

# Using Local and Global Phenomena in Teaching Global Citizenship Education in English at the Elementary Level

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## ABSTRACT

*This study aimed to enrich Grade 6 English lessons with GCED using local and global issues in the GCED integration in the lessons. Conducted in a public school in the Philippines during the school year 2019-2020, the study used the descriptive method and triangulation method and data sources triangulation. The specific objectives of the study are: (1) Identify phenomena suggested for GCED-enriched Grade 6 English lessons; (2) Develop GCED-enriched lessons in Grade 6 English using a phenomenon-based learning approach; (3) Identify the teaching strategies used in the GCED integration; and (4) Identify the teacher's insights based on his experiences in implementing the lessons. Methods for data collection were documentary analysis of the phenomenon-based GCED-enriched Grade 6 lessons, focus group discussion, workshop, in-depth individual interviews (IDI), analysis of teacher's reflection notes, and class observations. The suggested phenomena consisted of local and global issues focusing on environmental and climate change, gender and development, identity and diversity, government and politics, and peace and conflict. The grade 6 English lessons can be easily integrated with GCED using local and global phenomena. Varied strategies that are aligned with phenomenon-based learning and active learning can be used for teaching English enriched with GCED. The teacher's insights on the teaching of GCED in Grade 6 English lessons using local and global phenomena can serve as a useful and practical guide in the design and implementation of GCED-enriched lessons. Implementing a whole-school approach to embracing GCED and action options to promote GCED in instructional practices are recommended.*

## KEYWORDS

*curriculum enrichment; Global Citizenship Education; elementary English; using local and global issues in teaching; teacher's experiences.*

## INTRODUCTION

The increasing interconnectedness and interdependency of the current world, characterized by disruption, volatility, uncertainty, complexity, and diversity, calls for Global Citizenship Education. Global Citizenship Education (GCED) is one of the targets in the Sustainable Development Goal (SDG) 4 - "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2015b). Under the 2030 Education Framework, the countries, governments, and the education sector need to respond to the demands of the times to implement Global Citizenship Education (GCED) in a wide-ranging and impactful fashion.

Global citizenship refers to a sense of belonging to a broader community and common humanity and emphasizes political, social, economic, and cultural interdependency and interconnectedness between the local, national, and global (UNESCO, 2014). Educating the learners *about* and *for* global citizenship requires synergized efforts of the educational institutions and their stakeholders. The UNESCO GCED framework (UNESCO, 2015a) and the Oxfam (2007) framework for global citizenship are two guides for initiatives focusing on GCED.

GCED is a transformative educational approach that enables learners to become responsible global citizens to contribute to more inclusive, peaceful, and sustainable societies (APCEIU, 2020). Its three core notions are respecting diversity, solidarity, and a shared sense of humanity (UNESCO, 2018a). It is a flexible paradigm that employs a multifaceted approach, using concepts and methodologies already applied in other areas, such as human rights education, education for sustainable development, peace education, and education for international understandings and aims to advance their common objectives (UNESCO, 2015a). It applies a lifelong learning perspective, from early childhood through all levels of education and into adulthood (UNESCO, 2015a). Similarly, it requires different approaches (both informal and formal), interventions (curricular and extracurricular), and pathways (conventional and unconventional) to participation (UNESCO, 2015a). Schools, therefore, need to foster the student's knowledge, skills, and attitudes to live, work and take action successfully as citizens in an interconnected world (Bottery, 2006; Zhao, 2010).

GCED is closely associated with teaching critical issues affecting humanity locally, nationally, and globally. Tarozzi and Inguaggiato (2018) argue that GCED integration requires a critical and progressive commitment to human rights, peace, environmental sustainability, social justice, economic equality, and a positive attitude towards diversity. GCED offers a new educational perspective for making sense of the existing dilemmas of multiculturalism and national citizenship deficits in diverse societies, considering equality, human rights, and social justice (Tarozzi & Torres, 2016). Educators should be able to respond to the needs diverse student population and teach the learners the knowledge, attitudes, and skills essential for civic participation in a globalized, pluralist society (Tichnor-Wagner et al., 2016) and prepare them to address problems of equity and justice locally and globally because globalization has made injustices more apparent (Apple, 2011; Banks, 2008; Suarez-Orozco, 2001).

The GCED integration in the curriculum can be aptly done through phenomenon-based learning (PhenoBL). In PhenoBL, student-centered learning is emphasized, and the teachers act as facilitators who create and implement learning tasks to help students create their own answers (Karlsson, 2017). In Finland, (PhenoBL) encompasses multiple pedagogical approaches, such as multidisciplinary learning modules, problem-based learning, cross-cultural teaching theme studies, explorative learning, constructivism, phenomenology, cooperative learning, and integrative teaching (Karlsson, 2017). Studies have shown that studying real-life phenomena and having students relate them to their personal lives and opinions enable them to comprehend the real meaning of the content in relation to their own lives, communities, and humanity as a whole (Karlsson, 2017) and significantly boosts their morale and interest in learning (Symeonidis, 2016). Boosting their morale and interest happens because the students can participate more actively in learning when the lesson's content is connected to real life (Johnson, 2021). More research on implementing PhenoBL pedagogy, such as examining a classroom that utilizes PhenoBL compared to a traditional approach, is necessary (Johnson, 2021).

In preparing students for global citizenship, it is of prime significance to start at the basic education, especially the elementary level, when the pupils belong to a critical stage in their development. Teachers must respond to an increasingly diverse student population's needs and teach the learners to understand, appreciate, and respect differences and similarities across various ethnic, racial, and religious groups (O'Connor & Zeichner, 2011; Suarez-Orozco, 2001). Teaching GCED is challenging because GCED involves situating citizenship education within the varied global contexts of schooling and connecting content to a pedagogical approach (Cleovoulou, 2021), preparing educators to teach students of diverse backgrounds (Futrell et al., 2003), teachers lack awareness, knowledge or competence on GCED (Bercasio & Perez, 2020), and have ambiguous or assimilationist conceptions of citizenship education, and others based it on ethics and interculturalism for an inclusive concept of citizenship (Dusi, Steinbach & Messetti, 2012).

Elementary teachers play a crucial role in addressing citizenship education in 21st-century teaching and learning (Cleovoulou & Cleovoulou, 2021). Citizenship education can be the philosophical underpinning or vision for a pedagogy that engages students actively, creatively, and critically (Cleovoulou & Cleovoulou, 2021). However, not all teacher candidates have access to programs that develop their understanding of global citizenship and how to interpret GCED in the classrooms (Ranco et al., 2020); therefore, there is a need to orient elementary teachers about GCED as a flexible paradigm that can inform their instructional practices.

Since GCED is integral to 21st-century teaching and learning, exploring it as a transformative educational innovation is important. After all, GCED provides a fresh educational perspective on making sense of the existing dilemmas of multiculturalism and national citizenship deficits in diverse societies, considering equality, human rights, and social justice (Tarozzi & Torres, 2016). Today more than ever, teachers should address the needs of a diverse student population and teach the learners the knowledge, attitudes, and skills essential for civic participation in a globalized (Tichnor-Wagner et al., 2016). And even though GCED may be offered as a separate subject, the optimal approach is to infuse or integrate GCED across existing subject areas at all levels (UNESCO, 2018b). Therefore, an academic endeavor to integrate GCED in Grade 6 English and to examine the teaching strategies for teaching about and for GCED at the elementary level is timely, relevant, and important.

In this paper, we attempted to expand the literature on GCED at the elementary level, specifically on the appropriate teaching strategies for GCED integration in the English subject using PhenoBL. This paper deals with the following objectives: (1) Identify phenomena suggested for GCED-enriched Grade 6 English lessons; (2) Develop GCED-enriched lessons in Grade 6 English using a phenomenon-based learning approach; (3) Identify the teaching strategies used in the GCED integration; and (d) Identify the teacher's insights based on his experiences in implementing the lessons.

## **RESEARCH METHODS**

This study used a descriptive method of research with a qualitative approach. Triangulation was used for a more holistic perspective on a specific research question and to enhance credibility and validity (Bhandari, 2023; Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014; Nonle & Heale, 2019). Method triangulation was used as it involved documentary analysis of the phenomenon-based GCED-enriched Grade 6 lessons, focus group discussion, workshop on developing the lessons, in-depth individual interviews (IDI), analysis of teacher's reflection notes, and class observations as data gathering methods.

Data source triangulation was also used. Data were collected from proceedings of the focus group discussion composed of 15 teachers from an elementary school, workshop outputs which are the sample lessons and instructional materials, and responses to the IDI. Focus group discussion dealt with the phenomena to be used for the Grade 6 English lessons. The workshop on developing the lessons and instructional materials involved three teachers and three research assistants. Documentary analysis of the lessons done by the three teachers yielded results on the GCED competencies and topics integrated, the phenomena used in the GCED integration, and the strategies used in the GCED integration. The teacher's insights were derived from the responses in the IDI, the teacher's reflection notes, and observation. The IDI of the teacher who implemented the lesson focused on his experiences as one of the developers of the lesson and learning tasks and as the facilitator of learning in a phenomenon-based GCED-enriched lesson.

The phenomenon-based GCED-enriched Grade 6 English lessons contain the following parts: Target Learners, Time Allotment, Subject Matter, Targeted Skills, Value/s, GCED Concepts/Principles, Local and Global Phenomenon, References/Sources, Learning Outcomes, Materials Needed, Equipment and Supplies Needed, and Procedure (Present, Explore, Recall, Relate, Reflect, and Create) (Bercasio, 2022). Competencies covered by the lessons were taken from the K12 Curriculum Guide for Grade 6 English of the Department of Education in the Philippines.

## **RESULTS AND DISCUSSION**

### ***Phenomena Suggested for GCED-Enriched Grade 6 English Lessons by Teachers***

GCED is a transformative educational approach that enables learners to become responsible global citizens to contribute to more inclusive, peaceful, and sustainable societies (APCEIU, 2020). GCED integration is essential so the students will gain the knowledge, skills, and attitudes necessary for civic participation in a globalized, pluralist society (Tichnor-Wagner et al., 2016) and needed to tackle sustainability and moral issues of the future (Glover et al., 2012). In the GCED integration, PhenoBL can be used as the overall pedagogical approach, which entails using the current global and local phenomena as context for the GCED integration in the lesson. The teachers suggested local and global phenomena for the GCED integration in Grade 6 English lessons.

The phenomena all the 15 teachers suggested are pollution, calamities, the spread of fake news, and discrimination. Most teachers suggested women's rights, extrajudicial killings, political crises, people power, and *Bayanihan*. (Table 1). These suggested phenomena are related to environmental and climate change issues (pollution and calamities), human rights and peace and conflict (women's rights and discrimination, extrajudicial killings), digital or internet-related issues (spread of fake news), politics and governance (political crisis), and positive people-related issues (international unity, people power and *Bayanihanan*), and identity and diversity (discrimination). These phenomena are critical issues happening in the country and globally and are related to the core notions of GCED, which are respect for diversity, a shared sense of humanity, and solidarity (UNESCO, 2018a). Tarozzi & Inguaggiato (2018) argue that GCED integration requires a critical and progressive commitment to human rights, peace, environmental sustainability, social justice, economic equality, and a positive attitude towards diversity. The results imply that the suggested phenomena for the GCED-enriched lessons are appropriate for teaching the GCED competencies and topics to intermediate learners. At the elementary level, young learners with wide exposure to the mass media must be taught global citizenship using critical phenomena or controversial issues to help clarify their emotions, values, and independent thinking. Using these phenomena in the GCED

integration in the lessons can help develop students' awareness of global issues (Andrews & Aydin, 2020) and their potential to comprehend, analyze and solve local and global issues (Bosnio, 2022).

**Table 1.** Suggested Phenomena and Learning Tasks for the GCED-Enriched Grade 6 English Lessons by the Teachers (N=15)

Suggested Phenomena for the Grade 6 English Lessons	f	Rank
Pollution	15	2
Calamities	15	2
International unity	12	7
Extrajudicial killings	13	5
Political crisis	11	8
People Power	9	9.5
<i>Bayanihan</i> (Helping one another)	9	9.5
Spread of fake news	15	2
Women's rights	13	5
Discrimination	15	2

As can be noted, some phenomena cut across themes. Integrating GCED in English lessons becomes meaningful and relevant to these phenomena tackling these themes. All these local and global phenomena are useful content in teaching *about* and *for* global citizenship. When the learners gain knowledge about current events or critical local and global phenomena using critical and analytical lenses, they begin to make sense of the multifaceted issues in their society even at a young age. Through this, they are assisted in gaining global competence, which covers examining issues of local, global, and cultural significance and using higher-order thinking skills (OECD, 2018). Discussing these themes and phenomena at the elementary level is crucial because the pupils are in their formative years. Therefore elementary pupils must participate in meaningful and engaging learning experiences covering these themes and phenomena under the expert facilitation of a teacher. Teachers can help learners make important changes for the betterment of society by tackling issues such as human rights, identity, and place in the world (Bourn, 2016). The discussions of themes related to GCED and of critical local and global phenomena provide meaningful learning experiences that can help instill among the young learners the core notions of GCED, such as respect for diversity, solidarity, and a shared sense of humanity (UNESCO, 2018b), and therefore prepare them for civic participation in a globalized society (Tichnor-Wagner et al., 2016) so they become responsible global citizens who can contribute to more inclusive, peaceful, and sustainable societies (APCEIU, 2020).

### **GCED-Enriched Grade 6 English Lessons using PhenoBL**

The Grade 7 English lessons were designed using the PERC learning model, which consists of seven phases: present, engage, explore, recall, relate, reflect, and create/collaborate (Bercasio, 2022). Ten GCED-enriched lessons were developed using the teachers' suggested phenomena and learning tasks. Similar to the case of South Korea, where the GCED is linked to the units of the national curriculum dealing with its related topics (APCEIU, 2020), these lessons deal with topics taken from the national curriculum for Grade 6 English. Ten lessons in Grade 6 English integrated with GCED using different local and global phenomena were developed. Shown in Table 2 are the ten lessons and the phenomena used in the GCED integration, and the parts of the lessons with GCED

integration. Results reveal that GCED is integrated in all seven parts of the lesson in three lessons, in six parts of the lesson in six lessons, and in 4 parts in one lesson.

**Table 2.** GCED integration in Grade 6 English lessons

<b>Subject-matter and GCED Competencies or Topics Integrated</b>	<b>Phenomena Used in the GCED Integration</b>	<b>Parts of the Lesson with GCED Integration</b>
Lesson 1 - Writing Cause and Effect Relationship - Developing care and concern for the environment - Issues affecting interaction and interconnectedness of communities at local, national and global levels	Environmental issues affecting the global and local community  Boracay Rehabilitation and African Countries	Present, Engage, Explore, Relate, Reflect, Create/Collaborate (6 parts)
Lesson 2 - Summarizing information based on a given text - Appreciating everyone's effort in mitigating the effects of climate change - Local, national and global systems and structures	Climate Change  Japan 2011 Earthquake  Great Pacific Garbage Patch	Present, Engage, Explore, Relate, Reflect, Create/Collaborate (6 parts)
Lesson 3 - Sequencing events - Develop an appreciation of the concept of global solidarity - Getting engaged and taking action	Calamities or Disasters  Thai Cave Crisis Typhoon Yolanda Tragedy	Present, Engage, Explore, Recall, Relate, Reflect, Create/Collaborate (7 parts)
Lesson 4 - Different types and kinds of sentences are essential for effective communication - Writing compound and complex sentences - Putting a premium on human rights and human life	News Report about Human Rights  Philippines' brutal war on drugs Human Rights abuses in Venezuela EJK Victims in the Philippines	Present, Engage, Explore, Relate, Reflect, Create/Collaborate (6 parts)
Lesson 5 - Conclusions are drawn from information given within a text - Drawing conclusions - Valuing peace and freedom - Ethically Responsible Behaviour	Peace and order issues  Martial Law in Mindanao War in Syria and the plight of Syrian refugees	Present, Engage, Explore, Recall, Relate, Reflect, Create/Collaborate (7 parts)
Lesson 6 - Appreciation of Poetry as a medium of expressing one's thoughts - Writing poetry - Develop an appreciation of the values of peace, freedom, and nationalism	People united for the love of country or peace  EDSA People Power Revolution  Civilians Caught in Shan State Fighting in Myanmar	Present, Engage, Explore, Recall, Relate, Reflect, Create/Collaborate (7 parts)

- Ethically Responsible Behaviour		
Lesson 7 - Difference between stereotypes, points of view, and propaganda - Determine images and ideas that influence viewer's thoughts - Develop an appreciation for the value of "Filipino Bayanihan" - Different levels of Identity	People showing solidarity  Filipino Bayanihan  Facebook raised 50M for the victims of Australia's bushfires	Present, Engage, Relate, Create/Collaborate (4 parts)
Lesson 8 - Visual Media Literacy - Identify the different purposes of a visual medium - Develop awareness of the importance of responsible media censorship - Underlying assumptions and power dynamics	Proliferation of fake news  The arrest of Maria Ressa of Rappler, Philippines  Facebook attacked by critics over 'fake news'	Present, Engage, Explore, Relate, Reflect, Create/Collaborate (6 parts)
Lesson 9 - Facts and opinions used in sentences - Identifying facts and opinion - Develop appreciation and respect for the beliefs and thoughts of others - Difference and Respect for Diversity	International occasions, celebrations, or events  Miss Universe 2018 Woman Suffrage Movement United Nations Celebration	Present, Engage, Explore, Relate, Reflect, Create/Collaborate (6 parts)
Lesson 10 - Different kinds of sentences according to the use - Writing different kinds of sentences according to the use - Develop a sense of awareness of the concept of cultural relativism - Difference and Respect for Diversity	Issues on diversity  Negro slavery in America - Delivery of "I Have A Dream" by Martin Luther King  Emancipation Proclamation by Abraham Lincoln Singapore's laudable respect for diversity Essay about ASEAN Integration  Filipino companies are not accepting of LGBTQ+	Present, Engage, Explore, Relate, Reflect, Create/Collaborate (6 parts)

Results reveal that GCED integration can be found in multiple parts of the lesson, meaning there is deep or sustained integration in the lessons. The global or local phenomena are used in the GCED integration. The GCED integration was seen as appropriate and did not compromise the required competencies for the lessons. Instead, the GCED integration is relevant to the curriculum and enriches the curriculum without overlooking the minimum requirements of the K to 12 curriculum. Whether the lesson focuses on language or grammar, literature, and reading, GCED integration uses the relevant phenomena, making the English subject an appropriate context for teaching GCED. The finding implies that English is an enabling subject in which GCED competencies or topics can be easily yet spontaneously interspersed. The GCED

integration can be done in the different parts of the lesson such as motivation, discussion, generalization, and even assessment. The GCED integration was noted as significant because it focused on one or more GCED competencies, which can lead to learning any of the core notions of GCED such as respect for diversity, a shared sense of humanity, and solidarity (UNESCO, 2018). The explicit and deep integration of GCED featuring relevant local and global phenomena emphasizes teaching *about* and *for* global citizenship. Therefore, it can be expected that GCED learning will not be superficial or insignificant and incidental because this is reinforced in the other parts of the lesson.

Similarly, GCED learning is designed with learning content that ranges from localized issues such as town and school planning through global scale issues such as the global conflicts, environment, refugees, and Sustainable Development Goals (SDGs) in the school's Integrated Studies (APCEIU, 2020), or GCED and Education for Sustainable Development (ESD) can be embedded in the curriculum by highlighting environmental and social issues as a way of teaching about People and Planet (APCEIU, 2020). The local and global phenomena are controversial issues that provide valuable learning opportunities that allow the exploration of values and ideas in a safe place and the examination and exploration of how students view themselves and others (Oxfam, 2018).

Though GCED may be offered as a separate subject integrating GCED across existing subject areas at all levels is the optimal approach (UNESCO, 2018b). GCED can be infused into extant curriculum in courses such as English (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). These GCED-enriched Grade 6 English lessons using local and global phenomena highlight students' active engagement through learning tasks and formative assessment tasks and can lead to positive changes such as increased engagement and interest in learning, broadened perspective and global awareness, enhanced problem-solving and critical thinking skills, enhanced awareness and respect for diversity, and more sustainable actions as citizens (Guo, 2014). The different learning and assessment tasks in the lessons can provide opportunities for students to critically examine global developments that are important to the world as their own lives (OECD, 2018). Lessons like these which integrate GCED using PhenoBL, can help in addressing the need of the children and youth to form values and gain 21<sup>st</sup>-century skills beyond literacy and numeracy that would help them to succeed as citizens of the world, such as environmental awareness, collaborative problem-solving, ICT, digital skills, social responsibility, and others (UNESCO Institute for Statistics & Center for Universal Education at Brookings, 2013). These sample locally developed GCED instructional resources using local and global phenomena will serve as a guide for the teachers to integrate GCED in the curriculum and teaching practices (UNESCO, 2018b), and eventually, they will be motivated to develop and create their own lesson plans and activities using the exemplars as guides and references (UNESCO, 2018b).

### ***Strategies used in Teaching GCED in Grade English using PhenoBL***

How teachers inculcate GCED mindsets, concepts, and skillsets in students across levels and subject areas is yet to be fully explored. (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016); hence it is essential to elaborate on the strategies used in GCED-enriched lessons. Guided by PhenoBL as the approach and the PERC learning model for the lesson design, different strategies are used. As shown in Table 3, the lessons used three to five strategies in teaching GCED using local and global phenomena. Though variety is noted, it can also be gleaned that reflective learning is common in all lessons. Likewise, generally, the lessons used pictures for the picture gallery or picture analysis, videos for video viewing and video analysis, and texts in the form of news articles as context for the lesson in



grammar or language, and researcher-made presentations covering both the lesson, GCED integration, and the phenomena.

The different strategies used in the GCED-enriched Grade 6 English lessons promote active learning, which can lead to favorable learning, such as improved student retention and learning (Chi & Wylie, 2014), improved student performance or learning outcomes (Freeman et al., 2014; Connel, Donovan & Chambers, 2016) or increased self-efficacy (Stump, Husman, & Corby, 2014). Both the learning tasks and the learning output or performance required will allow the students to reflect on their becoming identified with being part of an emerging world community (Israel, 2012), become aware of the wider world, and gain a sense of their own roles as citizens of the world (Oxfam (2007), clarify their emotions and values and learn to think for themselves (Oxfam, 2018), and consequently enable them to become responsible global citizens to contribute to more inclusive, peaceful and sustainable societies (APCEIU, 2020).

**Table 3. Strategies for teaching GCED in Grade 6 English**

<b>Lesson</b>	<b>Teaching Strategies</b>	<b>Instructional Materials</b>
Lesson 1	<ul style="list-style-type: none"> <li>- Picture and video analysis</li> <li>- Semantic webbing written</li> <li>- Group activity current initiative of the government Manila Bay &amp; Reflective learning</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures and videos of Boracay Rehabilitation and African Countries' scarcity of food and water</li> <li>- PPT on the concept of Cause and Effect Relationship</li> <li>- Manila Papers for Semantic Webbing Activity</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>- Video analysis</li> <li>- Concept mapping</li> <li>- Group activity</li> <li>- Summarising information of news about the Sri Lanka Bombing</li> <li>- Reflection on Reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Video clip about the wrath of Japan's 2011 Earthquake</li> <li>- Article about the Great Pacific Garbage Patch by National Geographic Society</li> <li>- PPT on the Rules to follow in Summarizing Information</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>- Picture analysis</li> <li>- Small group discussion on the Yolanda incident</li> <li>- Storytelling of reflective learning</li> <li>- Poster illustration</li> </ul>	<ul style="list-style-type: none"> <li>- The Story of the Thai Cave Crisis</li> <li>- Yolanda can make us better by Rappler</li> <li>- PPT on Sequencing Events</li> <li>- Poster Materials</li> <li>- Pictures of the Yolanda Tragedy</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>- Gallery walk</li> <li>- News analysis</li> <li>- Video analysis (Venezuela crisis)</li> <li>- Collaborative news activity about human rights abuses in the Philippines</li> <li>- Reflection on valuing human rights</li> </ul>	<ul style="list-style-type: none"> <li>- The People left behind by Philippines' brutal war on drugs</li> <li>- A photo essay by Hannah Summers</li> <li>- Video of Human Rights abuses in Venezuela</li> <li>- Pictures of EJK Victims in the Philippines</li> <li>- PPT on Kinds and Types of Sentences</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>- Film viewing about the Material Law in Mindanao</li> <li>- Concept Mapping to draw conclusions about Martial Law</li> <li>- Photo Essay – reflection learning</li> <li>- Group Activity role-playing despite the grievances of war</li> </ul>	<ul style="list-style-type: none"> <li>- Video of Martial Law in Mindanao</li> <li>- Photos of Syria under war and the plight of Syrian refugees</li> <li>- PPT about Drawing Conclusions</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>- Gallery walk about EDSA</li> <li>- Think-Pair-Shore on the significant</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures and videos of the EDSA People Power Revolution</li> </ul>

	contribution of EDSA - Reflection learning poetry writing	- PPT on the concept of Writing a Poetry - Manila Papers for the gallery walk
Lesson 7	- Picture analysis on Filipino Bayanihan - Group activity tableau modern-day - Bayanihan in the Philippines - Social Media Navigation	- Photos and videos of Filipino Bayanihan - PPT on the concept of stereotype, point of view, and propaganda
Lesson 8	- News analysis - Discussion Web Activity - Buzz Interview on the effects of Fake News - Reflective learning on the impact of fake news	- News article about fake news in the Philippines - News article about the arrest of Maria Ressa of Rappler - PPT on the concept of Different Purposes of a Visual Medium
Lesson 9	- Video analysis about MM2018 Final Q&A - Poster Making on Diversity - Reflecting on the importance of distinguishing fact & opinion	- Short clippings of Miss Universe 2018 - Article about Woman Suffrage Movement - Photos of the United Nations Celebration - PPT on the concept of fact and opinion
Lesson 10	- Speech analysis (I Have a Dream by Martin Luther King) - Sentence analysis - Picture analysis Reflective learning on Singapore as the melting pot of Asia - Opinion continuum on Filipino companies not accepting LGBTQ+	- Article: I Have A Dream by Martin Luther King - Emancipation Proclamation by Abraham Lincoln - Photos on Singapore's laudable respect for diversity - Essay about ASEAN Integration - PPT about kinds of sentences according to the use

Teaching strategies should pursue analytic, synthesizing, and evaluative approaches to promote global citizenship education (Reynolds, MacQueen & Ferguson-Patrick, 2019). With the use of local and global phenomena in teaching GCED as an important feature of the lessons, the learners are encouraged to actively participate in learning (Johnson, 2021) and have the opportunity to study real-life phenomena, both global and local, and relate them to their personal lives, which can boost their morale and interest in learning (Symeonidis, 2016). Using local and global phenomena allows the promotion of comprehension of the real meaning of the content in relation to their own lives, communities, and humanity as a whole (Karlsson, 2017). Moreover, this fosters productive and socially just participation (Osler & Vincent, 2022), critical reflection on their position or stance (Andreotti, 2006) on issues in an interconnected world, and an understanding of multiple perspectives (Zhao, 2010). These lessons showcase one of the signature pedagogies: the purposeful integration of multiple perspectives and global topics into the standard curriculum (Shulman, 2005). Because of the intentional GCED integration, the strategies for integration are already identified; therefore, the teacher will be guided appropriately in the lesson delivery, and the English class can serve as an apt space for teaching *about* and *for* global citizenship.

### ***Teacher's Insights on Teaching GCED Using Local and Global Phenomena***

At the heart of the teaching-learning process is the teacher. As the facilitator of learning and implementor of the lesson, he has firsthand experiences that will yield insights about using local and global phenomena in teaching, teaching strategies, enrichment of the lessons through GCED integration, assessment, and overall facilitation of learning.

In the delivery of the phenomenon-based GCED-enriched Grade 6 English lessons, salient insights of the teacher deal with the use of local and global phenomena, the mindful integration of GCED in curriculum and instruction as an enabler of innovation, seeing any lesson through the lens of GCED, teaching GCED in both the content and delivery of the lesson, and assessment explicitly covering the GCED integration.

Making connections between local and global issues and concerns is integral to the teaching of global citizenship. The teacher said, "Local phenomena are important so learners will better understand and appreciate global phenomena." Contextualizing the lesson enables the learners to relate to the contents of the lesson and be aware of the local issues. Yet, this may not be enough to highlight the GCED competencies, core notions, or key learner attributes. "The local phenomena should be connected to global phenomena to allow the learners to see the interconnection and interdependence of countries and people, including themselves, regardless of their gender, age, cultural background, race, religion, and other diversities," the teacher elaborated. The different local phenomena used in the lessons have similar global phenomena; thus, in every lesson, both are captured in the GCED integration in more than one part of the lesson. Recent phenomena on pollution, calamities, international unity, extrajudicial killings, political crisis, people power, bayanihan (helping one another), spread of fake news, women's rights, and discrimination exist locally in the Philippines and elsewhere. With specific examples presented in texts, pictures, and videos, the discussion of GCED becomes contextual and meaningful rather than hypothetical.

The mindful integration of GCED in curriculum and instruction enables innovation. As GCED is a new concept and paradigm for a teacher, it inspires going beyond the box. The teacher described the way his perception changed when he integrated GCED in the lessons in this manner:

GCED has changed my perception of teaching. It has allowed me to think out of the box and explore unconditional ways of teaching. This translated to the way I teach and regard my learner. I found out that students' participation and engagement in the lesson increased. They became more interested and curious to know what is happening in the world and how they can contribute to the solution of global problems.

When a teacher is confronted with something novel, in this case, GCED, in a positive way, he is inspired to innovate in the way he teaches. Since the lessons include the integration of GCED with the use of local and global phenomena, he delivers the lessons he has been delivering for years in different ways. Aside from the innovation in learning tasks, he also mindfully includes practices encouraging students' participation and engagement. He added, "Using multiple strategies can break the ice and make the lesson more enjoyable and exciting."

Embracing GCED as a flexible and transformative paradigm in education enables seeing any lesson through the lens of GCED. The regular English lessons in Grade 6 are enriched with local and global phenomena, which makes the lessons relevant and meaningful. In particular, teaching language and reading becomes an avenue for critically discussing critical social issues and, therefore, for developing high-order thinking skills aside from the prescribed competencies for the English subject. The teacher explained, "GCED integration helped enhance high-order thinking skills and promote awareness of social issues." Seeing the Grade 6 English lessons through the lens of GCED enabled the teacher to have enriched, relevant, and meaningful learning experiences for the pupils in their language and reading lessons.

The teaching of GCED should not be covered by the content alone but by the delivery of the lesson or the manner of conducting the tasks. The teacher who is mindfully guided by GCED as a paradigm emphasizes having a respectful classroom atmosphere, being open to diverse ideas, and ensuring that everyone is allowed to express his thoughts or emotions. Similarly, he narrated that during the lesson, he encouraged collaborative tasks, critical thinking, exploring critical issues, and relating critical issues to one's life and family or community. He mentioned:

Aside from the learning tasks focusing on GCED with the use of local and global phenomena, I make sure that in the process of delivering the lesson, I am guided by the GCED principles and competencies. This means that GCED is integrated in not only the content of the lesson but also the delivery of the lesson. I believe both the enrichment of the lesson with GCED and the teacher's pedagogical practices are important in teaching GCED."

Collaborative development is a practical means to develop lessons and instructional materials that are relevant and meaningful. In the teacher's narrative, he said, "Consulting experts and other GCED in the preparation can generate more input and gives the teacher a sense of direction. It is better if experts validate the lessons." Collaboratively preparing the lessons and selecting materials such as texts and videos for the lessons, especially for the GCED integration, gives way to the exchange of ideas, brainstorming, and informal critiquing, which provides impetus to professional development. Informally, a community of practice is created, which can linger to future undertakings, whether related to GCED or not. While sample lessons and materials that integrated GCED are available online, working together to develop lessons based on the approved curriculum with GCED integration is a learning experience for the teacher. As such, it boosted the teacher's confidence to teach these lessons for the first time. The teacher said, "Even if this was my first time teaching these lessons with GCED integration using local and global phenomena, I feel confident because I was involved in conceptualizing the lessons, writing the lessons, selecting materials, and finalizing the lesson. I learned a lot about GCED in the process."

Using local and global issues in teaching GCED is easy and flexible. The integration of GCED in English can be done without compromising the target competencies of the subject. Even when GCED is integrated in the lesson, the learning competencies for the language or reading are covered adequately in the given time frame. The teacher mentioned:

"At first, I have second thoughts about using local and global issues. But going through the internet for materials that capture local and global issues has been an eye-opener. I must select materials relevant to the GCED topics and competencies I will integrate into the lesson. Reading these articles or viewing these videos made me realize that even young learners should be taught about critical issues because they affect society. It was easy to adjust either to change the material or to add more materials so that local and global issues are not mentioned in only one part of the lesson. During the lesson delivery, I realized that using these local and global phenomena in English lessons is easy."

The assessment should explicitly cover the GCED integration. Assessment is an essential part of the lesson. Since the integration of GCED is explicit in the learning objectives and the lesson proper, the assessment tasks must also include GCED. The teacher explained:

Assessment tools design should include GCED themes and concepts embedded in the questions and situations in the formative assessment. In this way, the teacher will have a way of finding out or verifying whether the learners have attained the targeted GCED competencies. Besides, this will also allow a sustained integration of GCED. The class will realize that from the start of the lesson until the end and in the assessment, GCED is integrated. This will drive home the point that GCED is important to them."

These insights from the teacher's experiences can guide other teachers who are just starting to embrace GCED as a paradigm that influences their instructional practices. With these insights, other teachers may be encouraged to try out the use of local and global phenomena in teaching GCED in English lessons. Moreover, for the teacher himself, his insights speak of his becoming a GCED teacher and not simply a teacher encouraged to teach the phenomenon-based GCED-enriched English lessons. In brief, his insights reveal that he is evolving as a global teacher who is mindful of the content, strategies, and instructional practices that promote global citizenship among learners and a teacher. Critical reflection on the use of local and global phenomena in teaching about and for global citizenship in the context of Grade 6 English lessons is instrumental in evolving these insights. Although there is no empirical evidence that establishes that reflective teaching approaches have resulted in superior teaching or learning about teaching for beginning teachers (Cornford, 2002), recent studies show that there is evidence for the potential of reflective practice to support teachers' learning in professional learning communities (Alzayed & Alabdulkareem, 2021). Reflective practice enables individuals to review and improve their practice (Davies, 2012), and without critical reflection, teachers may be trapped in unexamined judgments, interpretations, assumptions, and expectations if they do not develop the practice of critical reflection (Larrivee, 2000). For instance, in-service teachers consider reflective journals an effective tool for increasing teaching awareness, thus improving their performance during teaching (Zulfikar & Mujiburrahman, 2018). The findings, therefore, imply that future undertakings involving the teaching of GCED should intentionally include reflective practice and consider the insights presented here as part of the inputs for critical reflection to promote mindful, engaging, and effective GCED integration in the extant instructional practices.

## **CONCLUSION**

Integrating GCED across existing subject areas at all levels is an optimal approach to teaching GCED (UNESCO, 2018b). Generally, this qualitative study aimed to enrich the Grade 6 English lessons with GCED integration using PhenoBL. The study aimed to identify phenomena suggested for GCED-enriched Grade 6 English lessons, develop GCED-enriched lessons in Grade 6 English PhenoBL, identify the teaching strategies used in the GCED integration, and describe the teacher's experiences in implementing the lessons. The suggested phenomena consisted of local and global issues focusing on environmental and climate change, gender and development, identity and diversity, government and politics, and peace and conflict. The grade 6 English lessons can be easily integrated with GCED using local and global phenomena. Varied strategies aligned with phenomenon-based learning and active learning can be used for teaching English enriched with GCED. The teacher's insights on teaching GCED in Grade 6 English lessons using local and global phenomena can be a useful and practical guide in designing and implementing GCED-enriched lessons.

There is still enormous work ahead to mainstream GCED using local and global phenomena, such as implementing a whole school approach to embracing GCED and contextualization. Among the action options to promote GCED in instructional practices include the following: continuing implementation of the phenomenon-based GCED-enriched Grade 6 English lessons in the school, dissemination of these sample GCED-enriched lessons to other schools or other elementary school teachers through in-service training or communities of practice, and further studies focusing on the lessons' effectiveness. Future undertakings include developing phenomenon-based GCED-enriched lessons in English in different grade levels or other subjects, exploring PhenoBL and GCED in instructional delivery or practices, and investigating reflective teaching of GCED.

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