

ONE WORLD

CORE FOUR LESSONS STARTER KIT

EDUCATOR'S GUIDE

2022-2023



oneworld
educate. connect. empower.

a letter from the founder, Joe Carvin



Welcome to the One World Family!!

We are living at a unique time in history where rapid technological change is bringing us together... but no one is really telling us how to get along. One World has been created to bring students and teachers from across the world together so that teachers and students can learn with and from one another. Our end goal is to create a global learning community of leaders of character, knowledgeable of the world around them and capable of changing it for the better.

We believe that if humanity is to survive well we will need global platforms of learning and discussion like the one being created by One World. In welcoming you to the One World family we want you to consider every member of the One World community as a colleague or friend no different than the colleagues or friends you find down the hall in your four-walled school.

We are thrilled that you have decided to take one of our flagship global competence enrichment programs that start with four lessons we call the "Core Four". As you might imagine, these lessons have not been chosen at random. They reflect our commitment not only to student-centered learning, or to building the 21st-century skills of critical thinking, creativity, communication, and collaboration; they reflect our answer to UNESCO's call to transform education to meet the existential needs of our day.

In We Are One World, we hope to demonstrate the connectedness of each and every human being with whom we share this small planet. In Random Acts of Kindness, we want to encourage our youth to be their highest selves bringing as much loving energy into the world as possible. In our Group Agreements lesson, we encourage youth to learn how to create their own guidelines to work together. And finally, our Core Values lesson is intended to encourage students to be guided by time-worn, values and principles of their choosing.

Our hope is that these core 4 lessons followed by our global competence curricula will begin to help your students develop a 21st-century mindset and a foundation of skills that will lead them to understand that humanity is at a crossroads and that only by working together across the globe can humanity navigate past the very real existential challenges facing us today so that together we can realize our full potential.

We believe that if humanity can learn to come together as one, we will not only bring an end to poverty and hunger as prescribed by the 2030 SDG goals, but looking further into the future build a world where every human being lives better in 2050 than the richest human beings of today. To that end, One World's future-ready programs are designed to build a Transition Generation of committed and aware youth that will help humanity transition from an age of scarcity to an age of abundance.

We agree with William MacAskill, the co-founder of the effective altruism movement, who tells us that *"To be alive at such a time is both an exceptional opportunity and a profound responsibility: we can be pivotal in steering the future onto a better trajectory. There's no better time for a movement to stand up, not just for our generation or even our children's generation, but for all the generations yet to come."*

One World's goal is to help educators build this kind of movement, a movement that will help our youth meet the existential challenge of today so that we all survive well far into the future.

Sincerely,

Joe Carvin



a note from the editors



One World UV is an international education nonprofit seeking to create a 21st-century global community of future-ready, lifelong learners. For almost a decade, One World has serviced different communities, reaching over 200 schools in 10 countries pre-pandemic. The last two years have given One World a chance to reset and refocus to cultivate the **future-ready programming**, starting with our foundational lessons found in this guide.

At One World, we understand the reality of the daily classroom struggling to balance mandated standards while still providing an enriching and inclusive learning environment for all. All of our resources were **designed for teachers, by teachers**, striving to provide a light-lift for teachers without compromising quality and depth in each lesson. Additionally, we tie each lesson to mandated standards while incorporating strategies such as teamwork, mindfulness, self-reflection, and more. Finally, we seek to differentiate ourselves through our program support which provides **ongoing** professional development and support for teachers while connecting your schools with the One World Global Learning Community.

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five reasons why global competence matters



Source: "Five Reasons Why Global Competence Matters", The Asia Society (n.d.)
<https://asiasociety.org/education/five-reasons-why-global-competence-matters>

1.

Global competence is the toolkit a productive, involved citizenry uses to meet the problems and opportunities of the world.

In the curriculum, global competence challenges students to investigate the world, consider a variety of perspectives, communicate ideas, and take meaningful action. A globally focused curriculum engages students in their own learning and motivates them to strive for knowledge and understanding. And a curious, inspired student strives to learn more in school and beyond.

2.

A new generation of students requires different skills from the generations that came before.

The world is changing fast. Boundaries—literal as well as figurative— are shifting and even disappearing altogether. The culture that once lived halfway around the world now lives just down the block. The ability to thrive in this new and rapidly changing environment is grounded in a globally focused curriculum.

3.

More than ever before, individual actions reach around the globe.

Environmental concerns, economic shifts, global poverty, population growth, human rights, and political conflict can seem intractable and overwhelming, yet they absolutely require thoughtful action. In a globally focused curriculum, students learn that the world needs them to act, and that they can make a difference.

4.

Global competence integrates knowledge of the world and the skill of application with the disposition to think and behave productively.

Global competence is not restricted to knowing about other cultures and other perspectives. In addition to knowledge of the world, a globally competent citizen exhibits habits like critical thinking, rational optimism, innovation, empathy, and awareness of the influences of culture on individual behavior and world events.

5.

Success in career and life will depend on global competence, because career and life will play out on the global stage.

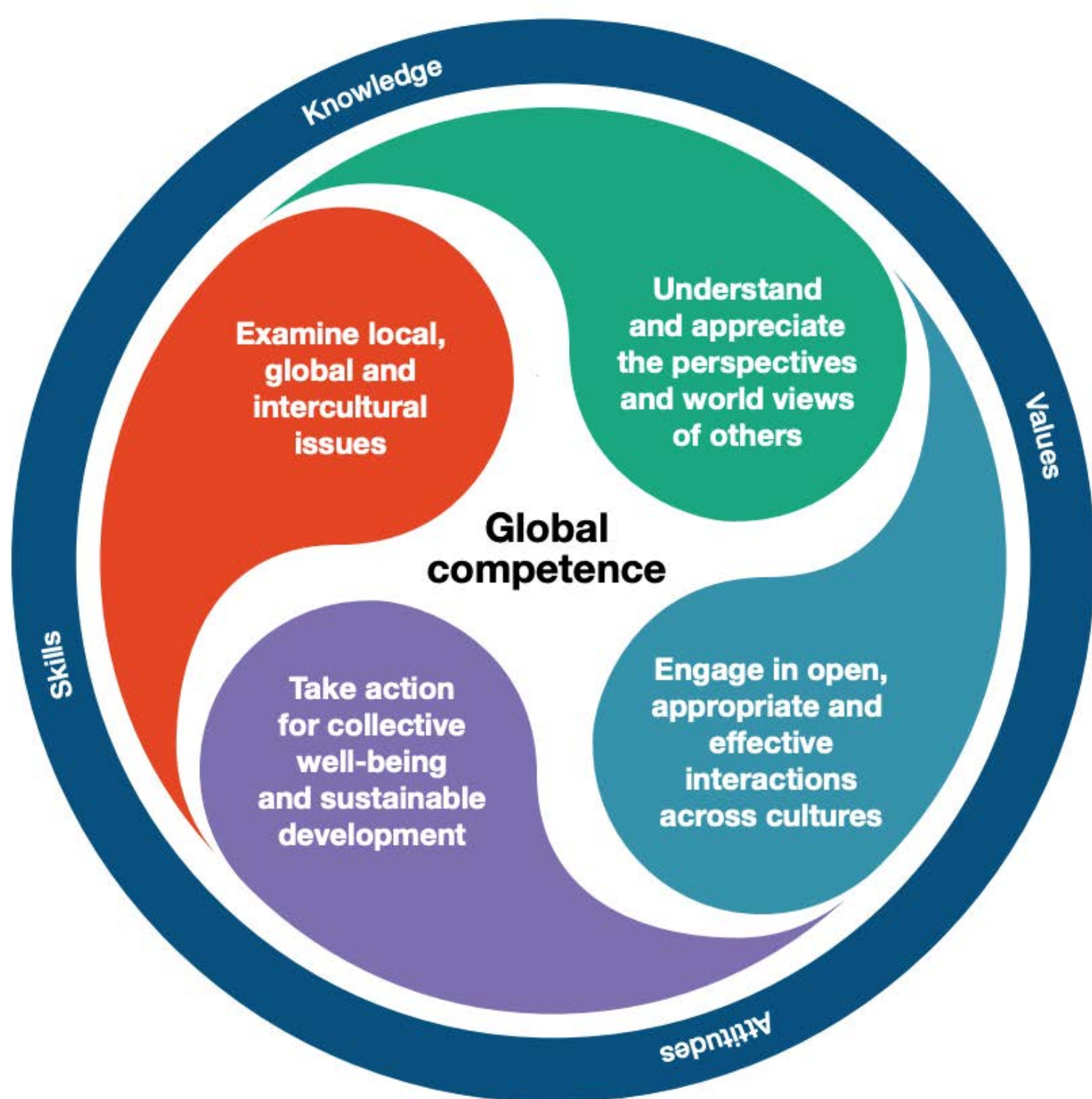
Already, government, business, and cultural institutions are called to solve the world's problems cooperatively. Engaging in these challenges requires high-order knowledge and thinking skill, as well as shared language and cultural understanding. In a globally focused curriculum, students prepare to approach problems from multiple perspectives and to thrive in a global future.

benefits of global competence in education



Source: "Global Competency for an Inclusive World", OECD PISA (2018),
<https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

Global competence is the capacity to examine **local, global and intercultural issues**, to understand and appreciate the **perspectives and world views of others**, to engage in **open, appropriate and effective interactions** with people from different cultures, and to **act for collective well-being** and sustainable development (OECD, 2018, pg. 7).



This definition outlines four target dimensions of global competence that people need to apply successfully in their everyday life:

dimension 1: the capacity to examine issues and situations of local, global and cultural significance

dimension 2: the capacity to understand and appreciate different perspectives and world views

dimension 3: the ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender

dimension 4: the capacity and disposition to take constructive action toward sustainable development and collective well-being

Figure 1: The Dimensions of Global Competence (OECD, 2018, pg. 11)

The Building Blocks of Global Competence (OECD, 2018, pg. 12-20)

Knowledge	Skills	Attitudes	Valuing
about the world and other cultures	to understand the world and to take action	of openness, respect, and global mindedness	human dignity and diversity
<ul style="list-style-type: none">• global issues• intercultural issues• culture and intercultural relations• socio-economic development and interdependence• environmental sustainability• formal and informal institutions	<ul style="list-style-type: none">• reason with information• communicate effectively and respectfully• perspective taking• conflict management and resolution• adaptability	<ul style="list-style-type: none">• openness toward people from other cultural backgrounds• respect• global mindedness	<ul style="list-style-type: none">• valuing human dignity and valuing cultural diversity• human rights

centering the UN sustainable development goals



One World's mission to create a 21st century global community of future-ready, lifelong learners requires common language and objectives in a diverse world. We believe that this commonality can be found in the United Nation's 17 Sustainable Development Goals (SDGs). When we all work towards a common mission, vision, and outcome, we can create a world free from poverty, hunger, and more. The future of our changing world and ever-evolving global community rests in the OUR hands. To learn more about the Sustainable Development Goals, [click here](#).

Throughout the lessons, you will see icons indicating a connection to the SDGs. Use these connections to prompt discussion in your community!



our partnership with the UNFCCC

One issue that is in obvious need of a global solution is climate change. Over the course of the last several years, One World has worked closely with the Secretariat of the United Nations Framework Convention on Climate Change (UNFCCC) to help schools reduce and offset their carbon emissions through a program the UNFCCC calls Climate Neutral Now.



MAKING GROUP AGREEMENTS



Making Group Agreements

This lesson has been adapted from the original One World E-C-E Curriculum, written by Jack Zaccara.

Essential Question: How can we work together to create a safe, inclusive environment for all through group agreements?

Summary: In this lesson, students will create their group agreements for the year based on the principles of creating a physically and emotionally safe environment for all. These group agreements will become the culture of the group. Once agreed upon, they will be posted so that it can be amended, added to, or referenced when needed throughout the year.

standards

CCSS K-5, 6-12_Speaking and Listening

Comprehension and Collaboration | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

K-12 Social Justice Standards

Action | Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

objectives

- Students will brainstorm what they need from each other and the advisor in order to feel safe and supported by the group
- Students will agree on how the group will work together in One World and beyond

materials

- Chart Paper
- Pencil/Paper
- Art Supplied (markers, crayons, etc.)

time

- 50 minutes



Teacher Presented Knowledge (I Do)

5 min

Open the session by taking a “thumbs up, thumbs down, thumbs to the side” poll with the students. Ask the question “Agree or Disagree: It is a teacher’s job to make the rules and a student’s job to follow them”. Allow students to explain why they agreed, disagreed, or were neutral about this statement.

Guided Student Practice (We Do)

10 min

Tell students that you have made a list of 10 rules for the school year. Read the following list to students:

1. All students must treat one another with respect applying the golden rule.
2. All students are expected to help one another learn.
3. All students must turn in all writing on time, with the proper heading.
4. All students should raise their hand to speak and will wait to be called on before speaking.
5. Students are not allowed to question the teacher as to why they received a certain grade on a paper or test.
6. Students are not allowed to talk among themselves in class if the purpose of the discussion is to question the authority of the teacher.
7. Students must bring the teacher ten dollars every day and give the teacher half of any money that they are given or earn.
8. Students must wear the teacher’s favorite color, blue, every Wednesday. If they fail to do so, they will be fined.
9. Students who have brown hair must pay an extra dollar for every item they purchase in the lunchroom as an extra tax for having brown hair.
10. Students will not be a part of the process of making rules and must abide by all rules.

Allow students time to respond/react to the new rules. Prompt them by asking, “Do you agree with these rules? Do you believe they are fair?”--reminding them of the position they just took when asked if they agree or disagree that it is a teacher’s job to make the rules and a student’s job to follow them.

If students have not caught on by now, be sure to tell them that these rules are not the actual rules. Point out that although these will not be their rules, rules like this are made all of the time in our society.

Student Independent Practice (You Do)

20 min

Break students into groups of 3-4. Tell students to come up with a list of agreements that they would like to have for the whole group. Encourage each group to come up with at least 3 agreements.

After about 5 minutes or when groups feel ready, have 2 groups combine to make a group of 6-8. In the larger groups, have each group share the list they came up with. Tell students to put a star next to agreements that each group had the same, and to add any agreements that were different from theirs.

If time permits, allow groups to meet with one additional group and compare their agreements.

Closing

15 min

Bring students back together. Have students share out agreements that they either noticed were the same or really liked from another group. Write down the agreements as students share out.

After students are finished sharing out, read each statement aloud and have students raise their hands in agreement. After you have a finalized list of agreements, publish the list on a poster or by typing them up and printing them out. Finally, have students sign the poster as a final agreement to adhere to the agreements.

Have group members turn and talk to a partner to answer the following question: "How will this agreement make our group stronger?". Have partners share their ideas to the rest of the group. This will allow the facilitator to assess whether or not students fully understand the concept of having group agreements.

Display the poster in the classroom or each time the group meets. At the start of each meeting, read through the agreements and ask students if they would like to add or change any of the group agreements.

Additional Lesson Resources

Facilitator Notes

Making these decisions as a group is far more empowering than having a facilitator set out 'rules' for everyone to follow. Also, people are much more likely to respect and implement an agreement that they have had an input into. When problems or conflicts arise you will be able to refer back to this agreement (e.g. We all agreed at the beginning that it's best if only one person speaks at a time...).

**The facilitator should avoid using the word "rules," as "rules" connote the facilitator/group leader dictating the expectations. For more helpful tips visit <https://www.seedsforchange.org.uk/groupagree>*

If students are struggling to come up with ideas, suggest one of the following:

- We will make One World Program a safe-space for all
- We know that we are connected to every human being
- As One World Youth Program members we can make a difference
- We will strive to be leaders and not followers
- We will create a community of respect in our program and our school (or meeting place)
- We will be allies to each other and to others in our school (or meeting place)
- We will promote happiness
- We will care for the environment and our planet
- We will listen carefully to each other ("one-mic" rule)
- We will use respectful language
- We will encourage each other to share thoughts and ideas
- We know that every life matters and care for and about others in our community and our world
- We know that our individual character counts
- We will act as role models for others

CORE VALUES



Core Values

This lesson has been adapted from the original One World E-C-E Curriculum, written by Jack Zaccara.

Essential Question: What core values do you want to live by? What does this look like in your community?

Summary: In this lesson, students will choose up to 10 core values they believe represent the type of club/community they want to create. They will then create posters which define each core value and illustrate what it may look like in their community.

The Core Values Lesson Plan is a very important part of the One World Program. All One World advisors are asked to conduct this activity with their club. We recommend that it is taught early on in the program year so the students can truly embrace and practice the values they choose as a club.

standards

CCSS K-5, 6-12_Language

Vocabulary Acquisition and Use | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

K-12 Social Justice Standards

Identity | Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

objectives

- Students will identify and define terms that represent character traits and values common across different cultures.
- Students will discuss and agree upon a set of core values for their program/classroom.
- Students will create a poster which illustrates what that core value would look like both in and out of their One World community.

materials

- Chart Paper
- Pencil/Paper
- Art Supplied (markers, crayons, etc.)

time

- 50 minutes



Teacher Presented Knowledge (I Do)

10 min

Have students sit in a circle. Ask students if they have heard the term “core values” before. Have students share what they believe this term means.

Next, share with students that core values are a set of beliefs, character traits, or principles that one chooses to live by. Although there are many core values that are similar across many different cultures, individuals tend to identify with a couple which they choose to live by.

Explain that the group agreements decided upon by the group are actions and behaviors that represent certain values.

Ask: Why it is important for people to have values that they live by?

Share your own core values as a facilitator.

Guided Student Practice (We Do)

15 min

Share this list of core values with the students. Display the values list (either ours or yours) and make sure that everyone understands every term.

Note to adviser: While we have attempted to suggest nearly universal values in our list, we respect the cultural differences of our many locations that might place an emphasis on different values. Choose from this list of suggestions or add your own.

TEACHER CHOICE: If you prefer to limit our list to 10 values prior to discussing with your students, feel free!

Explain that the group is now going to decide upon the values we want to hold up as a group, and for ourselves as well.

One World Core Values

<div>Acceptance</div> <div>Assertiveness</div> <div>Citizenship</div> <div>Commitment</div> <div>Compassion</div> <div>Confidence</div> <div>Conscientiousness</div> <div>Consideration</div> <div>Cooperativeness</div> <div>Courage</div> <div>Courteousness</div> <div>Dependability</div> <div>Determination</div>	<div>Effort</div> <div>Empathy</div> <div>Fairness</div> <div>Generosity</div> <div>Gratitude</div> <div>Helpfulness</div> <div>Honesty</div> <div>Integrity</div> <div>Justice</div> <div>Kindness</div> <div>Knowledge</div> <div>Mindfulness</div> <div>Openness</div>	<div>Perseverance</div> <div>Persistence</div> <div>Resilience</div> <div>Respect</div> <div>Responsibility</div> <div>Self-respect</div> <div>Sensitivity</div> <div>Service</div> <div>Sharing</div> <div>Sincerity</div> <div>Thoughtfulness</div> <div>Trustworthiness</div>
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Break into small groups and have each group work to reach consensus on their top three values. Reconvene the larger group and have each group report out.

Identify common values for use by the group. If not enough values are common, have the large group negotiate and vote. The program should make some concrete agreement to abide by the values chosen, both individually and as a group.

Student Independent Practice (You Do)

20 min

Split students into pairs or small groups. Give each grouping one of the agreed upon core values. Have them write the word, the definition (either self-created or from the dictionary), and either draw or write an example of what this core value looks like in action.

Perseverance
to keep going with something
even when it is difficult

I persevere when I am learning
something new and know that
struggling is part of learning.



Closing

10 min

When students are finished with the posters, display them around the room. Have students walk around the room and write example sentences in a notebook of how these core values show up in their personal lives.

- Ex) I am (core value)/I show (core value) when I (describe situation).
- Ex) I show compassion when I listen to a friend who is having a difficult time.

Display the core values posters near the group agreement poster and refer to them at the beginning of each session.

RANDOM ACTS OF KINDNESS



Random Acts of Kindness

This lesson has been adapted from the original One World E-C-E Curriculum, written by Jack Zaccara.

Essential Question: How can we acknowledge and uplift others for their “random acts of kindness”?

Summary: In this lesson, students will first identify different random acts of kindness they have either witnessed or have done themselves. Then, students will identify members of their community who have been “caught” in a random act of kindness and write a short note to that community member. Finally, students will establish a jar or place where they can acknowledge people for their random acts of kindness throughout the year.

standards

CCSS K-5, 6-12_Writing

Production and Distribution of Writing | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

K-12 Social Justice Standards

Diversity | Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

objectives

- Students will compile a list of examples of “random acts of kindness”.
- Students will conduct a “random act of kindness” by writing a note to, drawing a picture for, or verbally recognizing members of their community for their acts of kindness.
- Students will create a place where they can continue to recognize community member’s random acts of kindness through the year.

materials

- Markers/art supplies
- Chart paper
- Teacher or student created Random Acts of Kindness template (if desired)
- Pencils
- Photographs of school community members “caught” doing something kind (optional)

time

- 45 minutes



Teacher Presented Knowledge (I Do)

10 min

- Gather students on the carpet and ask them if they have ever heard of the term “Random Acts of Kindness.” Have students brainstorm what they believe a random act of kindness is and record student responses on chart paper. Lead a discussion on the meaning of random acts of kindness and give examples of them.
- Examples of “Random Acts of Kindness” include but are not limited to:
 - Smiling
 - Holding the door
 - Giving an honest compliment
 - Thanking someone who you appreciate
 - Being a good listener
 - Offering your help to someone
 - Ask the person who is serving you how their day is going
 - Treating someone to coffee, tea, or sharing a snack
 - Let someone go past you in line
 - Sending a letter to a friend out of the blue

Guided Student Practice (We Do)

10 min

- Tell students that one of their One World Club school projects will be to “catch” people in our school community doing something kind for someone else. Model acknowledging a Random Acts of Kindness by writing a note to, drawing a picture for, or verbally thanking a member of the community for their random act of kindness
 - Example: I am going to use this post-it note to write a thank you message to our secretary. Every morning, they smile at me and say good morning, and it always makes me feel happy even when I’m having a tough morning. I am going to leave this post-it on their computer so they see it later!

Student Independent Practice (You Do)

20 min

- Students work in small groups to think of a student, teacher, staff member, parent or administrator who they saw doing a random act of kindness in the school. Students can write a note, draw a picture for, or decide how to verbally thank this person.
- Allow time for students to create their note/drawing. If they finish early, they can:
 - either create another random act of kindness card
 - begin to create drawings and/or decorations for the "Get Caught" board (see conclusion)
 - create a kindness collage with pictures and words from magazines that represent kindness to display throughout the school to encourage people to be kind everyday.
- Students present their random acts of kindness. This may mean having students walk around the building to deliver their messages.

Closing

5 min

Find a place in the school to post these celebrations of random acts of kindness to inspire others to "get caught." Remind One World Club members to be on the lookout for random acts of kindness happening in the school building daily and to continue to celebrate them by posting their good deed on the school-wide display board.

WE ARE ONE WORLD



We Are One World

This lesson has been adapted from the original One World E-C-E Curriculum, written by Jack Zaccara.

Essential Question: How do you fit within a global community? What is your role and responsibility to others?

Summary: In this lesson, students will read the poem titled "Night Passing" and discuss what it means to be "one world". Then, they will create a visual representation of themselves as global citizens of the world. Finally, they will create a classroom mural using their visual representations of self.

standards

CCSS K-5, 6-12_Reading

Key Ideas and Details | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

K-12 Social Justice Standards

Action | Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

objectives

- Students will begin to identify their role and identity in a broader global community.
- Students will name and locate the seven continents.
- Students will create a visual representation of themselves as global citizens of the world.

materials

- Poem "Night Passing"
- Map of the world
- White construction paper
- Large poster board or butcher paper
- Markers, crayons or colored pencils

time

- 55 minutes



Read the poem "Night Passing". Use poem to begin class discussion on the geography of our world. Ask students to name the seven continents and locate them on a map of the world. Locate and name the continent we live on and discuss continents the students' families originated from or places they have traveled to.

Night Passing

Morning in America
Pass the night to Asian children
When Asian children wake up
Pass the night to European children
When European children wake up
Pass the night to African children.

Children pass the night
because they have
dreams of the future.
They can change the world.
The night passing
is like a race
that never stops
till the end of time.

—Yukiko Yamguchi, Fifth Grade

Guided Student Practice (We Do)

15 min

Read the poem a second time. Conduct a group discussion using the following questions as conversation starters:

- How does the poem make you feel?
- Who are your neighbors?
- What are some similarities and differences that we have with children in the other continents across the world?
- Where do you think your responsibilities to your neighbors begin and end?
- How has the Internet, TV and video games made the world smaller?
- The poem says that in the future children can change the world. Do you think that's true?
- If you had the opportunity to change the world what change(s) would you make?

Student Independent Practice (You Do)

20 min

Create a large painting of the world. Have students trace out their hands, cut them out, and decorate them in a way that best represents who they are. Students can include words or illustrations of their families, their cultures, their interests or anything else that best represents them.

Closing

10 min

Gather students back to your whole group meeting space. Have students share their hand with the whole group. Glue hands around the painting of the world like a wreath. Display the world on a bulletin board in your One World meeting space.

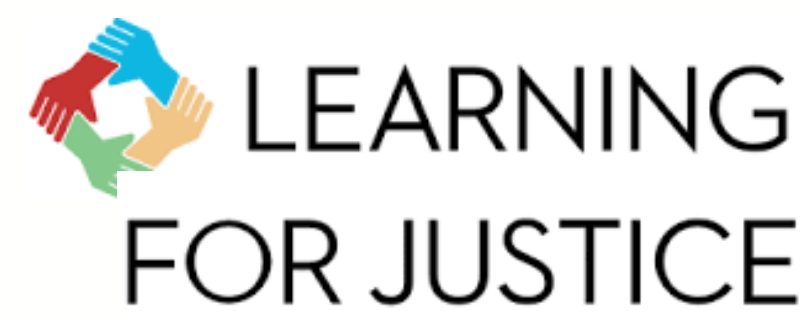
additional resources



[PDF](#)



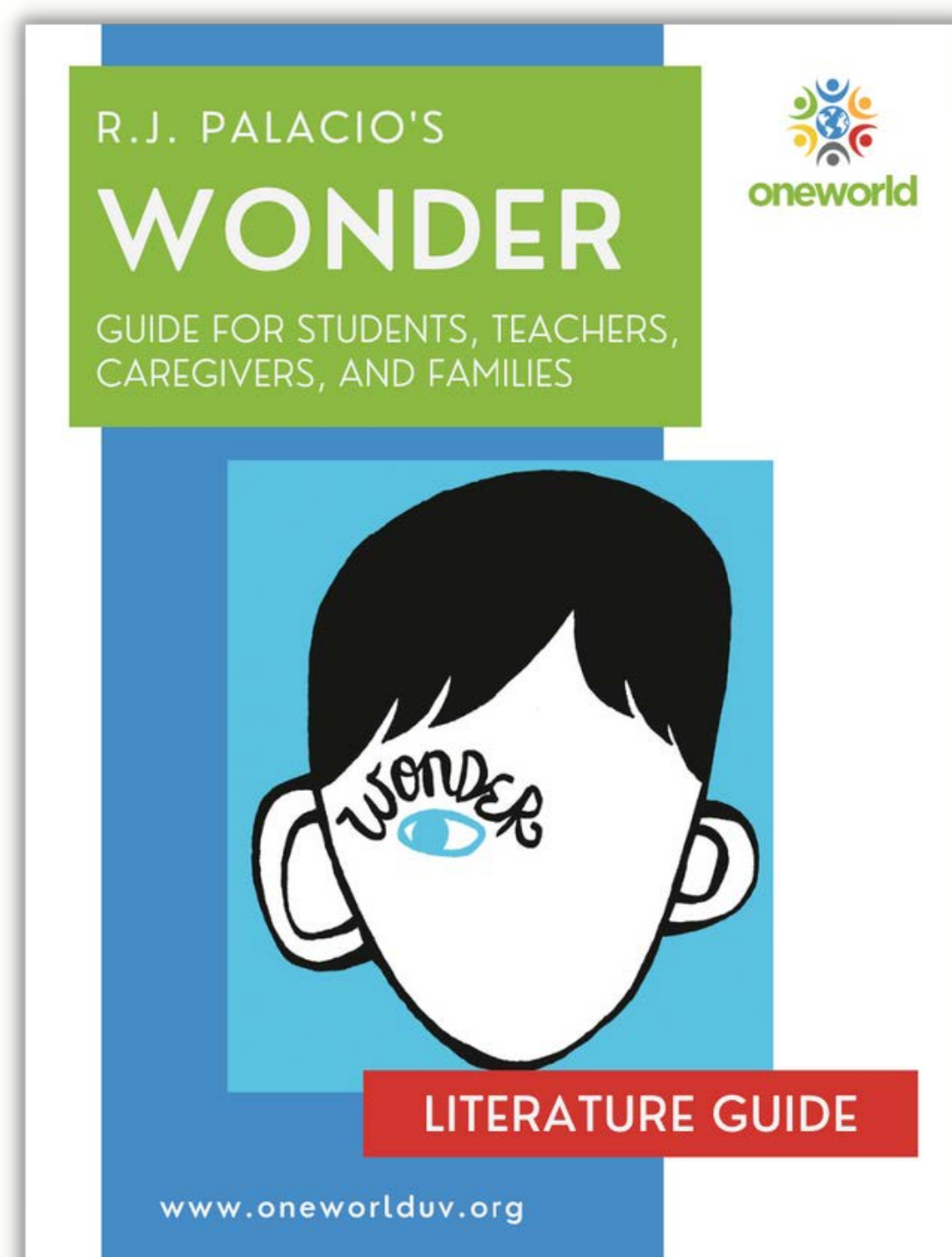
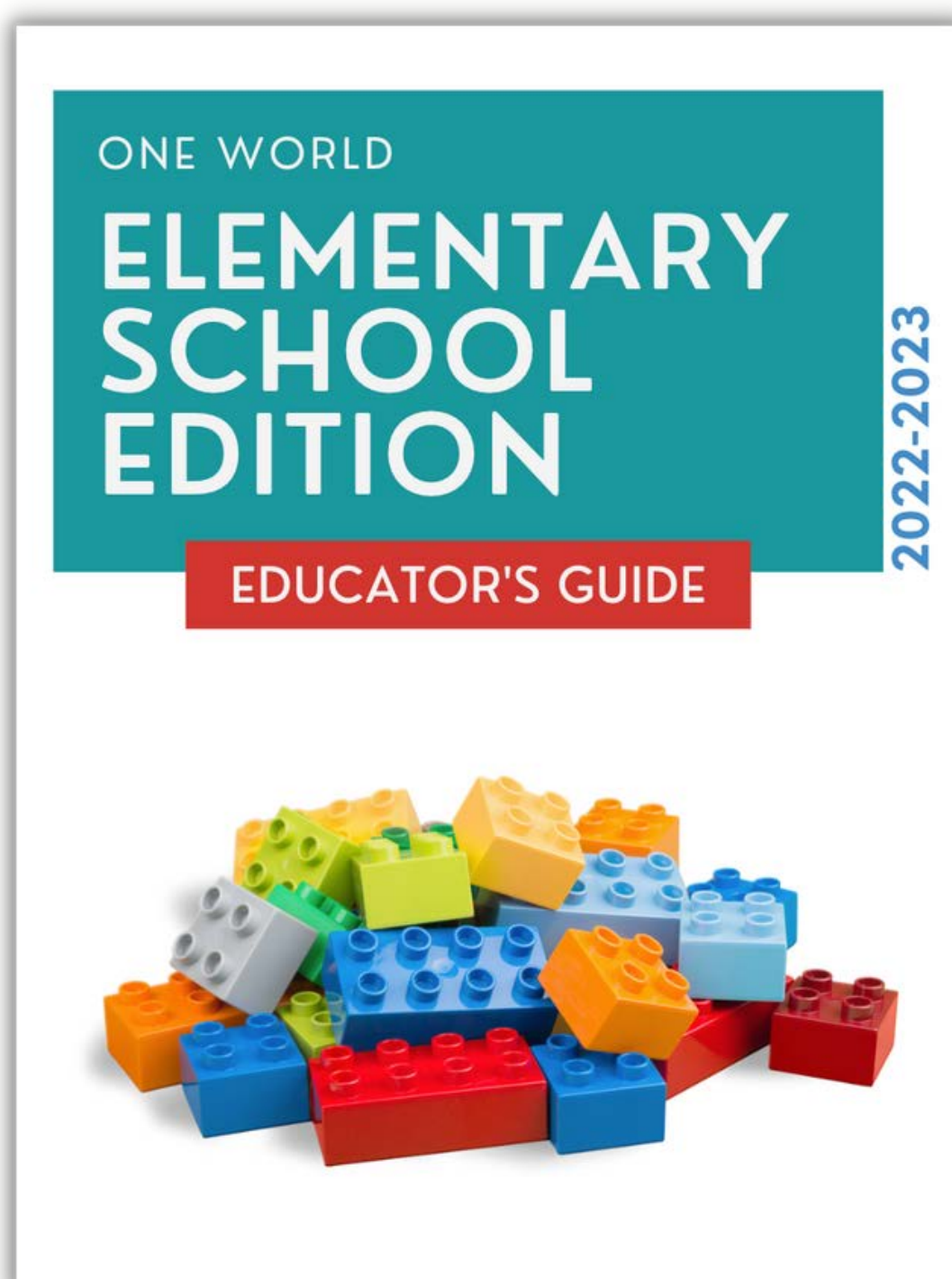
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**Check out our
other resources!**

www.oneworlduv.org



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core pillars



One World is an international non-profit educational enrichment program that prepares youth for the complex challenges and opportunities of the 21st Century by helping them become leaders of character, knowledgeable of the world around them and capable of changing it for the better.



To that end, One World:

- **Develops curriculum** for three character-based, future-ready competencies: Global Competence, Financial Education, and Technology Awareness.
- **Trains and supports** educators & parents and as they incorporate One World curriculum into their classrooms & form One World Clubs.
- **Helps schools connect** their students and teachers with One World's unique 21st-century global learning community.
- **Delivers courses** directly to educators, parents and students in global classrooms centered on developing future-ready 21st-century skills.
- **Facilitates global forums & webinars** of learning and practice for educators, students, and parents.

contact us!

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www.oneworlduv.org