

## 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.

## Purpose

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

## Differentiated Instruction

- ▶ Students can create their own signs to 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.

Instructional Methods	Materials	Estimated Time
<ul style="list-style-type: none"><li>• Brainstorming</li><li>• Class discussion</li><li>• Worksheets</li><li>• Interactive</li></ul> 	<ul style="list-style-type: none"><li>• Paper</li><li>• Markers</li><li>• Tape</li></ul> 	<ul style="list-style-type: none"><li>• 45 minutes</li></ul> 

1. Identify or create a space in the classroom where students will be able to move freely (it may be necessary to move desks). Use markers and paper to 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 brainstorming process, ask the following questions. Students can note their answers on their worksheets.
  - 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?
  - 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.)
  - What issues do you think the general public isn’t very aware of?
  - What issues really stand out to 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 card 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 interest 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.

**Example:**

Issue	Passionate	Interested	Curious	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:
  - What do you know about the issue?
  - Why is it important?
  - Who does the issue affect the most?
  - What are the short- and long-term effects on people, communities or the world if this issue isn’t addressed?
  - How can we make a difference?
  - 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 to them the most.
10. Use your findings to start thinking about which global issue you’d like to take action on. Each group can work independently on the issue that they’re passionate about, or you can start a conversation about choosing one issue that they can work on together.



# Issue Compass

	Issue 1:	Issue 2:	Issue 3:	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?				