

COURSE TITLE:	CHILDREN AND THEIR WORLD:	
	Growing Global Thinkers	
NO. OF CREDITS:	3 QTR CREDITS	WORK HRS: 90
INSTRUCTORS:	ANNE LOUISE GILLILAN, BS CHE	
	CLIFF GILLIES, M Ed.	
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ASSIGNMENT CHECKLIST

The assignment checklist will help you plan your work. Check off completed items.

400 & 500 LEVEL

A. INFORMATION ACQUISITION:

- 1. Read the resource packet from the instructor.
- 2. Read the "Global Education" article.
- 3. Read selected books.
- 4. Read support materials.
- 5. Conduct 2 interviews.
- 6. Write a 3-5 page paper.

B. LEARNING APPLICATION:

- 7. Develop your own tools, 14 exercises.
- 8. Develop comprehensive lesson plan. Write 4-5 page summary paper.
- 9. Implement lesson plans. Write 4-5 page summary paper.

500 LEVEL ASSIGNMENT:

- 10. In addition to the 400 level assignment do the following:
 - Write 4-5 page paper on 'Teaching Children to Think Globally'.
 - Write a school plan.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER:

- 11. Share lesson plans with another teacher.
- 12. Survey students.
- 13. Write a 2-3 page Integration Paper as described in the syllabus.

NOTES:

- You may work collaboratively and submit joint assignments on all but the Self-Reflection and Integration portions, which must be individually authored and submitted.
- Alternatives to written assignments (video, audio tape, photo collage, collection of products, letter to editor, brochures, WEB pages, etc.) may be submitted, provided you have prior approval from your instructor.

400 & 500 LEVEL

A. INFORMATION ACQUISITION:

1. Read the resource packet from the instructor.
2. Global Education – a position paper by the National Council for the Social Studies
<http://www.ncss.org/standards/positions/global.html>
3. Read 2 from the following series “*Another Country Calling... The Adventures of Simon & Barklee™*”
 - a. *Simon and Barklee in France*
 - b. *Simon and Barklee in England*
 - c. *Simon and Barklee in Germany*
 - d. *Simon and Barklee in Mexico*
4. Read story support materials: Teachers Editions and Fun Books
5. Conduct two (2) first-person interviews with internationally experienced individuals (educator, businessperson, former expatriate, military member, etc.). Detailed information regarding these interviews is included in the materials Resource Packet.
6. Write a 3 to 5 page paper summarizing:
 - a. Your key learning from the materials previewed;
 - b. An overall strategy of how you could incorporate the materials into your classroom teaching.
 - c. Conclusions from interview.

B. LEARNING APPLICATION:

7. Develop your own tools. Use the two *Simon & Barklee™* books as a basis for exercise development in each of the following areas:
 - Social Studies – 3 exercises
 - Reading and Thinking Strategies – 3 exercises
 - Writing – 3 exercises
 - Math & Science – 2 exercises
 - Foreign Language – 1 exercise
 - Art & Music – 2 exercisesFor each exercise above state:
 - Lesson Objective/Outcome:
 - Skills Developed or Practiced:
 - Materials Needed:
 - Outline Process: ***Turn in exercises.***
8. Design two weeks worth of lesson plans into which you incorporate some or all of the exercises you designed along with the Simon and Barklee materials in the Teachers Editions. A lesson plan template is provided in the Resource Packet. Write a 4-5 page summary paper.
9. Implement at least one week’s worth of the plans developed above with a minimum of 30 minutes each day integrated into your daily schedule and curriculum. Keep a journal as to the effectiveness of the lessons and other observations noted. Turn in the journal along with samples of student work attached as an appendix. Write a 4-5 page summary paper.

500 LEVEL ASSIGNMENTS:

- 10. In addition to the 400 level assignment do the following:
 - Using suggested bibliography, own resources, experiences of teachers/students/travelers write a 4-5 page paper on the importance of teaching children to think globally and what results you would expect from such teaching.
 - Write a plan on how to infuse the entire school's curriculum with global thinking and cross-cultural awareness. Submit plan according to the criteria outlined in the Resource Packet.

SUMMER OPTION:

If the course is taken during the summer use your own children, scout group, day camp, or other of children.

400 & 500 LEVEL

C. SELF-REFLECTION & INTEGRATION PAPER:

- 11. After teaching, share your comprehensive lesson plan with another teacher and ask for their critique. Summarize the feedback onto a 2-page paper.
- 12. Survey your students in three areas: knowledge, skills, and attitudes. Get their feedback about this course. A student survey template is provided in the Resource Packet.
- 13. Submit a 2 to3 page, typed and double-spaced Integration Paper in which you reflect on your learning experience in the following five ways:
 - a. Compares what you actually learned versus your expectations for taking the course
 - b. Discuss what you would do differently if you were to take another, similar course
 - c. Explain what aspects of this course were most helpful and why
 - d. Describe how and when you will use what you have learned
 - e. Describe the strengths and weaknesses of your instructor and the materials provided.

REQUIRED FORMAT & HEADING FOR ALL ASSIGNMENTS:

All written assignments are to be typed or word-processed, double-spaced and single sided. A heading is to appear on page one of all assignments for credit. Use the following format:

NAME	COURSE NUMBER
DATE	COURSE NAME
	INSTRUCTOR NAME

INSTRUCTOR EVALUATION OF WORK:

Include a self-addressed, stamped envelope with assignments if you want the instructor's comments.

REQUIRED READING:

- 1. The two selected *Simon and Barklee* books
- 2. Support materials: Teachers Editions and FunBooks.
- 3. Articles as assigned in "Information Acquisition" section.

MATERIALS FEE:

\$55 for two *Simon and Barklee™* books with accompanying workbooks and teachers editions, Resource Packet, copies and postage.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Anne Louise Gillilan, BS CHE, CHT, is a senior manager with 16 years experience in management, marketing, engineering and education. She has managed the startup of small businesses; including nationally acclaimed martial arts schools of 100+ students, and a counseling clinic. Her clinical experience included working with both exceptional children and children facing educational challenges. She has taught children and adults in both technical and academic subjects: in specialized training schools and for an international corporation. Her accomplishments in education include developing curriculum used in workshops and seminars for professional and personal development, and teaching those seminars. As a homeschool teacher for seven years she has supervised the education of elementary and preschool children in English, math, reading, history, science, geography, and languages. She has lived, studied and traveled extensively abroad.

Cliff Gillies, M.Ed., is a nationally recognized lifelong educator, principal, assistant superintendent and leader of one of the nation's top high schools. Cliff's distinguished career includes numerous national, regional, and state awards for implementation of innovative educational programs. Under his leadership, Mariner High School in the state of Washington took part in the National Association of Secondary School Principals and Danforth Foundation Model Schools Project. The school led the nation in improvement in test scores and brought Cliff to testify before the US House Education Committee about the remarkable success. He has been honored by induction into five halls of fame, recipient of over 20 honor awards for sports and drug awareness programs, and was named outstanding principal of the year by the National Principal's Association in 1976. He is author of two books, a dynamic and sought-after speaker and trainer.

**CHILDREN AND THEIR WORLD:
BIBLIOGRAPHY**

Althen, Gary; ***American Ways; A Guide for Foreigners in the US***, Intercultural Press, 1988

Copeland, Lennie & Griggs, Lewis; ***Going International - How to Make Friends and Deal Effectively in the Global Marketplace***; Random House, 1995

Hamel, Gary & Prahalad, C.K.; ***Competing for the Future***; Harvard Business School Press, 1994

Rhinesmith, Stephen H. ***A Manager's Guide to Globalization: Six Keys to Success in a Changing World***; Business ONE Irwin/ASTD, 1993

Scherer, Catherine; ***The Internationalists: Strategies for Globalization***; ExplorerMedia, 2000

Trompenaars, Fons; ***Riding the Waves of Culture: Understanding Diversity in Global Business***; Irwin Professional Publishing; (first published in GB by The Economist books); 1994

Bennis, Warren; ***Leadership in the 21st Century***; Training, May 1990.

Crabb, Steve and Brennan, Lynne; ***Worldwide Vision in the Workplace***; People Mgmt, 5/18/95

Teaching Multiculturalism, by Deborah A. Wallace

Reading Online <http://www.readingonline.org/articles/multi/index.html>

A project for teaching elementary school students to understand and accept multicultural differences.

Objectives: Comparing Cultures, by Karin Blair

<http://curry.edschool.virginia.edu/go/multicultural/papers/karin.html>

A cross-cultural experience, China. What it means to investigate cultural differences

Multiculturalism: What do Students Think? Survey by the Metropolitan Life Insurance Co.

http://www.education-world.com/a_curr/curr041.shtml Do kids want to study? Do they think it's important?

Rethinking Schools: Standards and Multiculturalism by Bill Bigelow, 1999

A statement about the relationship of standards and testing to teaching of multiculturalism.

http://www.rethinkingschools.org/Archives/13_04/stands.htm

Explorer Trail – Walk a Mile in my Shoes

<http://www.wmht.org/trail/explor02.htm>

Multicultural resource links – country-specific, student to student connections, resources for teachers

Web 66 - <http://web66.coled.umn.edu/schools.html> –

Web-linked school registration site. Find a school to communicate with from an exhaustive world list.