



Relationship between global and local



10-14



9 x 50-60 min.



board/flip chart; copies of exercises;



This module gives teachers and pupils tools to reflect about the relationship between global and local.



[Cosmopolitan issues](#) [Social Studies/Civic Education](#) [Dialogue](#) [Diversity](#) [Philosophy](#) [Social Learning](#) [History](#)



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Introduction

Background information and didactical perspective

Philosophy for Children (P4C) is an approach that was developed by Professor Matthew Lipman, who was influenced by educational psychologists and philosophers such as Vygotsky, Piaget and Dewey as well as by the tradition of Socratic dialogue. P4C builds on higher order thinking (critical, creative and caring thinking), inquiring, reasoning, listening and dialogical skills.

Children are encouraged to create their own philosophical questions. The facilitator supports children in their own thinking, reasoning and inquiring, as well as in building on each other's ideas in a dialogue. In P4C the facilitator fosters student-led discussions on philosophical questions. The role of the facilitator is crucial to ensuring quality dialogue and progress, as well as integration within the curriculum.

It is well documented that P4C has an impact on children's cognitive, personal, social and emotional development. P4C encourages children as well as young adults to think for themselves and develop dialogical skills.

Learning outcomes

Competencies

- Critical thinking, creative thinking, reflective skills, inquiry, dialogical

Topics / National curriculum

Globalization; relationships between causes and effects; relationships between the parts and the whole

Lesson plan

Abbreviations:

A = Activity

D = Discussion

GW = Group work

IW = Individual work

HW = Homework

PW = Partnerwork

PTS = Previous Teacher's Study

PO = Pupils opinions

PP = Pupil's presentations

TP = Teacher's presentation

Lesson No 1 : Relationships between the part and the whole

Phase	Content	Media, Material
Introduction (5 min.) PTS TP	<p>Previous activity</p> <ul style="list-style-type: none">The teacher studies previously M2 (the Leading Idea “Relationships between the part and the whole”) in order to have a guide to stimulate reflection in the students during the discussion raised by the exercise. <p>Preparation</p> <ul style="list-style-type: none">Prepare a circle of chairsPrepare a flip chartHand out a copy of each exercise to each student <p>Execution</p> <ul style="list-style-type: none">The teacher hands out a copy of the exercise M3 to each pupil and introduces the subject asking students to think about the questions contained in M3. While the pupils are engaged in the work phase, the teacher writes the questions contained in M3 on the flip chart in order to stimulate the following discussion.	<p>M2 Leading Idea “Relation between parts and whole”</p> <p>M3 Exercise “Relations between the parts and the whole”</p>
Work phase (10 min.) PO	<ul style="list-style-type: none">The students think individually about the questions and think also for giving reasons for each of them.	
Discussion (40 min.) D	<ul style="list-style-type: none">The teacher stimulates the discussion among students about the questions contained in M3 remembering that they do not need to answer all of them. The questions should create philosophical dialogue and the teacher should always ask for the reasoning behind students’ answers (not allowing “yes” or “no” answers) to facilitate critical thinking about the relations between the parts and the whole.	

Lesson No 2 : Global/local. Butterfly effects

Phase	Content	Media, Material
Introduction (10 min.) PTS TP	<p>Previous activity</p> <ul style="list-style-type: none">The Teacher studies previously M1 (the Leading Idea “Global/Local. Butterfly effect”). <p>Preparation</p> <ul style="list-style-type: none">Prepare a circle of chairsHand out a copy of each exercise to each student <p>Execution</p> <ul style="list-style-type: none">The teacher hands out a copy of the activity exercise M4 to each pupil asking them to read the introduction of the exercise. The teacher asks students to imagine possible consequences to the situations suggested by M4.	<p>M1 Leading Idea “Global/Local. Butterfly effect”</p> <p>M4 Exercise “What would happen if...?”</p>
Work phase (15 min.) PO	<ul style="list-style-type: none">Students work individually writing their own answers for each question.	
Discussion (35 min.) D	<ul style="list-style-type: none">After pupils have shared their answers, the teacher invites them to reflect on similarity and differences contained in their answers. The teacher may also ask them to reflect on general behaviours.	

Lesson No 3 : Correlation, causes, reasons

Phase	Content	Media, Material
Introduction (5 min.) PTS TP	Previous activity <ul style="list-style-type: none">The teacher studies M5 (the Leading idea “Correlation, causes, reasons”). Preparation <ul style="list-style-type: none">Prepare a circle of chairsHand out a copy of each exercise to each student Execution <ul style="list-style-type: none">The teacher divides the students into small groups. Then, the teacher asks students to analyse the sentences contained in the exercise M6 and decide which part of the sentence describes the cause, which part describes the effect, or if the sentence does not express a cause effect relation.	M5 Leading Idea “Correlation, causes, reasons” M6 Exercise “Causes and effects”
Work phase (20 min.) PO	<ul style="list-style-type: none">Each group discuss their opinion and writes on a sheet their findings.	
Discussion (30 min.) D	<ul style="list-style-type: none">The groups share each other their own analysis. After pupils have shared their answers, the teacher invites them to reflect on the relation between causes and effects. Ten minutes before the end of the activity, the teacher can ask the pupils: Have you ever reflected on which are the effects of our actions?	

Lesson No 4 : Causes and reasons

Phase	Content	Media, Material
Introduction (5 min.) PTS TP	Previous activity <ul style="list-style-type: none">The teacher studies M5 (the Leading Idea “Correlation, causes, reasons”). Preparation <ul style="list-style-type: none">Prepare a circle of chairsHand out a copy of each exercise to each student Execution <ul style="list-style-type: none">The teacher hands out a copy of the exercise M7 to each pupil asking them to read the introduction of the exercise.	M5 Leading Idea “Correlation, causes, reasons” M7 Exercise “Causes and reasons”
Work phase (10 min.) PO	<ul style="list-style-type: none">Students work individually, to tick the correct box and then to explain their answer.	
Discussion (40 min.) D	<ul style="list-style-type: none">The teacher invites students to share with classmates their own explanations of the word “understanding” and to see which of the sentences, contained in the exercise (M7), introduce the moral dimension, and which refer only to the explanation.	

Lesson No 5 : Individual and community: teams

Phase	Content	Media, Material
Introduction (10 min.) PTS TP	Previous activity <ul style="list-style-type: none">The teacher studies M8 (the Leading idea “Individual and community: teams”). Preparation <ul style="list-style-type: none">Prepare a circle of chairsPrepare a flip chartHand out a copy of each exercise to each student Execution <ul style="list-style-type: none">The teacher divides the class in small groups and hands out a copy of the activity “What is a good time team?” (M9) to each pupil group asking them to read the introduction of the exercise.	M8 Leading Idea “Individual and community: teams” M9 Exercise/Activity “What is a good team?”
Work phase (20 min.) PO	<ul style="list-style-type: none">Every group discusses to think about what must be done to turn a team which plays badly into a team which plays well and about should be changed.	
Discussion (30 min.) D	<ul style="list-style-type: none">The teacher invites the groups to share each other their findings. Then, the teacher writes on the flip chart the following question: “What conditions or qualities must a team have in order to be a good team?” At this point the teacher invites the students to reflect and discuss on the question giving good reasons for their opinions.	
Homework HW	<ul style="list-style-type: none">Every student at home will reflect about their own team experiences in order to identify which factors positively or negatively influenced their group experiences. The result of their reflections may be the starting point for a subsequent discussion in the classroom.	

Lesson No 6 : How do you build a good team?

Phase	Content	Media, Material
Introduction (10 min.) PTS TP	<p>Previous activity</p> <ul style="list-style-type: none">The teacher studies previously M8 (the Leading Idea “Individual and community: teams”). <p>Preparation</p> <ul style="list-style-type: none">Prepare a circle of chairsPrepare a flip chart <p>Execution</p> <ul style="list-style-type: none">The teacher hands out a copy of activity writes the questions contained in M10 to each pupil, then. S/he introduces the subject asking students to read the questions written on the flip chart contained in the text in order to stimulate the discussion.	<p>M8 Leading Idea “Individual and community: teams”</p> <p>M10 Exercise “How do you build a good team?”</p>
Discussion (45 min.) D	<ul style="list-style-type: none">The teacher stimulates the discussion among pupils about the questions contained in M10 inviting them to discuss with classmates the issues that they think are more relevant. Students do not need to answer all of them. The questions should create a philosophical dialogue and the teacher should always ask for the reasoning behind students’ answers (not allowing “yes” or “no” answers) to facilitate a critical thinking about how to build a good team.	

Lesson No 7 : Globalization and fair trade. Global-local action and consequences

Phase	Content	Media, Material
Introduction (10 min.) PTS TP	<p>Previous activity</p> <ul style="list-style-type: none">Teacher studies previously M11 (the Leading Idea “Globalization and fair trade. Global-local action and consequences”) to have a guide to stimulate reflection in the students during the discussion raised by the exercise. <p>Preparation</p> <ul style="list-style-type: none">Prepare a circle of chairsPrepare a flip chart <p>Execution</p> <ul style="list-style-type: none">The teacher writes the questions contained in M12 on the flip chart. S/he introduces the subject asking students to read the questions written on the flip chart in order to stimulate the discussion.	<p>M11 Leading Idea “Globalization and fair trade. Global-local action and consequences”</p> <p>M12 Exercise “Global-local. Local action, global consequences”</p>
Discussion (45 min.) D	<ul style="list-style-type: none">The teacher stimulates the discussion among pupils about the questions contained in M12 inviting them to discuss with classmates the issues that they think are more relevant. Students do not need to answer all of them. The questions should create a philosophical dialogue and the teacher should always ask for the reasoning behind students’ answers (not allowing “yes” or “no” answers) to facilitate a critical thinking about local actions and global consequences.	

Lesson No 8 : Local and global

Phase	Content	Media, Material
Introduction (5 min.) PTS TP	<p>Previous activity</p> <ul style="list-style-type: none">The teacher studies previously M11 (the Leading Idea “Globalization and fair trade. Global-local action and consequences”) to have a guide to stimulate reflection in the students during the discussion raised by the exercise. <p>Preparation</p> <ul style="list-style-type: none">Prepare a circle of chairsHand out a copy of each exercise to each student <p>Execution</p> <ul style="list-style-type: none">The teacher hands out a copy of M13 to each pupil and introduces the subject asking them to read the introduction of the exercise.	<p>M11 Leading Idea “Globalization and fair trade. Global-local action and consequences”</p> <p>M13 Exercise “Local and global”</p>
Work phase (10 min.) PO	<ul style="list-style-type: none">The students work into groups discussing on the topics and making notes about them.	
Discussion (40 min.) D	<ul style="list-style-type: none">The students mutually share their own conclusions. What is interesting during the discussion is establishing the possible meanings of global and local and comparing them as they do the exercise.	
Homework HW	<ul style="list-style-type: none">The students are asked to look for the possible meanings of global and local by talking with their parents and relatives.	

Lesson No 9 : Zooming in and zooming out (global-local)

Phase	Content	Media, Material
Introduction (5 min.) PTS TP	<p>Previous activity</p> <ul style="list-style-type: none">The teacher studies previously M11 (the Leading Idea “Globalization and fair trade. Global-local action and consequences”) in order to have a guide to stimulate reflection in the students during the discussion raised by the exercise. Then the teacher studies the introduction of the M14. <p>Preparation</p> <ul style="list-style-type: none">Prepare a circle of chairsPrepare blank sheets of paper <p>Execution</p> <ul style="list-style-type: none">The teacher introduces the subject and distributes blank sheets of paper to each pupil to carry out the activity according to the indications contained in the text.	<p>M11 Leading Idea “Globalization and fair trade. Global-local action and consequences”</p> <p>M14 Exercise “Zooming in and zooming out (global-local)”</p>
Work phase (15 min.) A	<ul style="list-style-type: none">Each participant writes the beginning of a story on a blank sheet of paper (this could just be a sentence). They then pass the piece of paper to the person sitting on their left. This person reads the beginning of the story, folds the paper so s/he cannot see the text, and continues the story by writing another sentence. They then pass it on to the person on their left who only reads the previous sentence and adds another one, etc.	
Work phase (15 min.) A	<ul style="list-style-type: none">At the end of the exercise, each participant reads her/his story and reflects on the questions contained in M14.	<p>M14 Exercise “Zooming in and zooming out (global-local)”</p>
Discussion (20 min.) D	<ul style="list-style-type: none">The students share their own opinions linked with the questions contained in the M14 and discuss the relation between local and global.	
Concluding phase	<ul style="list-style-type: none">The teacher could end the activity following the instructions contained in the exercise M14.	

M1 Leading Idea “Global/Local. Butterfly effect”

The butterfly effect refers to the fact that what happens somewhere on Earth can have positive or negative effects on people and the environment somewhere else. The name “butterfly effect” comes from a Chinese proverb that says, “The beating of a butterfly’s wings may be felt on the other side of the planet.” This butterfly effect leads to thought on local actions in relation to global action and expresses the need to take both into consideration when making decisions. In the field of environmentalism, it has been translated into the action principle of “think globally, act locally,” which means that we must act on our surrounding environment without forgetting that we live on a common planet, where everything is intertwined. We now suggest two exercises, which are useful for working on the relation between the parts and the whole, the globalization of conduct and the generalization of behavior.

M2 Leading Idea “Relation between parts and whole”

The relation between the parts and the whole is based on establishing existing connections between the aspects of something (an object, an event or a process) and that thing when globally regarded as a whole. The features or characteristics of the whole usually depend on the features and characteristics of its parts. Children normally think this way, and they confer the characteristics of the parts to the whole and vice versa. Thus, if a house is built with small bricks, they usually think the house is also small, or if a house is big, they tend to think that the rooms will also be big. But things are not always like that, and there are not any logical rules that can be applied directly to the relation between the parts and the whole. Bearing this in mind, understanding what the relations are based on is fundamental to understanding the nature of the relations themselves, because every time we connect in space or time, a relation comes into being. It is also very important for understanding the ethical and aesthetic aspects of life. We might think that a good life is a life in which most of its parts have been positive, or in which we have developed good habits. However, this is not always so, as a series of actions that can be considered positive when viewed individually may be considered negative if observed as a whole. Let's take the example of an assembly line in a factory that makes bombs (the production of each individual part must be good) or the series of administration procedures that end up leaving someone out of the health system. That would take us to the more profound question of whether it is possible to define a part as good without knowing its relation to the whole. It is important to work with students on the relations between the parts and the whole in order to help them discover their importance and validity depending on context and the goals we set when discussing the relationship between parts and the whole.

M3 Exercise “Relations between the parts and the whole”

Stimulate the discussion among students about the following questions but remember that they do not need to answer all of them. The questions should create philosophical dialogue and the teacher should always ask for the reasoning behind students' answers (not allowing “yes” or “no” answers) to facilitate critical thinking about the relations between the parts and the whole.

1. If only one raindrop falls, is it raining?
2. If a flock is made up of big sheep, does that mean it is a big flock?
3. If your school has small classrooms, does that mean your school is small?
4. If one of your fingers hurt, does that mean your body hurts?
5. If you like ice cream, sausages and spaghetti, does that mean you like spaghetti with sausage ice cream sauce?
6. If a piece of music sounds loud, does that mean that all the notes that make up the piece are loud?
7. If an orchestra sounds good, does that mean that all the instruments sound good?
8. If a picture is full of small figures (people, animals, houses etc.), does that mean that it is a small picture?
9. If the Spanish state is big, does that mean that each region in Spain is big?
10. If you give someone a gift, does that mean you are generous?
11. If you behave well one day, does that mean you are a good person?
12. If you feel happy for a while, does that mean that you are a happy person?
13. If you have a thought, are you thinking?

M4 Exercise “What would happen if...?”

Using the conditional can help stimulate people’s imagination by inviting them to imagine what the result of a totally different or new situation would be. In the following examples, students try to imagine possible consequences to the situations we suggest. The exercise may also be used to generalize behaviors.

1. What would happen if there were no more school ever again?
2. What would life be like if every day was a holiday?
3. How would we see the world if we could not see colors?
4. What would life be like if we started at the end and every year that went by, we were a year younger?
5. What would happen if the internet broke down?
6. What would happen if everybody threw litter on the ground?
7. What would happen if everybody went everywhere by car?

M5 Leading Idea “Correlation, causes, reasons”

Causality is one of the most important problems in the history of Western philosophy. Aristotle said that knowing something means knowing the causes of its existence. He talked about four causes, but in current science, when we talk about causes, we generally limit our definition to what Aristotle called “efficient cause”. The ‘efficient cause’ is the cause for something else appearing or occurring. It is not always easy to understand when something is a cause and when it is an effect. Sometimes, several causes are involved, and we do not know which ones are the most important or decisive, or which cause is really necessary (without which the event would not take place) and which sufficient (a cause which is enough to ensure that the event takes place). We also sometimes find correlations between events, and we regard them as causes. Finally, another common mistake is to see correlations as relations of causality. Things become even more complicated when we talk about humans doing things. We face a double complication. On the one hand, because it is not always easy to establish causality (or to say why people do things or what they do those things for). On the other hand, it is complicated because, we must not only explain human actions, but we must also find out if those actions are justified. This means we must see if there are reasons to justify that these actions are morally acceptable.

M6 Exercise “Causes and effects”

Analyze the following sentences and decide which part of the sentence describes the cause, which part describes the effect, or if the sentence does not express a cause effect relation.

1. The street is full of huge puddles due to heavy rain.
2. Lightning struck the tree and then came thunder. The tree burned.
3. The street sellers put up their stalls in the area where the most people passed by.
4. The passers-by preferred walking down the streets with the most shops.
5. The climate is changing, and temperatures are getting hotter every year.
6. Higher temperatures are a direct consequence of human activity, especially high energy consumption.
7. It has not rained for two months, and many plants are drying out.
8. She learned martial arts for self-defense.
9. Once she had mastered martial arts, she started intimidating people in her neighborhood.
10. The driver turned the steering wheel and the front wheels turned left, thus letting the car enter the parking lot.
11. The young boy started smoking the day after his 16th birthday.
12. Juan fell while riding his bicycle and broke his arm.
13. My grandfather broke his hip and then fell to the floor.
14. I was watching TV and the food burned in the oven.

M7 Exercise “Causes and reasons”

As we have already mentioned, the things we normally do have a cause, which might also point to an objective or something we want to get. “Cause” is the more general word which explains our conduct, while the word “reason” is used for those causes that also justify what we do, and for those causes that also introduce the moral dimension and determine whether it was morally good. In the following sentences, tick the correct box and explain your answer. It will be interesting to see which of the following sentences introduce the moral dimension, and which refer only to the explanation.

	Cause	Reason	Both	?
Juan drunk a lot of water because he was thirsty.				
Pedro copied in the exam because, if he failed, his father would punish him.				
Aurora helped Ana do her exercises because they were friends.				
Juan pushed Luis in the playground and Luis hit him.				
The teacher asked who had broken a chair and Luis said it had been André to avoid the whole class being punished.				
Juan does not invite Antonio to his birthday party because he does not like him.				
Pedro doesn't eat eggs because he is allergic to eggs.				
They all went to the cinema because they all wanted to watch the film.				
Pedro goes to school because his family makes him go.				
Antonio arrives late to the school because he wakes up too late.				

M8 Leading Idea “Individual and community: teams”

What is a good team? How do you form a good team? It is normally clear that a team is good when it wins. However, we must not mistake a consequence (winning), which may or may not happen, for the conditions that define a good team (while the efficacy criteria may be needed to define a good team, it is not enough) It's less frequent to consider a team as good just because it has good players (although this is usually the first criteria we use when selecting who will play on a team). A wider approach is to consider team members as parts of a whole where the whole is the team; similarly, we view a community as a complex system that is not just the sum of its parts. In order to work in the best way, a complex system needs coordination, balance, harmony, and understanding between its parts. In any complex system, from living organisms to communities, an important element for its proper functioning and thriving existence is the balance between its parts and the whole, and the relation between each individual and the community itself. For a community to value what is good for the group above personal achievement, it must create a feeling of solidarity through which each individual feels identified with the community without losing his individuality, and it must find a balance between individual and community development. That feeling allows each member of the community to focus not only on his position or personal achievement, but to also value the common good, and to see how his individual achievements will be also met with the growth of the community. This line of thinking allows the individual to understand that common good is a greater good, which we could never accomplish individually.

M9 Exercise/Activity “What is a good team?”

In the following exercise you will see different situations. Establish which show a good team, which a bad team and which have insufficient information to make this distinction. Explain your answers and try to think about what must be done to turn a team which plays badly into a team which plays well. What must be changed?

Situation	Good	Bad	???	Reasons
We are all good friends on the team, but we often argue about how to do things.				
Whenever we have a problem, it's the captain who solves it. He knows what's best and we must obey him.				
We get on well, but we sometimes get angry because we don't agree.				
We get on very well and we like being together even if we are not all friends.				
Whenever we have a disagreement, it's always the same people who back down because Arturo, Oscar and Pedro think they are always right, and their opinion never changes.				
Even when we argue, we always go back home together while chatting happily.				
We can tell each other the things we do wrong without getting angry because we know our teammates are not trying to annoy us; they are trying to help.				
We all know that the important thing is the team, and if I must stay on the bench because I am not a very good player, I understand, because it is good for the team.				
I think I know my teammates better than I know other people. On the pitch, I know what they are going to do before they actually do it.				
We are all very different in every aspect: in appearance, in character, in the way we play.				
We are all very similar. We are approximately the same size, and we all have the same skills because we have all trained with the same coach from an early age.				
We all have roles or tasks we must carry out, and we do our best to rotate these tasks.				

What conditions or qualities must a team have in order to be a good team?

M10 Exercise “How do you build a good team?”

Stimulate the discussion among students about the following questions but remember that they do not need to answer all of them. The questions should create philosophical dialogue and the teacher should always ask for the reasoning behind students' answers (not allowing “yes” or “no” answers) to facilitate critical thinking about how to build a good team.

1. If you want to help build a good team, is it a good idea to bring some snacks for the players? Is it necessary?
2. If you want to help build a good team, is getting on well beneficial? Is it necessary?
3. If you want to help build a good team, is it beneficial for all the players to be friends? Is it necessary?
4. If you want to help build a good team, is it a good idea to avoid conflict by not speaking your mind?
5. If you want to help build a good team, is it a good idea to always speak your mind even when a disagreement has gone on for days?
6. Are the team's achievements more important than your own?
7. Are the team's achievements also your own?
8. Could a team's victory imply a failure for one of its players? If you answered “yes”, give an example.
9. If you are not developing your skills and enjoying what you do, but your team always wins, is it a good team?
10. If a team always loses but its players improve together, is it a good team?

M11 Leading Idea “Globalization and fair trade. Global-local action and consequences”

From the cosmopolitan point of view, another important perspective is the relation between acts and consequences in which we, from our local reality, form part of a complex global system. Global problems and necessities are directly linked to our local actions. These acts have detrimental consequences (for example, our consumption patterns are linked to social and environmental crises; the problem of migration) and beneficial consequences (the increase in the use of clean energy). We do not always know the relation between acts and consequences. Sometimes the relationship might be too distant, or we cannot comprehend the relationship between the local context and global whole. Even when we do know the relation, we still may find it difficult to make the “correct” decision. Among people who are used to contexts of great cultural diversity, we must promote zoom thought. Zoom thought allows people to be capable of moving from local to global contexts without forgetting the connections between the two. It is important to work on the relation between our actions and the consequences that derive from those actions, both with the short and the long zoom.

M12 Exercise “Global-local. Local action, global consequences”

Stimulate the discussion among students about the following questions but remember that they do not need to answer all of them. The questions should create philosophical dialogue and the teacher should always ask for the reasoning behind students' answers (not allowing “yes” or “no” answers) to facilitate critical thinking about local actions and global consequences.

1. Are there acts that may be beneficial here but are detrimental elsewhere? (For example: Does producing shoes in China so that they are cheaper here have detrimental consequences elsewhere? If so, to whom and what might they be?)
2. Are there acts that are beneficial elsewhere but detrimental here? (For example: one country building a dam in a river that another country relies on for irrigation.)
3. Can we consider an action as good or bad or as right or wrong without thinking about the consequences in our environment? And without thinking about the consequences in distant environments? (For example: Is it okay to buy inexpensive runners if you know that they were made in a factory using child labour?)
4. Must we know the consequences of our acts before taking action? Do we take the time to find out? Why (not)?
5. Could there be certain behaviors and acts that are generally accepted but have negative consequences?
6. Could there be certain actions that are generally not accepted but have positive consequences?
7. Are there any types of behavior that people condemn in public and then practice in private?
8. Are there any types of behavior which people praise in public and then refuse to practice in private?
9. In question 7, is it possible that people disapprove of certain behavior but enjoy the consequences?
10. In question 8, is it possible that people approve certain behavior but disapprove its consequences?

M13 Exercise “Local and global”

In the following statements, look for the meaning of the highlighted words and check if they could be replaced by the words local or global, or if the meaning of the highlighted word is “local” or “global” or if it could be changed by a word with a local meaning or with a word with a global meaning. Both may be used in some cases, but the meaning of the sentence will change completely. What is interesting is establishing the possible meanings of global and local and comparing them as we do the exercise:

1. I am going to do some home improvements, and the builder has carried out an approximate estimation of costs.
2. We must find a total solution to this crisis.
3. I always support the home team, so I feel more comfortable with the crowd.
4. Politicians should consider the particular needs of specific communities.
5. I like the food from my homeland because it reminds me of my family.
6. If we want to take everyone into consideration, we must find a comprehensive answer.
7. We must have a complete perspective of the problem in order to solve it.
8. When we think about how we should behave, we must bear in mind our own resources.
9. The total sum of revenue depends on the income of each establishment.
10. We have to think generally and act specifically.
11. The answer to our problems depends on a comprehensive approach.

M14 Exercise “Zooming in and zooming out (global-local)”

In this exercise, we can work with different materials. We recommend working with a story, but working with pictures could be just as effective. Each participant writes the beginning of a story on a blank sheet of paper (this could just be a sentence). They then pass the piece of paper to the person sitting on their left. This person reads the beginning of the story, folds the paper so he cannot see the text, and continues the story by writing another sentence. They then pass it on to the person on their left who only reads the previous sentence and adds another one, etc. We should end up with an accordion-shaped piece of paper. This process can be repeated five or six times depending on how long we want to spend on the activity. At the end of the exercise, each participant reads his story and reflects on the following two questions:

1. Would the story have been similar if we had been allowed to read two sentences instead of just one?
2. Would the story have been different if we had been allowed to read all the previous sentences?

We could end this session with a presentation of pictures to summarize the idea of zoom, and the connections between different realities. First, we see a cell, then a blood sample with the cell being highlighted, a part of the body, a body somewhere, a place in the city, the city within the country, the country in the continent, the continent on the planet, the planet in the solar system, the solar system in the galaxy, the galaxy in the universe. We can also do it the other way around, going from large to too small. The presentation is especially effective if it uses the school as the place, and the teacher or a familiar person. With each picture, we ask: “What is this?”, “Is it related to the previous picture?”, “Is everything connected?”