
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.

Use the corresponding activity page, found in the Global Student Yearbook, for students to make notes and write down responses to reflection questions. There is also a printable PDF version online at WE.org/gb/kit.

Learning objective:

To understand global issues that affect the world and choose one to take action on.

Success criteria:

- ▶ I can **identify** global issues that affect the world today.
- ▶ I can **discuss** how I feel about certain global issues and why they are important.
- ▶ I can **create a plan** of how I can take action on a global issue.

Differentiation:

- ▶ Support less able students by providing them with recent newspapers, magazines and news websites to explore global issues.
- ▶ Encourage more able students to plan how they will share their action with the wider school and local community.

Resources required:

Paper, pens and Issue Compass signs.

Duration:

60 minutes



Starter:

1. Ask students to discuss what they feel are the most important global issues in our world today (e.g., clean water, food security, etc.). Use the following questions to help facilitate the discussion:
 - o 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?
 - o What issues do you regularly hear about on the news, or read in newspapers and online?
 - o What issues do you think the general public aren't very aware of?
 - o What issues really bother you—even if you don't know a lot about them?
2. As students share their ideas, create a list of the global issues discussed on the board.

Main:

3. Introduce students to the four stations of the Issue Compass (passionate, interested, curious, indifferent) and explain that they will need to be on their feet and ready to move around the classroom.
4. Read one global issue from the list at a time, during which students should consider how important it is to them personally, and choose one of the Issue Compass points to stand next to. Explain to students that there are no wrong answers—they are responding based on their own feelings and interest in an issue.
5. For each issue, record the number of students standing at each compass point. After all the issues have been read out, note the four issues 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

6. Remove the Issue Compass signs and replace them with a new sign for each of the top four global issues.
7. As a class, discuss each issue, using the following questions as a guide:
 - o What do you know about the issue?
 - o Why is it important?
 - o Who does the issue most affect?
 - o What are the short- and long-term effects on people, communities or the world if this issue isn't addressed?
 - o How can we make a difference?
 - o What challenges might we encounter when trying to help?

Plenary:

8. Ask your students to consider all they have shared and discussed about the four global issues, then stand by the issue they feel most passionate about.
9. Follow your students' lead to choose a global issue they would like to take action on. Groups can work independently on the issues they're individually passionate about, or you can have a discussion to choose one issue they can work on together to make a difference.
10. Once students have identified an issue, ask them to create an action plan.