

Global Activity: Issue Compass



THIS ACTIVITY IS AN INTERACTIVE WAY TO GET STUDENTS THINKING ABOUT THE CHALLENGES THAT DEVELOPING COMMUNITIES AROUND THE WORLD FACE EVERY DAY.

It will also help the group identify which global issue(s) they'd like to focus on this year.

On **page 13** of the Student Yearbook there is a corresponding worksheet where students can make notes and write down responses to reflection questions. There is also a printable PDF online at WE.org/weschools/educator-resources.

PURPOSE:

Issue Compass builds on the Exploring Issues activity (p. 30) to help students brainstorm a list of global issues, share their opinions about these issues, and choose the one(s) they are most interested in learning about and taking action on.

INSTRUCTIONAL METHOD(S):

Brainstorming, class discussion and four corners.

DIFFERENTIATED INSTRUCTION:

- ▶ Students can create their own signs that they hold up from their seats instead of moving to designated areas.
- ▶ Have students discuss the top four issues in small groups rather than as a class.
- ▶ Ask students to reflect on the process of selecting one global issue in a journal response.

MATERIALS:

Paper, markers and tape.

ESTIMATED TIME:

45 minutes.



STEPS:

1. Identify or create a space in the classroom where students will be able to move freely (it may be necessary to move desks). With markers and paper create four signs: "Passionate," "Interested," "Curious," and "Indifferent."
2. Set up four stations by taping the four signs to different walls in the room.
3. Ask students to brainstorm what they feel are the most important global issues in our world today (e.g., clean water, food security, etc.). To help facilitate the brainstorm, ask the following questions. Students can note their answers on their worksheet.
 - a. If you were a world leader, what kinds of problems would you tackle? Or if you were a journalist, what kinds of issues would you write about?
 - b. What issues do you regularly hear about on the news or read in newspapers and online? (Refer to the front pages of recent newspapers or magazines.)
 - c. What issues do you think the general public isn't very aware of?
 - d. What issues really bother you—even if you don't know a lot about them?
4. As students think about and share their ideas, write each issue on a global issues chart or on the front board.
5. Introduce students to the four stations and invite them to get up on their feet and be ready to move. Explain that as you read a global issue from the list, students should consider how important it is to them personally and choose one of the stations to stand next to. Explain that there are no wrong answers—they are responding based on their own feelings on and interests in an issue.
6. For each issue, record the number of students standing at each station. After all the issues have been read out, note the four that received the most "Passionate" votes.

ISSUE	# OF STUDENTS WHO ARE PASSIONATE	# OF STUDENTS WHO ARE INTERESTED	# OF STUDENTS WHO ARE CURIOUS	# OF STUDENTS WHO ARE INDIFFERENT
e.g., Global Poverty	12	6	5	2

7. Remove the four signs and replace them with a new sign for each of the top four global issues.
8. As a class, discuss each issue. Ask students to consider the following:
 - a. What do you know about the issue?
 - b. Why is it important?
 - c. Who does the issue affect most?
 - d. What are the short- and long-term effects on people, communities or the world if this issue isn't addressed?
 - e. How can we make a difference?
 - f. What challenges might we encounter when trying to help?
9. After the class has had time to discuss all four issues and listen to the opinions of their classmates, ask them to stand by the issue that speaks most to them.
10. Use your findings to start thinking about which global issue you'd like to take action on. Groups can work independently on the issues they're individually passionate about, or you can start a conversation about choosing one issue they can work on together.

Issue Compass

*Note: We recommend doing the global issues portion of the Exploring Issues activity on **page 30** of the Educator's Guide before you do this activity.*

OKAY, SO YOU'RE ABOUT TO GO GLOBAL WITH YOUR ACTIONS, BUT WHERE TO **START?**

On **page 34** of the Educator's Guide, your teacher has instructions for running the following activity, which walks you through choosing an issue or multiple issues to take action on as a group.



Brainstorming Global Issues

Write down a list of all the global issues you can think of. If you were a world leader or a journalist, what kinds of problems would you take on? What issues are regularly highlighted on the news? What issues should people be aware of but likely aren't? What issues really bother you—even if you don't know a lot about them?

WHAT DO YOU KNOW ALREADY?

	GLOBAL ISSUE #1	GLOBAL ISSUE #2	GLOBAL ISSUE #3	GLOBAL ISSUE #4
What do you know about the issue?				
Why is it important?				
Who does the issue most affect?				
What are the short-term effects on people? The long-term effects?				
How can we make a difference?				
What challenges might we encounter when trying to help?				