

Journal Swap for Peace™



**Know
My World™**

Project Series

Packet Includes:

- Lesson Plan
- Exploratory Questions
- Worksheets
- Virtual Exchange Tips
- Resources for Locating Partners

What is Journal Swap for Peace?

The Journal Swap for Peace is a project designed to create cultural awareness, empathy among peers and to promote communication and literacy. This project emphasizes self-awareness and organizational writing skills through journaling about daily life. Through the exploration and documentation of their experiences, and then the sharing/swapping of journals, students understand ways in which their lives compare and contrast to peers in other regions and countries.

Participants in the Journal Swap for Peace project journal for 7 days. This process can include a variety of daily experiences, thoughts, ideas and/or commentary on a typical day. Various methods of journaling can be used including, but not limited to; blogging, PowerPoint, and scanned diary pages. When the participants complete the 7 days, they are paired with another participant in the world to share their journals with each other. Participants are able to correspond through email or in real time to discuss each other's experiences.

Global Education Goals



Know My World creates goals based on our SECAL Model: Social, Emotional, Cultural and Academic Learning Outcomes:

Social: Students will be able to communicate effectively across cultural differences using critical reflection, active listening and investigative questioning while preparing their own diaries and reviewing others.

Emotional: Students will demonstrate empathy and respect through building connections between their own and others personal daily experiences.

Cultural: Students will be able to identify and reflect on their own and other's cultural identities through informational reading and dialogue.

Academic: Students will be able to express their observations, thoughts, feelings and identities using English Language Arts appropriate to their developmental level.

How do I teach Journal Swap for Peace?

Journal Swap for Peace is intended for cross-cultural digital exchange (Virtual Exchange), however, it can be done right in your own classroom! There are two ways to participate:



Each student in your class creates a 7-day journal and swaps with a partner in your classroom or in your school (Or another campus in your district!)

OR:



Locate a national or international partner class in the world and collaborate, hosting the project over the course of several virtual sessions.

Decide on if you would like to use a digital journal, such as [PowerPoint](#), [Penzu](#), [Kid Blog](#) or a traditional journal in a notebook or with collaged pages and book binding.

How do I teach to different grade levels?

Journal Swap for Peace can be taught in all grade levels. Time spent on each phase of the lesson sequence will be determined by grade level, along with length of entry, medium, and the depth of focus for each topic.

Grade	Time (per activity)	Depth
K-2	No more than 45 min	Identifying daily routines, characteristics of self, family dynamic.
3-5	No more than 50 min	Identifying daily routines as they relate to family routines and dynamics, settings, associated feelings.
Secondary	60-90 minutes	Identifying specific intersections of cultural and social identity, community issues, emotional responses, self-reflections.

Steps for Journal Swap for Peace

Phase 1 (45-90 minutes) <i>Introduce the project and understanding daily life</i>	Phase 2 (10-20 min per day x 7 Days) <i>Constructing a Journal</i>	Phase 3 (45-90 minutes) <i>Group Awareness and Journal Swap</i>	Phase 4 (45-90 minutes) <i>Reflection and Assessment</i>
Explain to students what keeping a journal means, what the requirements are for time, content and format. Ask preparatory questions and brainstorm a group list to create relatedness and a sense of presence to observing themselves and their daily lives.	Support students in journaling each day by creating class time to journal or inviting in review time from the previous evening.	Brief introduction of the partner group. Swap journals with a partner. Allow for reading and ask students to develop at least 1-3 thoughts or questions about their partner.	If possible, host a video session or a meet up with your partner class. Have students reflect in a group dialogue. Assess student impact through reviewing journals and documenting dialogue. *Can use Know My World rubric in the <i>Know My World Evaluation Guidebook</i> to evaluate the project.
Materials <ul style="list-style-type: none"> • Board for brainstorming • Journal examples • Journal materials: (PowerPoint/Notebooks, Scissors, Glue, Binding materials, collage materials) 	Materials <ul style="list-style-type: none"> • Journals • Additional materials for collage, photography, drawing etc. 	Materials <ul style="list-style-type: none"> • Partners Journals • Reflections worksheet 	Materials <ul style="list-style-type: none"> • Video Conferencing • Email • Social Media • Space for meeting
Exploratory Questions Where do I live? Who are a part of my family unit? What is my role in my family? What is an average day in my life? What do I do, enjoy, dislike? How do I contribute to my community? Who am I for my family/community? Who do I want to be in the world?	Exploratory Questions What types of events, patterns and conversations am I noticing? What would I like to think more about? How do I feel each day? What words describe how I feel?	Exploratory Questions Who am I connecting to? What is most interesting about their life? I wonder...? I feel.... because...? I What is the same about us? What is different? I would like to try...?	Exploratory Questions How did I connect to my partner? What was similar, what was different? What was most interesting? What new awareness did I learn about myself?
Evidences <ul style="list-style-type: none"> • Prepared journal format • Guidelines checklist • Group list of possible things to write about 	Evidences <ul style="list-style-type: none"> • Constructed pages • Photos of students working 	Evidences <ul style="list-style-type: none"> • Partner Journals • Completed reflection worksheet 	Evidences <ul style="list-style-type: none"> • Group dialogue recordings (audio or written) • Group and partner photos • Screenshots of social media or email conversations

Guidelines and Checklist for Journal Swap for Peace

- ✓ Use images, symbols, photographs, art work, songs or videos to help prompt writing in your journal.
- ✓ Be descriptive. Talk about what you see, where you are, how you feel?
- ✓ Pay attention to moments when your emotions change or when there is an important event.
- ✓ Consider any discussion you had with your teacher and classmates and any kind of language could be inappropriate for the swap.
- ✓ Don't be afraid to be yourself. Include descriptions and moments that are a part of who you are!







ADDITIONAL GUIDELINES:

Checklist	
Prepared my journal pages and format	
Include a photo, symbol, or other kind of expression	
Used and included at least 2 critical questions to guide the entry.	
Used descriptive words, adjectives and emotional expression	
Writing length is at least 2 paragraphs or more. (Example)	
Completed journal entry for today	

Reflection: Journal Swap for Peace

I wonder...	What is the same/different?	I would like to try...

Virtual Exchange and Cross-Cultural Tips

-  Check with your school administration to be sure you are allowed to participate in the instructional strategy of virtual exchange and what legal guidelines are applicable. Be aware of sharing student information with partners. Be sure to notify parents and ask permission to participate in a virtual exchange.
-  Meet with your teacher partner before starting the project to agree of a time line for swapping the journals and for meeting to reflect. Decide what social media platform you will use, especially if you are not in synchronous time zones or have matching technology access. For older students, private [Facebook](#) pages, [Whatsapp](#) or [Google Communities](#) can be great ways to dialogue throughout the experience or during reflection.
-  Discuss if there are any topics or questions that are too sensitive to share or discuss due to cultural or religious differences, and be sure students are aware of the rules, as well as why that would be inappropriate.
-  If you are using traditional journals, it is best to photograph and send via email, [Google Drive](#) or [Dropbox](#). Mail can be cumbersome and time-consuming in many parts of the world.
-  Agree on a communication method for you and your partner teacher to keep each other accountable, and to communicate any changes in time, project flow, or calendar events like holidays or breaks.
-  Organize time and partnerships by creating a spreadsheet, listing who students are matched with, and any notes or comments about students' experience and reflections. This will also support summative evaluation.

Resources for Locating Virtual Partners

Locating partners for exchange can be difficult and time consuming. Below is a list of reputable, quality virtual exchange programs that can be of assistance in helping to locate a partner. Teachers are also welcome to apply for the *Know My World EveryWorld Initiative Scholarship* Program offered twice a year, and if selected, Know My World will locate the match and facilitate the partnership.

Global Education
Conference Network:

<http://www.globaleducationconference.com/>



Edmodo:

<https://www.edmodo.com/>



e-pals:

<https://www.epals.com/#/connections>



i-earn:

iearn.org



International

People to People
International:

<https://www.ptpi.org/>