. We need to be slow, patient and open-minded to understand and to be understood. Alexandra and I will demonstrate (good role play). The best way to communicate is to be friendly and to use lots of body language.

Non-verbal Communication Exercise

(hold up cards)

How many people understand any of these words? (hold up 'smile' card) Now how many people understand this? As you can see, many more people are able to understand the non-verbal sign than they are able to understand the linguistic signs even though they all mean the same thing. Sometimes it is more effective to use non-verbal methods of communication, such as smiling.

World School 2000 Seminar Group Seven
Personal and Social Development in a United World
Lesson Plan: Youth Multicultural and Communicational Development

Hot Potato Game

Although non-verbal communication is important, speaking and listening skills must also be improved. Next we are going to play a game called Hot Potato, which will expand our linguistic and kinesthetic skills. We are going to pretend that the football is a hot potato. Younghwa Ha will say a word and throw the ball to another person who will repeat that word and add another associated word. They then throw the ball to the next person. We will demonstrate. (Demo)

Now its your turn! Just repeat the words, add your own and pass the ball. (Audience plays)

Jingle

To sum up our intentions and the objectives of YMCD, we have created a short poem and a tune to help you remember our main points. Hopefully, you will join in creating a multicultural and communicative atmosphere. The poem is

Y is for youngsters

M is for more

C is for culture

D for a door

If it is open, people can talk

But if you close it, away they walk.

Conclusion

To conclude, we believe that classes of the future should include all the types of intelligence so that students have the opportunity to develop a wide variety of skills. YMCD is about communication, tolerance and understanding. The exercises we have shown you are designed to strengthen these skills and could be used to teach many topics to do with human and social science. The last type of intelligence is intra-personal. This is about personal reflection and in order to include this into our performance we would like you to be silent for a few seconds and think about what we have said. Thank you.

World School 2000 Seminar Group Eight
Personal and Social Development in a United World
Lesson Plan: Friendship

Team members:

Zoe Gosden	Invicta Grammar School	Kent	United Kingdom
Stephan Munteanu	Costache Negruzzi High School	Iasi	Romania
Chirstian Darma	SMU Canisius Jakarta	Jakarta	Indonesia
Lan Chen	Suzhou (Soochow) University	Jiangsu	China
Elena Artamonova	Far Eastern State University	Vladivostok	Russia
Junichi Kawamura	Kanto International Senior High School	Tokyo	Japan
Nanae Mogami	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Monika Hartwell	Invicta Grammar School	Kent	United Kingdom
Jianfeng Jiang	Liangfen Senior Middle School	Jiangsu	China

Learning area: Arts and Culture

Knowledge: An understanding of various aspects of the arts and languages through music, images, drama and speech.

Skill: To enable students to be creative and to perform.

Attitudes and values: To enable students to be aware of the variety and beauty of their own culture and those of others.

Objective: To develop good relationships with others.

Introduction:

Our lesson title is “*Friendship*.”

We have chosen the learning area “*Arts and Culture*” for our lesson. We want students to gain an understanding of various aspects of the arts and languages through music, images, drama and speech.

We want to enable students to try to be creative and to perform. We want to enable students to be aware of the variety of different cultures with the aim to developing good relationships with others.

World School 2000 Seminar Group Eight
Personal and Social Development in a United World
Lesson Plan: Friendship

Instructional form:

1. Short Introduction: The teacher will explain briefly about what will happen during the lesson. The students will learn how to develop better relationships with others through a better understanding of their culture and the culture of others.
2. Role Play: A group of teachers will perform a short role-play for the class. This is the story of the role-play: Two girls start a new school. They are from different cultures with different languages, religions and behavior. Two other students at the school make fun of them. They do not understand the different ways of life and make judgments about the girls because of the way they look. Eventually, they all become friends. The students will discover that there are obstacles to be overcome in order to understand other people. They also learn that they need knowledge of history, language, music and national dress.
3. Class Discussion: The teachers should then encourage the students to participate in a class discussion. Topics included would be the obstacles needed to be overcome. The students might suggest such things as the following: language, religion, dress, customs, traditions and behavior. These will be written on large hurdles, which will be set up at the front of the classroom. These will be used later on in the conclusions. The teachers should then ask the students what they would need in order to overcome these misunderstandings. The students might suggest the following: being tolerant, learning another language, learning about other religions, learning about different customs and traditions.
4. Greetings from other cultures: Following on from the discussion, the teachers will demonstrate different greetings from other cultures and the students will fill in a world sheet.
5. National dress: Next the students will be shown different photos and/or pictures of people from other cultures in their national dress. The students will have to fill in a sheet and identify which culture the costume comes from.
6. Language: A cassette with speech from different languages is played to the students and they have to identify where the language comes from.
7. Music: The students must identify which excerpt of music belongs to which country. The music will need to be on a cassette. Points 4,5,6 and 7 will teach the students to have a better understanding of how other people live. Through this understanding, the students will realize that they can develop good relationships across cultures.
8. Conclusions: The teachers will now conclude the lesson with a short explanation of what the students have learned. The students will have discovered that if they develop a better understanding of other people's culture, they can develop better relationships across the cultures and with their friends. Visual aids will be used to show the students that they have overcome the obstacles in the way of good relationships.

Resources:

Photos/pictures of people in national costume.
Music from various countries on cassette.
Speech from various countries on cassette
A cassette recorder
Stiff card for making the hurdles for the class discussion.

Technology integration:

Suggestion for follow-up lesson, use the Internet for research or a videoconference with another school.

World School 2000 Seminar Group Eight
Personal and Social Development in a United World
Lesson Plan: Friendship

Conclusion:

This lesson is an introduction to the wider topic of understanding different cultures. The issues raised would be followed up in more detail in different learning areas.

Following this lesson, students might study:

- World religions
- Aspects of world history
- Languages of the world
- Aspects of world art
- Aspects of world music
- Aspects of world theatre

Worksheet Four

Listen to the cassette and then identify which music belongs to which countries

1st Excerpt

- ? England
- ? France
- ? China

2nd Excerpt

- ? Germany
- ? Japan
- ? Italy

3rd Excerpt

- ? Russia
- ? India
- ? Spain

4th Excerpt

- ? The Netherlands
- ? Finland
- ? Romania

World School 2000 Seminar Group Nine
Personal and Social Development in a United World
Lesson Plan: Art Culture and Communication

Team members:

Joanne Howes	Invicta Grammar School	Kent	United Kingdom
Dan Ghiga	Costache Negruzzi High School	Iasi	Romania
Di Chen	Lianfeng Senior Middle School	Jiangsu	China
Sujing Zhu	Suzhou (Soochow) University	Jiangsu	China
Anna Gorbunova	Far Eastern State University	Vladivostok	Russia
Naoaki Nagasako	Kanto International Senior High School	Tokyo	Japan
Sachiko Hatanaka	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Melissa Lim	Raffles Junior College	Singapore	Singapore
Areerat Chajchualitskul	Khema Siri Memorial School	Bangkok	Thailand

Learning Area: Arts and culture

Long-term goal: To develop cultural knowledge through social interaction on a global scale.

Lesson objectives:

- To swap information with many different countries on art, drama, music, architecture, clothing, religion(s) and history using Internet technology.
- To appreciate other countries' art and cultural differences.
- To understand the differences and similarities between cultures.

Knowledge : To gain a better understanding of arts and culture in one's own and in different countries.

Skills : To demonstrate understanding of global communication skills (language and technology)

Attitudes and values : To develop tolerance for others in their home nations and a deeper understanding of morals/values in the respective countries.

World School 2000 Seminar Group Nine
Personal and Social Development in a United World
Lesson Plan: Art Culture and Communication

Instructional plan:

Using the information gathered in previous lessons on their own nation's art and culture, students make a presentation via the internet (video conferencing) to those in other countries. Presentations may be made in groups, each group focusing on a particular aspect of art and culture (according to their preferred working/learning method - see Gardner's Multiple Intelligences).

After the presentation, students take notes from the presentations of the other countries and can download information from the Global Personal and Social Development website (all the participating groups from around the world will post their presentations on this website).

The interaction during the video conferencing will help to promote intercultural understanding and exchange. The students get to ask questions directly to members of the culture that they are learning about.

After the video conferencing, class discussion will take place where students learn about different cultural values. They will investigate cultural similarities and differences.

World School 2000 Seminar Group Ten
Personal and Social Development in a United World
Lesson Plan: To Develop a Sense of Responsibility for Others and the Environment

Team members:

Johannes Buettner	Freiherr-Vom-Stein-Gymnasium	Muenster	Germany
Hanne Kiiskinen	Sotunki Higher Secondary School	Vantaa	Finland
Sili Zou	Lianfeng Senior Middle School	Jiangsu	China
Lirong Chang	Suzhou (Soochow) University	Jiangsu	China
Pavel Gnitetskiy	Far Eastern State University	Vladivostok	Russia
Seiche Matsunaga	Kanto International Senior High School	Tokyo	Japan
Michiyo Nishikawa	Kanto International Senior High School	Tokyo	Japan

Team facilitators:

Klaus Kuhn	Kopernikus Gymnasium	Rheine	Germany
Rita Reina	I.T.C. Enrico Tosi	Varese	Italy

Learning area:

Human and social sciences

Knowledge:

- An understanding of geography and environment of own country
- An appreciation of comparative social systems

Skill:

To have the ability to problem solve, recognizing that there may be more than one valid solution.

Attitudes and values:

An understanding, tolerance and appreciation of other cultures

Objective: Learn to understand and accept cultural differences by studying environmental and cultural aspects of different countries

Instructional plan:

At an international meeting the students whose origins are all very different, discuss environmental problems, how they are handled in their home countries, what are the possible solutions and how various customs influence their daily life

Teaching strategy:

- Team presentation
- Role play

Resources:

- Notebooks
- A table
- Chairs

World School 2000 Seminar Group Ten
Personal and Social Development in a United World
Lesson Plan: To develop a sense of responsibility for others and the environment

Teaching Strategy:

- Team presentations (prepared during half of the school year prior to the video conferencing session)
- Group research (for the purpose of presentation).
- Class discussion
- Individual note taking for contribution to class discussion.

Resources:

Appropriate Internet technology; video conferencing facilities, materials gathered for the presentation, pen and paper for note taking.

Technology integration:

Use of computer technology while giving and receiving presentations and for a question & answer session with students from different countries.