

## **Teaching Global Education to Middle School Students**

### **SUMMARY:**

. Our Curriculum, *World Affairs in Foreign Films for Middle School*, offers teachers and students the opportunity to experience foreign cultures through the power of film.

. The overall mission of our pedagogy is to use film as a catapult to better understand international events and diversity of people around the world.

. Students are visual learners and feel comfortable in front of the screen.

Seeing is believing, and a film can transport viewers to a foreign country and culture as it is today.

. We highlight that the visual text, film, is narrative and parallels literature so students can “read” the film, ask questions, research and investigate diverse arguments, analyze and synthesize a problem, come to conclusions, and then share and communicate ideas.

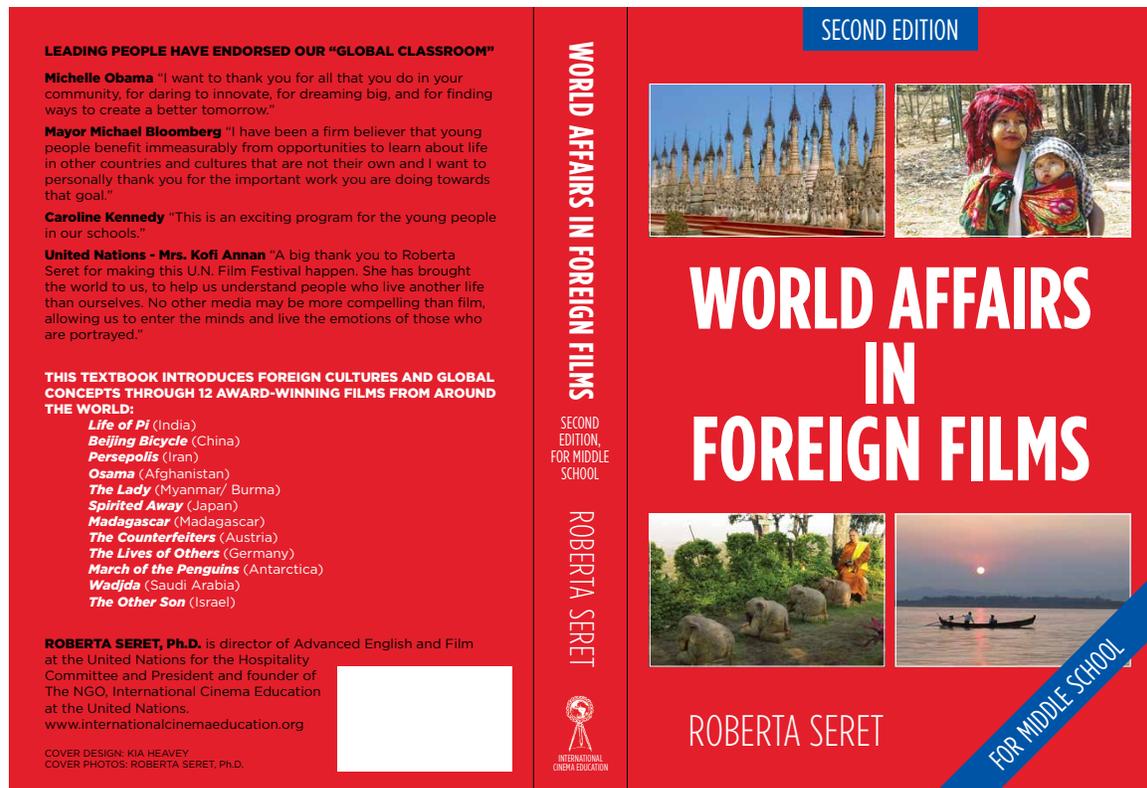
. Film increases retention and memory, especially when it is linked to written literature, as our textbook, *World Affairs in Foreign Films for Middle School*.

. Students in Middle School are ready to be introduced to Global themes. They have time in their curriculum for this content, and they are of the age to make educated links to the real world.

### **THE SPECIFIC GOALS ARE:**

1. *Global Education*: Prepares students to become global citizens and understand what that means by using film that reflects current events.
2. *General culture*: Offers content about different religions, philosophies, customs, laws, governments, art, literature, music, foreign languages, etc.
3. *How to think and learn*: Gives stepping-stones to the process of learning through fact collecting processes that encourages cogent reasoning skills and serves as a model for future learning.
4. *Promotes Diversity*: Foreign film has the ability to show diversity in a subtle way on the screen: the diversity of protagonists, societies and ideas.

## **TEXTBOOK: World Affairs in Foreign Films for Middle School**



**D.O.E. VENDOR NUMBER** for Books and curriculum for *World Affairs in Foreign Films for Middle School*, International Cinema Education, **# INT 735587**; 10/5/11

AMAZON LINK TO ORDER BOOK

[http://www.amazon.com/World-Affairs-Foreign-Films-2nd/dp/0692656219/ref=sr\\_1\\_3?ie=UTF8&qid=1463407984&sr=8-3&keywords=world+affairs+in+foreign+films](http://www.amazon.com/World-Affairs-Foreign-Films-2nd/dp/0692656219/ref=sr_1_3?ie=UTF8&qid=1463407984&sr=8-3&keywords=world+affairs+in+foreign+films)

### **CURRICULUM:**

#### **PART ONE:**

**WRITTEN:** *World Affairs in Foreign Films for Middle School*, Textbook

. Endorsed by Department of Education.

- . Satisfies and aligns to Social Studies Scope and Sequence Units for 6<sup>th</sup> grade and 8<sup>th</sup> grade
- . Activities are available to link and connect to Common Core Curriculum (CCC) for English Language Arts, 6<sup>th</sup>-8<sup>th</sup> grades
- . Multi-disciplinary, inter-related format that offers content through nine academic perspective and lenses: World History, Geography, Economics, Civics, Citizenship and Government, World Literature, Creative Writing/ Critical Thinking, Media Studies, Music or Art, and Technology.
- . Each film and film chapter includes activities for groups, research, homework, community outreach, and bibliography of corresponding books.
- . Lists of primary and secondary source material related to each film

## **PART TWO:**

### **DIGITAL: FILMeds©**

- . There are 12 FILMeds © that correspond to the 12 films in the textbook, using a multi-disciplinary format of geography, world history, human rights, edited version of the film, overview of geo-political region, and questions for further discussion.
- . With 5 Ford Foundation grants, and accessibility to briefing rooms at the United Nations through the NGO (International Cinema education), we have created and implemented FILMeds ©.
- . This is a new digital approach of using film clips and images to analyze an award-winning film that can be seen on the screen/ computer to teach students about international events.
- . Students can access the FILMeds© on their own - at home, in the classroom, in the library - and hone their technology skills.
- . The digital concept of FILMeds© has never been created or used before.

## **PART THREE:**

### **CLASS VISIT TO THE UNITED NATIONS:**

- . Our organization is an NGO at the United Nations (2005-present).

. We are the only organizations that offers Screenings of FILMeds©, and/or entire films, with Briefing about the film's host country and geo-political region. Duration of visit: 1-2/12 hours, depending on choice of program.

. Tour of the United Nations for class is available at a separate and additional price. This is reserved through the United Nations Tour Desk: [www.visit.un.org](http://www.visit.un.org).

### **PRICE:**

. Textbook, *World Affairs in Foreign Films for Middle School*, can be ordered through Amazon; with the D.O.E. vendor's license; or with a 20% discount; or by contacting the author directly – [rseret@aol.com](mailto:rseret@aol.com).

. FILMeds© are posted on org's website and Vimeo site:

[www.internationalcinemaeducation.org](http://www.internationalcinemaeducation.org) and can be accessed at \$150 per FILMed© . For multiple FILMeds© the cost is \$100 per FILMed©.

Please contact – [rseret@aol.com](mailto:rseret@aol.com).

. Class visit to the United Nations for screening of FILMeds© or Film with briefing is \$10. 00 per person, max capacity is 35 persons per session.

50% discount is available if class orders set of books for all students in the class.

. Tour of U.N. is additional. Please check U.N. website for pricing-

[www.visit.un.org](http://www.visit.un.org). We can assist in linking tour reservation to time of Screening and Briefing.

### **CONTACT:**

Roberta Seret, Ph.D., President & Founder, International Cinema Education, NGO, United Nations/ Department of Public Information at [rseret@aol.com](mailto:rseret@aol.com).

### **COMING SOON !!**

### **PROFESSIONAL DEVELOPMENT WORKSHOP AT THE UNITED NATIONS FOR TEACHERS OF 6<sup>th</sup> GRADE**

DATE: November 8, 2016 (ELECTION DAY)

WHEN: MORNING SESSION, 10:30 a.m. to 1:00

LOCATION: UNITED NATIONS

FREE. PLEASE REGISTER BEFORE OCTOBER 15, 2016. (Max 35 participants)

CONTACT ROBERTA SERET – rseret@aol.com

### **SAMPLE PROGRAMS: PLEASE SEE SLIDE SHOW:**

#### **Praise from Students who have participated:**

. “Part of the reason why I enjoy these movies, is because they are real. I learned that it is possible to change the world with a single voice and it inspires me to join in the effort to fight global problems. This program has helped me grow as a student and individual.”

. “We got to travel to places we would never ordinarily go to. The idea of learning through film is the best part of the class. You’re learning without realizing it. I had a lot of fun.”

. “Taking this class is absolutely an eye opening experience. I felt that these movies helped me understand better than any teacher or person, what life is like in different countries. I started to understand issues that would otherwise go unnoticed.”

. “I feel, at times, in school I’m never really challenged how I should be, but this program does it for me. It was a year full of challenges, new experiences and lessons that made us aware about the truth of what is happening around the world.”

. “For the first time, my mind opened to foreign cultures and stimulated me to learn like I never did before. I got to express my opinions freely. I will remember

this class forever.”

. “All these films revolve around thematic struggles that strengthen the universal resilience of the human spirit. After viewing all these films and participating in activities, I better understand this.”

. “I have become more informed in foreign affairs so I can listen to the opposing sides and remain neutral and unbiased. What I take away is a lesson on humanity. If we do not care for each other, then we cannot care for ourselves and will never grow to become better people.”

. “Before taking this course, I was ignorant of the things going on around the world. I’ve learned more about global issues as well as historical events that have happened. I was able to see the events through the protagonists’ eyes.”

. “Throughout the year it has grown into a class that I really enjoy and love to come to. All these films revolve around thematic struggles that strengthen the universal resilience of the human spirit.”

. “This program has been a gift to us.”

### **From Their Teachers:**

. “My students’ thoughts and ideas enlighten the class and encourage thought-provoking discussion – the kind of discussion a teacher quietly observes and marvels at, while the students reason, reflect, and astonish you with their depth and curiosity. We want to build life-learners, and by teaching kids how to observe their surroundings, how to interpret and analyze images, we can foster awareness on so many levels. I am seeing such great results in my students and I am truly grateful to be a part of this program.”

. “My students were moved and I believe forever changed because of these films. One of the most remarkable aspects of this program is that my students are learning so much, not only through the films, but also through their peers.”

. “Our student population is submersed in visual imagery. Why not help students to see - see the people around them, see the world around them, see themselves?”