

Jewish Federation of Greater Naples  
Collier Educator Grant “Stand Up for Justice” Award Application

**Applicant’s name:** Naomi Rothring  
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**Number of years teaching:** 12  
**Grade or subject taught:** Cambridge Advanced International Certificate of Education (AICE) English General Paper Advanced Subsidiary (AS) Level for grades nine (9) and ten (10)  
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**Principal’s name:** Darren Burkett  
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**Precipitating Events:**

With the ever-present use of social media, students often encounter cyberbullying, negativity, and feelings of inadequacy. These struggles can bleed into the learning environment. Additionally, many students focus on their own local culture and fail to examine others’ experiences. Thus, my goal is to foster a classroom culture where global perspectives are examined, a diversity of views are nurtured, and a respect for others is stressed.

**Lessons or Activities:**

- **Small group discussions and paired rotations**

In small groups, students discuss critical thinking questions on global issues, such as robotic surgery, artificial intelligence, surveillance, schools that shun technology, nations in crisis, child labor, and electronic waste. Students examine multiple viewpoints. No particular viewpoint is correct; instead, the analysis of reasons and evidence in support of the argument is essential. With no expected correct answer from the instructor, students are free to communicate their true opinions and to learn from those with differing views. Thus, the teacher acts as a facilitator and as a resource provider as opposed to an instructor. Since students tend to congregate with peers of similar backgrounds and beliefs, a random yet structured paired rotation is implemented where students spend several minutes discussing the topics with those whom they do not usually associate. Their reflections indicate ideas learned from their peers, thoughts they had not considered previously, and ways this new information shaped their point of view.

- **Debates**

The class debates on these controversial global issues are calm and professional; students provide a rational examination of evidence-based research where antagonistic remarks and hostility are avoided. Students ensure all classmates participate, and students wait to speak again until others have opportunities to share their insights. These debates exemplify understanding, maturity, sophistication, and awareness – an inspiring showcase of this generation’s knowledge and capabilities.

- **Illustration connection posters**

In teams, students create a poster to illustrate a specific example for each global issue. Students choose an example of their interest and focus on a particular issue not addressed during class. These hands-on activities focus on creativity, imagination, and student choice. By evaluating each author’s claim, reasons, and evidence, students seamlessly connect their choice to other world events through comparison and contrast, thereby exemplifying skills in synthesis, application, and evaluation. This higher-level analysis promotes sophistication, maturity of thought, and respect. Thus, students develop an understanding of and appreciation for others’ differences.

- **Writing and peer-editing**

Not only do students develop their oral presentation skills, but they also enhance their written communication skills – two areas essential for future success. In this course, students must write discursive essays where they examine multiple perspectives prior to reaching a judgment. This type of analysis encourages a balanced evaluation of material where students show a global awareness. Moreover, students engage in peer-editing to focus on their peers’ strengths and areas of growth. Students thrive in an atmosphere of positivity and encouragement.

### **Importance of Respect:**

With a teacher’s focus on consistency, clarity of expectations, efficiency, and kindness, the students feel comfortable in sharing their thoughts. This welcoming environment nurtures an awareness of and respect for a variety of perspectives on global issues. The Cambridge program’s aim for this course is to promote maturity of thought and clarity of expression as students explore social, cultural, economic, environmental, political, philosophical, scientific, and technological issues. Students learn to understand others’ opinions, to contemplate ideas they did not consider initially, and to reflect on ways these perspectives shape their own viewpoint. By prompting self-reflection and focusing on the skills of rational thought and evaluation, students demonstrate a genuine respect for others.

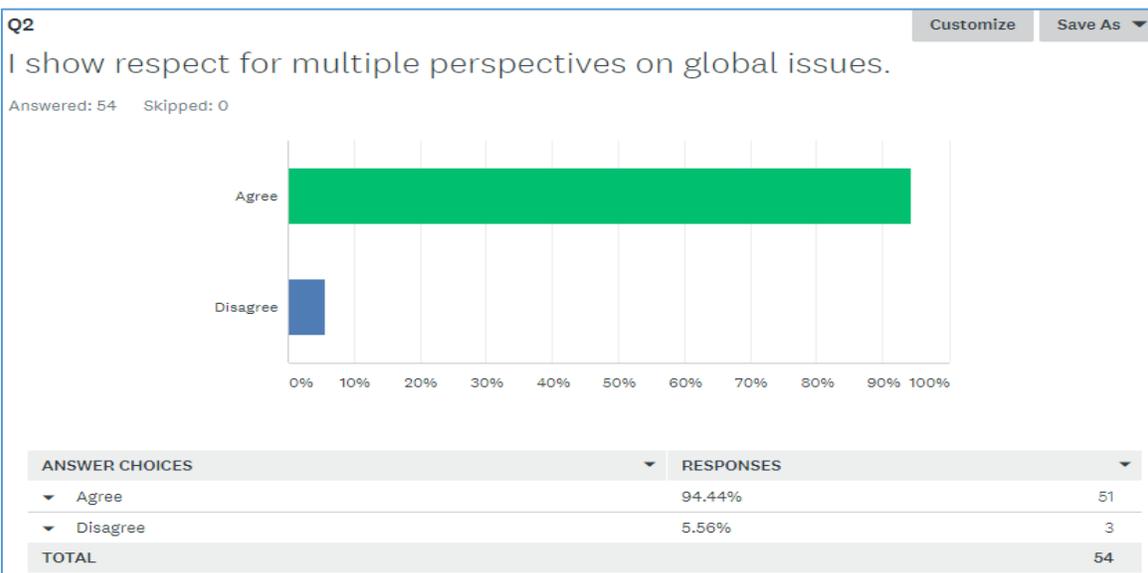
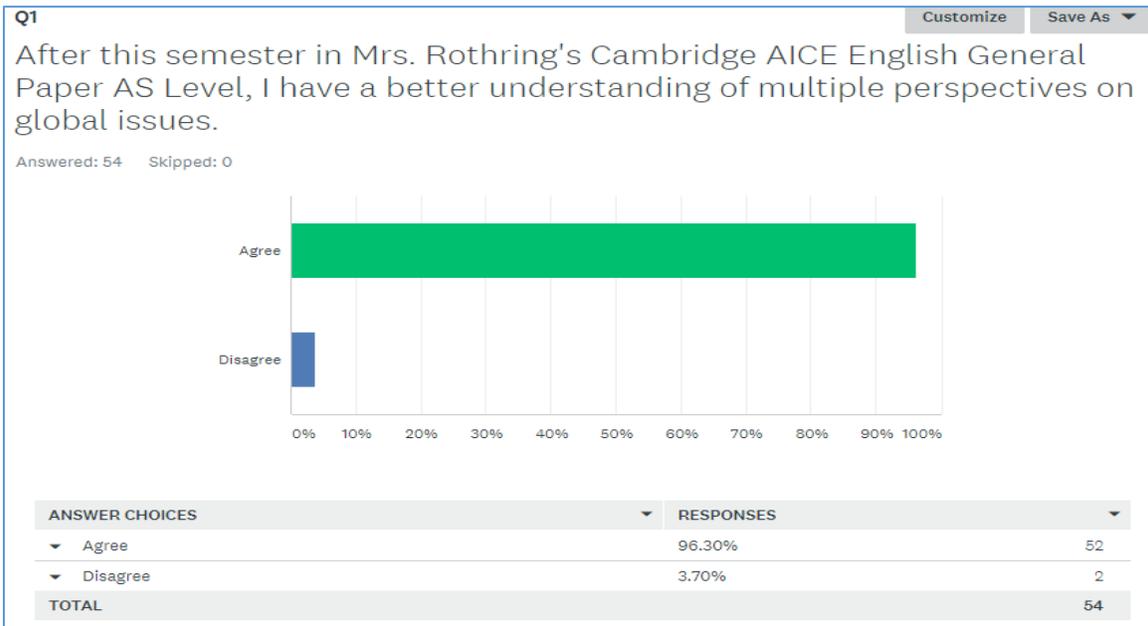
### **Standing Up for Justice:**

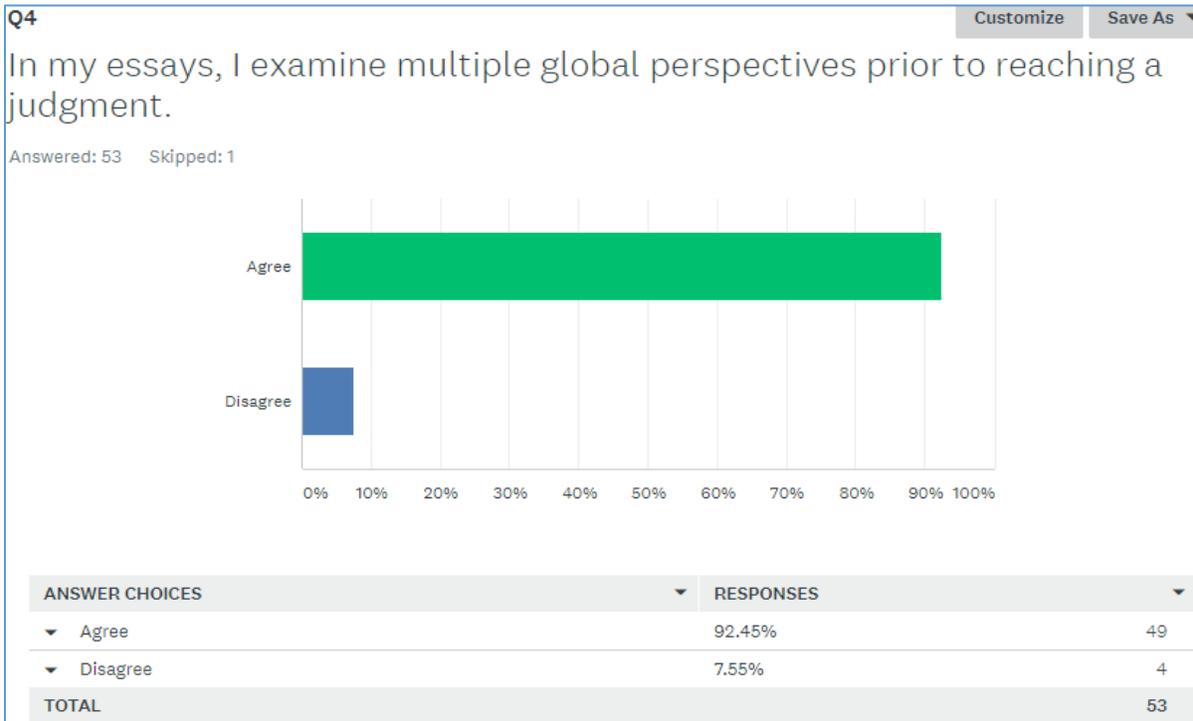
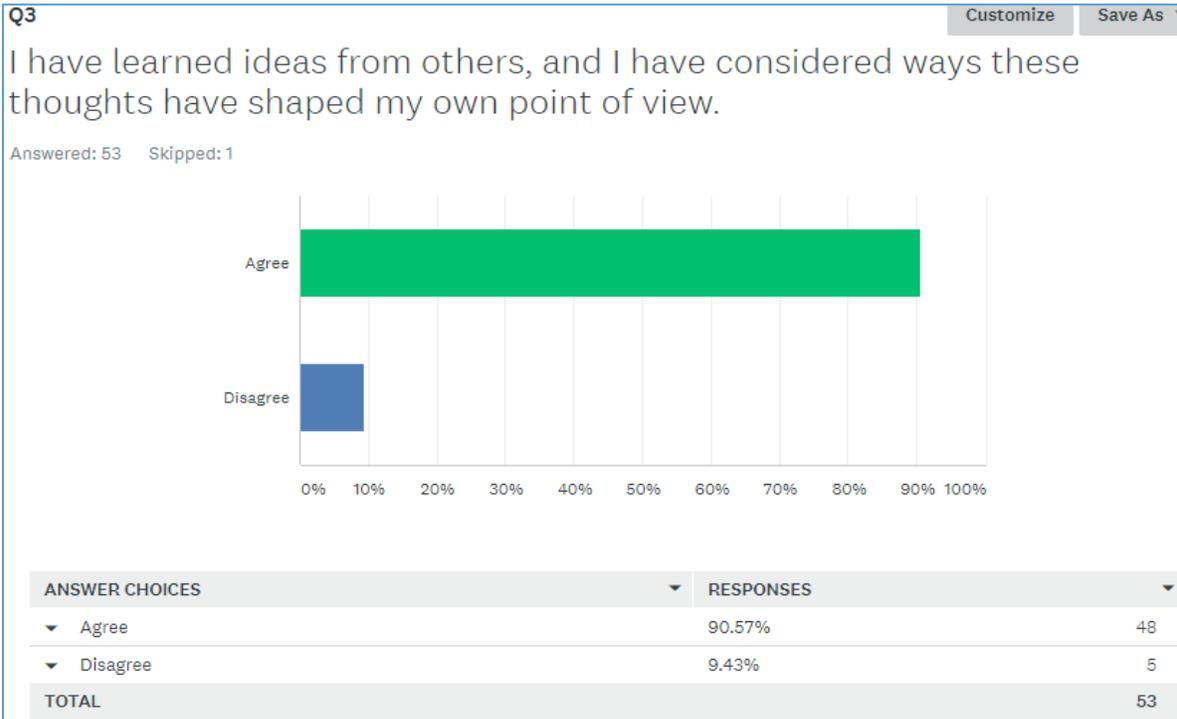
Students show personal growth as they encounter different controversial global issues. In their written and oral communication, students exemplify a more mature understanding of the world. They reassure their classmates with positivity and with swift denunciation of any disrespectful

comments. Students are encouraged to incorporate their own knowledge and research of global topics of interest, thereby resulting in increased student engagement and student achievement. By focusing on students’ choice in an atmosphere of respect, students enjoy attending class. Thus, students are equipped with the critical thinking skills needed to stand up for justice not only in the classroom but in their journeys through life.

**Evidence of Effectiveness:**

- **Student survey responses**



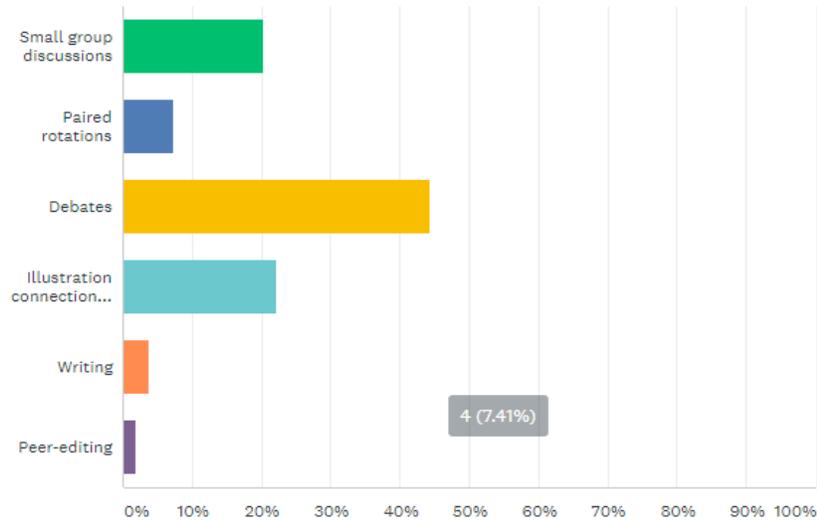


Q5

Customize Save As

### My favorite activity is

Answered: 54 Skipped: 0



ANSWER CHOICES	RESPONSES
Small group discussions	20.37% 11
Paired rotations	7.41% 4
Debates	44.44% 24
Illustration connection posters	22.22% 12
Writing	3.70% 2
Peer-editing	1.85% 1
<b>TOTAL</b>	<b>54</b>

**Q6**

## I enjoy this activity because

Answered: 54 Skipped: 0

**RESPONSES (54)** WORD CLOUD TAGS (0)

Apply to Selected ▼ Filter by tag ▼

Showing 54 responses

12/21/2018 11:27 AM

it is good to be close to a small group of people and talki in depth about a topic  
12/21/2018 11:27 AM

It is fun and lets us work together while learning  
12/21/2018 11:27 AM

It's easier to get ideas across and easier to communicate when speaking on a point  
12/21/2018 11:26 AM

I like vocalizing my voice and hearing and comparing other ideas with my fellow classmate  
12/21/2018 11:26 AM

We understand the both sides more  
12/21/2018 11:00 AM

We get to argue and tell our ideas of the topic.  
12/21/2018 10:56 AM

i love art  
12/21/2018 10:56 AM

It's helps me understand what others think  
12/21/2018 10:55 AM

It is a live argument that you give your reasons and evidence to counter the other side. It gives you a better understanding of the other sides thoughts and beliefs.

12/21/2018 10:54 AM [View respondent's answers](#) [Add tags ▼](#)

It allows people to speak their true thoughts and allows a more intact discussion and evaluation

12/21/2018 10:54 AM

[View](#)

I like to argue with people on topics im educated on

12/21/2018 10:53 AM

[View](#)

It's great to see what people think and how people mold ideas into what they think is correct

12/21/2018 10:53 AM

[View](#)

I get to color and talk with my parter about the subject

12/21/2018 10:53 AM

[View](#)

It is fun to learn about other opinions

12/21/2018 10:52 AM

i like seeing people's views and it's easier to explain yourself when you can talk

12/21/2018 10:52 AM

I like to argue some times and prove my point

12/21/2018 10:52 AM

I can be creative

12/21/2018 10:51 AM

- Illustration connection posters

