

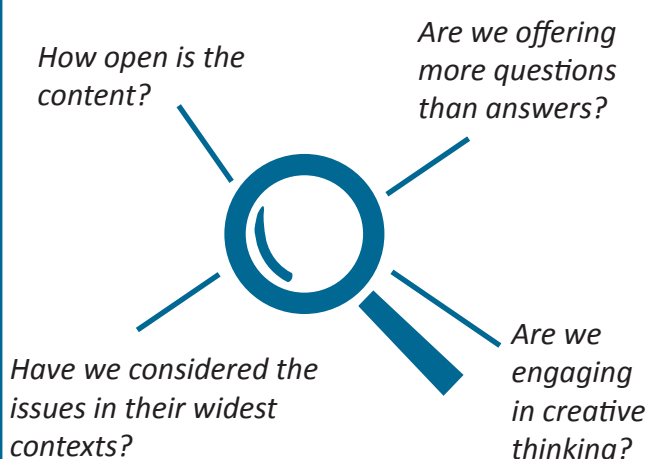
The global learning lenses: a planning framework

We offer four 'global learning lenses' to support teachers' planning and young peoples' understanding of the issues.

The lenses provide "scaffolding" to help convert the four walls of the classroom into different aspects of the world. With the lenses, we are trying to sharpen our focus, the way we look at things. This includes how we look at what we teach. For example, they can offer a starting point for looking again at existing schemes of work.

We have included symbols for each lens throughout the text of this resource, to point readers towards activities and ideas that connect with them. We have found them to be flexible but rigorous. UK teachers, for example, have found that they map well onto familiar enquiry frameworks, and that the order in which we use each lens can vary depending on the issue we are looking at and the approach we are taking.

You could physically create a set of lenses for the class, as prompts for learning ... or put headings on a dice suggesting some '3D' perspectives to consider.

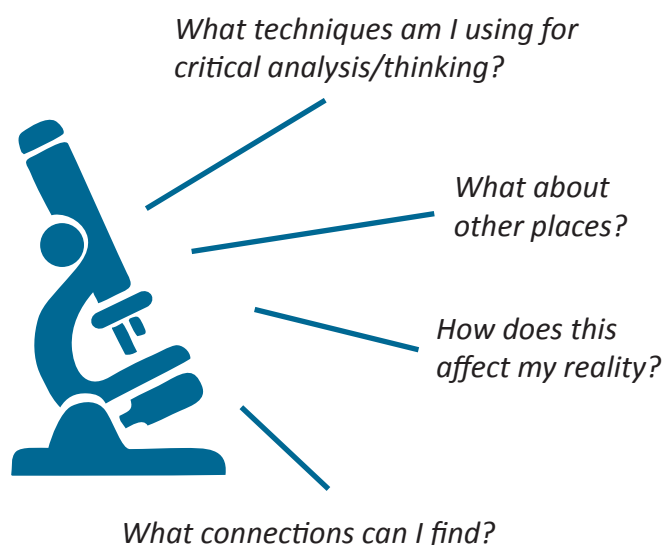


The magnifying glass ...

... opens things up and helps show us the contexts for issues, including the things that we can't see. This includes everything that, when we look closely at it, makes up the learning experience: methodologies, human relations, organisation, space, forms of communication, choices, evaluation tools. These things impact on our unconscious mind. As teachers, they help tell us whether our teaching ideas have passion and coherence

The microscope ...

...is for looking critically at the issues. In particular, it helps us see what is hidden, either because it is complex or because it has been placed out of sight. It helps us discover what is behind the reality beyond appearances. It helps us see how things are interdependent. Any curriculum content will imply unspoken ways of understanding reality, particular consequences, questions and connections. When we put these under the microscope, they come into plain sight.



The 3D glasses ...

... represent different ways of looking at the world we live in. This is about diversity, different perspectives and visions, the ways that culture and values impact on what we learn. The 3D glasses can address a great deal of curriculum content. When we forget these perspectives, we end up looking at a world without weight, a world that is flat and two-dimensional. As teachers, this means generating inclusive spaces that take into account a range of cognitive and emotional dimensions.

Are we making good use of networking [local and global]?

Are we engaging in dialogue, active listening and conflict resolution?

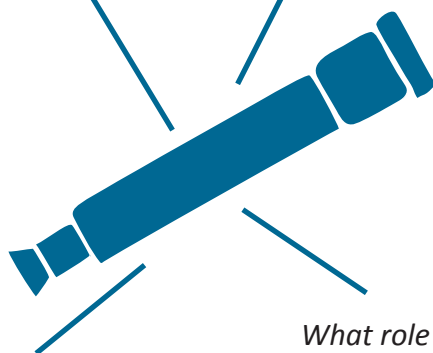


What are the implications in caring for people and society?

Are we learning both cognitively and emotionally?

How can I change unfair realities? And get involved in what feels just?

Am I developing my imagination for social transformation?



How is my learning connected with social justice, happiness and love?

What role does the community play in this? In my neighbourhood or city? Internationally?

The telescope ...

... invites us to look further, towards active citizenship and utopian thinking. With it, we can wonder how to consciously engage with reality, despite our limitations. Working with it from the outset, we discover that our engagement with the world can be at a different level. We can become the co-authors of a world of social justice, happiness and love.