

Responding to a growing demand for global curriculum, **Link TV, an independent television channel dedicated to presenting diverse international perspectives**, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. The initiative brings Link TV's international media and perspectives to American schools, encouraging student engagement and promoting global citizenship. All media is delivered **free of charge**, [online](#) or via DVD, and accompanied by standards-based, participatory learning guides.



[Explore](#) is a philanthropic multimedia project funded by the [Annenberg Foundation](#) that showcases extraordinary nonprofit efforts and leaders around the world

INDIA: LAND OF MAGIC

LESSON ONE*: “Kiran Centre”

Highlight: Educating village children with different abilities to be future leaders.

LESSON TWO*: “Fighting for India’s Wildlife”*

Highlight: Struggling to save wildlife unique to India.

LESSON THREE: “The Language of Dance”

Highlight: Understanding Indian dance as a communication tool.

*** INCLUDES EXPLORE COMMUNITY ACTION/EXTENSION PROJECT**

THIS CURRICULUM UNIT IS A PARTNERSHIP OF THE ANNENBERG FOUNDATION, LINK TV AND MIND POWER COLLECTIVE



LESSON ONE: KIRAN CENTRE

LEARNING GOAL:

How do educational opportunities for children with different abilities create future leaders? How can I be a leader?

GRADE: 7-8 SUBJECT: Social Studies, Civic Studies

TIME REQUIRED: 2 class periods over 1 week

MATERIALS: Online access to media (www.explore.org or www.linktv.org/teachers) or GLOWE Curriculum DVD, TV/DVD Player, butcher paper, copy paper, markers, found objects (if sculpture idea is used), student notebooks, pencils

THINK AND WONDER: KIRAN CENTRE

1. THINK, WRITE NOW PROMPT [5 minutes] Students 'free write' on **ONE** of the following

- * What do you think life would be like if you were “differently abled”, also known as disabled?
- * How might facing the challenges of being differently abled better prepare a person for leadership?

2. MEDIA EXPERIENCE [12 minutes] Students watch “Kiran Centre” piece

Ask your students to document at least 3 instances where they hear and see things that are related to leadership or special abilities.

3. WONDER WALL [20 minutes] Create a “Wonder Wall” about ability and leadership.

Prior to class starting, create an area of the classroom where students can place their ‘wonderings’ about ability and leadership side by side. This should be a wall space approximately 5 feet by 5 feet. If possible, cover this area with butcher paper so students have a blank canvas. Pass out two sheets of blank white copy paper to each student. Ask students to use one sheet for each of the following questions:

Tell us about a struggle you’ve had to overcome, and how it has made you stronger. How could you lead others who are going through the same challenge now?

Tell us about a leader who felt the need to help struggling people in their community. How do you think you can be a leader in your community?

Ask the students to place their sheets on the wall, and read responses aloud (this can be done in a round-robin format, with each student reading another student’s response, or the teacher can read them if time is at a premium). Keep the wall up, or put it back up, for the next session in this lesson.

THINK, PUZZLE AND EXPLORE: KIRAN CENTRE**1. THINK, WRITE NOW PROMPT** [5 minutes] Students 'free write' on **ONE** of the following

- * Who is a leader that you admire? Why do you think he/she is a leader? What does this leader have in common with the people you saw in the “Kiran Center” film?
- * Have you ever taken a leadership role in your community, or in your family? How and why did you do so? What methods of leadership in the “Kiran Center” film could you use to become a better leader?

2. PUZZLE IT OUT PROMPT [15 minutes] Students create a fictional leader for their school.

Break the class into groups of 4-5 students. Ask each group to create a fictional portrait of a leader for their school. *They should utilize the Wonder Wall from the previous class to help them with this portrait and to remind them of ideas they had in the previous session.*

Provide students with materials to draw a portrait of a leader. While the leader is created, each group should have the following elements thought out and documented as labels:

- 1) A name, and reason they chose that name for their leader.
- 2) Special ability, or what makes their leader unique.
- 3) At least one personality trait of each individual in the group.
- 4) Why this leader would be important for their school

3. EXPLORE PROMPT [20 minutes] *Students do a gallery walk and debrief process.*

Once all the sculptures or drawings are completed, have the class walk around the classroom with their notebooks. Students should take notes on ideas they really like and understand well, or ideas that make them confused. Spend about 10 minutes on the gallery walk.

Regroup the students into your classroom structure for discussion.

Ask your students to debrief the process. This could be either student or teacher led. Examples of debrief questions include:

“Whose leader stood out to you the most, other than your own? Why?”

“What did you see that was similar in the leaders you created? What was different?”

“How can you be a leader just like the one you created? What are some things in our school that you can take leadership in right now?”