DESIGNING AN ETHICAL GLOBAL SERVICE-LEARNING PROGRAM

Considering Community First

LESSON PLAN

ReThink ORPHANAGES

Safe Space Activity: Community Contract

GOAL:

Create a community of learners willing to speak freely and listen respectfully.

METHOD:

Be willing to participate in the activity by taking risks, listening to others, and learn.

Presenter maintains non-judgmental presence in order to facilitate engagement.

MATERIALS:

Newsprint/whiteboards, Markers, Tape

ACTIVITY:

1. Ask a willing participant to lay down on a sheet of newsprint.
2. Create an outline of the individual. Participant then moves off of newsprint.
3. Identify the interior of the "Body" as the safe space.
4. Within the body, encourage participants to write out words, drawings, or short phrases including actions, emotions, and settings that they identify with a safe space. Outside the body, write things that they don't want in your safe space. Question prompts:
    a. Inside: What does a safe space look/feel/sound like to you?
    b. Outside: What makes a space unsafe for you, physically, socially, emotionally or otherwise?
5. Tack/Tap the safe space body up on the wall.

RECAP/REGROUP:

5 minutes of identifying ideas and encouraging productive conversation. This is a good time to review or create group norms about creating and holding a safe space together.

CRITICAL REFLECTION QUESTIONS:

1. When you wrote down X, what did that mean to you?
2. What are the common aspects of Safe Space that we see?
3. How did it make you feel to write down the ways a space might feel/be unsafe?
4. What ground rules/agreements are we going to make to create a Safe Space here?

History Activity: Dominant Narrative Gallery Walk: Voluntourism

GOAL:

Participants will, in a safe space, identify and think critically about the dominant narratives around voluntourism. Participants might recognize how their values, culture, and identity are influenced by dominant narratives.

DEFINITION:

"A dominant narrative is an explanation or story that is told in service of the dominant social group's interests and ideologies."

Source: https://sites.lsa.umich.edu/inclusiveteaching/2017/08/24/dominant-narratives/)

METHOD:

Discussion. Facilitator needs to promote a safe space among students so they may participate in a non-judgmental and open way. Pursue depth of critique as the group opens to the process and progresses through the images. If necessary, share a personal story of engaging a dominant narrative.

MATERIALS:

Tape, pictures

Pictures that portray the dominant narrative of international volunteering, international tourism, ecotourism, orphanages/residential care locations (picture ideas provided).

Picture 1: Child portrayed with a clear need for food, sanitation, clothing

Picture 2: Happy from non-Western country in uniform, receiving lunch or instruction by Western volunteer

Picture 3: Western volunteer holding child or surrounded by many children at a residential care facility

Picture 4: Tourist on eco walk, interacting with local animals under guidance of local tour guide

(Pics provided at end of document)

ACTIVITY:

Make sure to establish a safe space before engaging in this activity. See Safe Space Activity above as a sample.

Facilitator will post 3-5 images at various places around the room (on walls or on desks). Plan on sufficient space for groups to congregate and discuss questions.

1. **Comment**: Break students into groups (number of groups should match number of images). Instruct students to examine image at their first station and write a word or short phrase that comes to mind when they see the image. They can do this in silence, or they can talk as a group about the words they want to put down. They should post their observations on sticky notes and stick them to the images. Or a 8.5"x11" paper can be hung aside the image where students can write. If students are "stuck" the following questions might be helpful. These could be posted for all to read.
    1. How does this image make you feel?
    2. Whose perspective is shown? Whose perspective isn't shown?

3. Who took the picture? Why?

2. **Rotate:** After a short period of time, approximately three to five minutes but the exact time will depend upon the class, say "rotate." The group then rotates, clockwise, to the next station. The rotation continues until everyone has visited each station. When students visit their second - fifth station they should review what previous groups have written and add new content or responses to the original comments.

3. **Report Out:** Ask for a volunteer to share out highlights from each station. This stage of the Gallery Walk is a great chance for involving the entire class in discussion and to address misconceptions. Continued discussion questions include:

    1. What or whose dominant social group's interests or ideologies where depicted in each image?
    2. How do these narratives benefit the dominant social group/ ideology?
    3. How do these narratives harm the non-dominant social group/ ideology?
    4. What were the emotional responses we had to these images? What triggered these emotions in ourselves?
    5. What is the United Statesian dominant narrative around tourism and volunteering?
    6. How do we participate and/or reinforce this narrative? In what ways is our participation beneficial or harmful?

RECAP/REGROUP:

After discussing this dominant narrative, participants will reflect on the information they have learned about the dominant narrative of helping/volunteering. They will write a brief reflection on/or further questions about practice of voluntourism. If participants are stuck they may consider the impacts of such tourism on the community in the short and long term.

Inspiring Purpose: Backpack Activity

GOAL:

Participants will examine their identity and the values revealed by their selections for their backpack. Participants will in a safe space, share their experiences.

METHOD:

The focus of the Unpacking your Backpack Activity is recognizing who and what we are, rather than changing who and what we are.

MATERIALS:

Pen and Paper

ACTIVITY:

Facilitator will pose the question: If you were to travel to a place where peoples' culture and social practices are very different than your own, what items from your home might you back to bring with you to share about your own culture, ethnicity, family, or other identity? Participants will have a few minutes to respond and jot down or draw the things they would place in their backpack. This exercise could be modified so that actual objects are brought from home.

Students can then share their items with a partner while they consider the query:

1. In what ways do your items speak (or not speak) to your social status?
2. How do the items in your backpack show your history?
3. How do the items in your backpack show your privileges or lack of privileges?
4. Did any items reveal power - power over, power with, or power within?

RECAP/REGROUP:

As a whole group, participants will be invited to share an item or two from their backpack.

1. How did this experience make you feel? Both the selection of items and the reflecting and sharing about them?
2. What about your identities, privileges, opportunities, and expectations do your choices reveal?
3. What commonalities did we observe across our packed items?
4. What are the intangible identities that you bring with you when traveling?

Global Citizenship: Agree/Disagree Activity

GOAL:

Participants will learn that all have different beliefs and values.

METHOD:

This activity is designed to reveal beliefs and values, allow students to present rationales for why they agree or disagree.

MATERIALS:

List of Questions (copies for participants or projected on screen), optional - Poster Boards "Agree", "Disagree", and "Unsure".

Depending on participants, you may make it a continuum from Agree to Disagree.

ACTIVITY:

1. **Prepare the Room:** Label the room into three sections "Agree," "Unsure," and "Disagree."
2. **Introduce Statements:** Read one of the statements aloud and ask students to move to the section of the room that best represents their opinion. Once students are in their places, ask for volunteers to justify their position. When doing so, they should refer to evidence from history, especially from material they learned in this unit, as well as other relevant information from their own experiences. Encourage students to switch sections if someone presents an idea that causes a change of mind. After a representative from each category has defended his or her position, you can allow students to question each other's evidence and ideas. Before beginning the discussion, remind students about norms for having a respectful, open discussion of ideas.

QUESTIONS:

1. The needs of the larger society are more important than the needs of the individual.
2. Volunteering without a specific skill set is more harmful than helpful.
3. Taking selfies while volunteering indicates a person is only in it for themselves.
4. Volunteering to help the "poor" is beneficial
5. Orphanages help children in need
6. Children able to live in a family setting have better outcomes
7. Growing up in an orphanage is harmful to children
8. Taking action to help is always better than standing by

Watch the film ***The Love You Give***: https://www.youtube.com/watch?v=wUUjPvnWFgM

RECAP/REGROUP:

Participants will have a few minutes to consider their responses to the questions and the information gained from the film. Discuss how the activity and the information shared in the film changed or reinforced their original opinion. Some of their views may have been strengthened by the addition of new evidence and arguments, while others may have changed altogether. It is quite possible that some students will be more confused or uncertain about their views after the activity. While uncertainty can feel uncomfortable, it is an important part of the understanding process and represents an authentic wrestling with moral questions that have no clear right or wrong answers.

To clarify ideas shared during the discussion, you can chart the main "for" and "against" arguments on the board as a whole-class activity.

1. How did this activity change or reinforce your original opinions?
2. What of your views have become less certain?
3. What are the main "for" and "against" arguments that stuck with you?
4. What questions do you have about the issues highlighted in this activity?

Take 5 minutes to write down...
I used to think..., but now I think/want to know more about.... (statements) Using these statements develop a list of research/ interest questions.

☐ Pivoting Mindset: Story of My Name

GOAL:

Participants will learn about each other in an appropriate group atmosphere building mutual understanding and greater depth of relationship. Activity encourages a safe space for sharing.

METHOD:

Practice a method of listening that holds the space for someone to share. Receive information fully, restrain from interjecting or identifying with own experience. In return, practice sharing with someone holding space for you. Facilitator may share the story of their name as a productive example with a partner.

MATERIALS:

timer, bell

ACTIVITY:

Partner pairs explain the meaning/origin story/family significance of their first, middle, last, nickname, and/or former names. Guidelines for sharing:

- ☐ Each person has two minutes to share (facilitator to set timer)
- ☐ When it's your turn to listen, you give the whole two minutes to the sharer.
- ☐ Don't interrupt
- ☐ Don't ask questions
- ☐ Just communicate that you are listening with your body language (while giving instructions, ask participants to list examples of appropriate body language for communicating listening)

Prompts for sharing about the story of your name, could be projected or printed out:

- ☐ What is the history of your name
- ☐ Does your name reflect social identities (gender, ethnicity, etc.)
- ☐ What have people presumed about you based on name?
- ☐ Have you ever been discriminated because of your name?
- ☐ Have you even been privileged because of your name?
- ☐ Have you ever changed your name? Or plan to?

Ring a bell when it is time to switch. Tell partners to thank one another for sharing.

RECAP/REGROUP:

With the group, share your observations. Instruct students that if they want to share anything from their partner's story, to first ask their partner's permission. Questions for whole group reflection include:

- ☐ How was the experience of sharing?
- ☐ How was the experience of listening?
- ☐ Where did you see examples of power over, power with or power within?
- ☐ Where did you see examples of global connections or global citizenship (shared fate, social responsibility)?
- ☐ Where did you see examples of relationships?

Acknowledgements

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