

# Middle School Teaching Kit

Activities Based on Global Citizenship and Cultural Norms.

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# Activity 1

## **Activity Name:**

Making jobs realistic

## **Target Age Range:**

Middle School

## **Intended Learning Outcomes:**

Showing professions that students never think of coming to life in front of them.

## **Resources Required:**

People in the professional field who can come in to talk to students.

## **Process/Steps:**

The idea of this activity is to make unobtainable careers seem obtainable. Such as CEO's, NASA Engineers etc. And make them come in or talk over the internet with students and speak on their journey. These people should be those who defy gender and societal norms, such as female developers and CEO's. Or immigrants working as leaders for large companies etc.

1. First, the teachers would see if they can get in touch with people in various careers and somehow book them in to either come into the school or do a Skype call with all the students for 1 hour.
2. During this time the presenters would talk about their journey of how they got to where they are, what the profession is like, what it needs etc.
3. This activity will be mainly emphasized towards students that are part of the population that doesn't go towards those professions because they don't fit them.
4. So for a profession like a construction worker or a mechanic, the teacher has to try and find a female who works in that profession, so that girls in those classes would see someone as a role model and look up to them. The same thing with the males in the class, the professors would try to get hair stylists or nurses.

The outcome we hope to have is to break down the barriers everyone has regarding professions so that the students are more open to the idea of "abnormal" professions.

# Activity 2

## **Activity Name:**

Water and Health

## **Target Age Range:**

Middle School

## **Intended Learning Outcomes:**

From the resource I used the idea of this activity would be for:

“Students clarify their understanding of why access to safe water and adequate sanitation is vital for health and wellbeing, and a right of all people in the world.”

Here the students aren’t given too much information on the topic itself, we want the students to first brainstorm themselves so that their minds evolve by themselves.

## **Process/Steps:**

1. The students are put into groups and are asked to brainstorm and “list actions, products/services and knowledge you need for good health and hygiene”
2. After that, they are asked to discuss the things they brainstormed and see if they included “safe water for drinking? Why or why not? Did everyone include the basic ingredients for adequate sanitation, ie a hygienic toilet and handwashing? Why are these important?”
3. Next students are asked to discuss a life where they wouldn’t have access to clean water. What would their life be like without clean water?
4. The teacher then gives a lesson on how there are people around the world that do not have access to clean water, and how their day to day lives go.
5. Finally, the students are given questions that they must answer that would help them organize their thoughts. Such as what do you think about the statistics given to you about people who don’t have access to clean water? Where do you think these issues are most common and why?

We hope that through this activity the students will be able to learn the struggles that others around the world face.

## **Resources:**

<http://www.globaleducation.edu.au/teaching-activity/access-to-safe-water-and-sanitation-up.html>

# Activity 3

**Activity Name:**

The brought up of a child

**Target Age Range:**

Middle School

**Intended Learning Outcomes:**

The idea of this is to help students understand the difference between the rights of children around the world.

**Process/Steps:**

1. Each student is told to write about their daily life. What they eat, how they wake up, how they get to school, what their parents do etc.
2. The students are then told to write about what the life of some child may be in another part of the world.
3. The teacher then gives a lesson to the students a lesson on how there are children around the world with more/ fewer rights etc. And how their day to day lives go.

The hope is that we can give the students an idea of how others are living around the world, and how they are privileged or how they are not privileged. With this in mind, students can then hopefully work towards a future where all children will have equal rights.

# Activity 4

**Activity Name:**

Can you really solve it?

**Target Age Range:**

Middle School

**Intended Learning Outcome:**

Understand that our concept of “right” may be because of what our culture thinks.

When trying to solve problems for others students may think that one method is correct, but in fact, it is another that is truly correct.

**Process/Steps:**

1. The teacher would give a real-life scenario where there was an issue in a setting where the culture and ideals are different from the ones that the class resides in.
2. There is a class discussion on what the students think they should do to solve the situation
3. The teacher then gives the actual solution and then starts another discussion with the class that will hopefully give them a better understanding of the concept that what we think is right, may not be right for others.

The reason why this activity is done at such a young age is because these concepts are important for individuals to carry on later in their lives. Too many people tend to think that because what they believe is right, others that don't coincide with those beliefs are wrong. We need to understand that although there are a set of core beliefs we must hold such as no murdering, stealing etc. our broad concepts of “right” may not be “right” for others in different cultures.

# Activity 5

**Activity Name:**

Know your countries

**Target Age Range:**

Middle School

**Intended Learning Outcome:**

The idea is to give students random countries every week and ask them to talk about the culture in those countries regarding food, religion, family lifestyle etc. This way the students will be injected with the idea of various cultures and through that, they themselves can unconsciously develop their own ideologies from learning about all these cultures.

**Process/Steps:**

1. The teacher first gives the students a “background information” sheet where students write where they are from, where their parents are from etc. Using this information the teacher can then give specific countries to the students by making sure that those countries are not similar to the student's background.
2. The students are then asked to research the culture in these countries and using that information, the students are asked to analyze their own culture and compare the similarities and differences.
3. Every week the teacher gives each student new countries to research etc.

With this, the students are able to learn about various countries and how they function culturally. By comparing the differences and similarities the students can evolve themselves by what they prefer/dislike.