The *Journey Around the World* is an elementary school curriculum that fosters prosocial and global competencies through oral and written language instruction. It prepares children to become responsible global citizens who can communicate and collaborate effectively across different cultures.

### Objectives
- Develop children’s social understanding and perspective taking skills;
- Promote prosocial values, feelings and behaviors;
- Increase knowledge about cultural diversity and a sense of global citizenship;
- Develop oral and written language skills.

### Curriculum Rationale
The need to prepare children to be effective and caring global citizens calls for integration of global and prosocial competences in the school curriculum. Global competence includes knowledge of world cultures as well as the ability to act responsibly and effectively on world problems (Mansilla & Jackson, 2011). Effective interactions across cultural contexts depend not only on the ability to think globally, but also on the fundamental capacity to care for, to understand, and to help others, i.e., prosocial competence. A socio-cultural perspective informs how to teach global and prosocial competencies through engaging children in collaborative, meaningful, imaginative, and culture-situated learning activities (Bruner, 1990; Egan, 2005; Vygotsky, 1997).

### Curriculum Format
- The *Journey Around the World* curriculum consists of twenty-two 30-min lessons delivered once a week by a regular education teacher.
- The curriculum provides detailed lesson plans with Power Point presentations which contain photographs and illustrations.
- The curriculum is designed in a thematic storytelling format where four fictitious friends travel around the US and the world. In each country, the friends meet a peer who serves as a guide who introduces them to his/her culture.
- Social-cultural stories engage children in exploring the world beyond their immediate environment and provide information about world cultures with the focus on cultural values, artifacts, and practices.
- Children, together with the stories characters, “visit” local schools and learn about children’s lives in other cultures; they encounter problem situations where they have to apply cultural knowledge and prosocial skills to act responsibly.
Competencies Taught in the Journey Around the World Curriculum

Socio-Emotional and Prosocial Competencies
• Affective language
• Understanding of causes and effects of emotions
• Empathy and compassion
• Prosocial behaviors including instrumental help, donating/sharing, and comforting
• Perspective taking

Global Competencies
• Curiosity and knowledge about different cultures
• Tolerance towards racial, linguistic, and cultural differences
• Awareness of one’s own cultural perspectives and perspectives of others
• Effective cross-cultural communication skills
• Knowledge of global environmental and social justice problems

Oral and Written Language Activities

Children:
• Are engaged in oral and written language activities which are meaningful and relevant for their cultural journey;
• Learn about different genres including “Thank you” and “Comforting” letters and a “Travel Journal;”
• Reflect on characters’ experiences in different cultures using a travel journal with the following rubrics: What the friends did, How they felt, and What they learned;
• Write reflections while taking the perspective of each character;
• Use different symbolic systems to tell and write stories.

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