

Reading Reflection #2

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I personally agree with the statements presented in this article. I wholeheartedly believe that we live in a global society, meaning that all countries of the world are dependent upon one another in order to survive in the 21st century. Additionally, I don't think that this country's educational system adequately prepares the youth of today for this increasingly global community. Although a lot of learning occurs outside of the classroom and is definitely a factor in children's education of global issues and diversity, because the classroom is an established place of learning, I believe it is a very important location to imbibe students with the information they need to know in order to succeed in the world of tomorrow.

From my own experience, the different cultures I learned about in primary school were only introduced in "social studies" class as topics in history. The historical context did not endear the lessons to me and I never quite made it to the point where the "past cultures" connected to the "present cultures" in a way that was exciting for me as a student. I think this lack of connection between what I was learning in class to the real world made me unappreciative of the diversity around me. I wish we explicitly discussed the diverse cultures in my community as part of the "learn your city" project in elementary school rather than just the implicit information that children pick up on from their surroundings. I also think exposure to an activity as small as learning about the cultures in your community at a young age could contribute toward the "balance of unity and diversity" described in the first article, *Educating Global Citizens in a Diverse World*.

I think that all of this also connects to the second article, *Teaching for a Better World*, in that connecting what is being taught in the classroom to real-world applications and activities makes the information somehow more significant. I clearly remember feeling this when the examples we would use in math class were applied to actual scenarios rather than fictional settings. For example, when learning about exponential equations, we had to research different diseases and find real-world numbers to insert in the equation and I still remember that project much clearer than learning basic algebra with random numbers. I think the same feeling can be applied to learning about real world issues in a language class, especially if the culture connected to the language is also relevant to the global issue discussion topic.

In the future, I hope that education in primary schools includes more focus on introducing the global community through global issues and diversity in addition to the traditional foundations of grammar, math, and science. I think that this is essential in order to adequately prepare students for the 21st century world.