GLOBAL CITIZENSHIP WORKSHOP

WORKSHOP LEADER MANUAL

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OVERVIEW

OBJECTIVES

Students understand the concept of global citizenship and the common experiences and concerns of the global community.

Students define the steps they can take to better understand and grow their own role as global citizens.

STUDENT PARTICIPANTS

High School

LENGTH

60 minutes

RESOURCES PROVIDED

Workshop Leader Manual
(lesson plan and teaching suggestions)

Workshop PowerPoint presentation

Student Handout (resources and worksheets)

Think-Pair-Share Organizer

Global Citizenship Idea Catcher Assembly Instructions

ROOM SET UP

Chart paper and markers OR whiteboard and dry-erase markers

Computer with internet access

Screen and LCD projector or interactive whiteboard

Speaker or audio system

Seating for students that allows for students to work in pairs and teams of three or four

STUDENT PARTICIPANTS WILL NEED:

A copy of the Student Handout (7 pages)

Writing instrument

A NOTE ON WORKING WITH VERY LARGE GROUPS

This workshop asks students to reflect personally on the materials and topics shared, and to work most intensely with peers that are seated nearby. All size groups work well as long as participants can see the slides, videos, and presenter notes, and hear the media and those who speak. For very large groups, instead of having share-outs to the whole assembly, ask student pairs / trios to combine with other small groups nearby so that reporting is done between 12–16 peers, while you monitor the assembly and listen to the interactions.

STANDARDS CORRELATIONS

WORLD LANGUAGE WORLD READINESS STANDARDS (WWW.ACTFL.ORG)

Connections: Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Communities: School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

PARTNERSHIP FOR 21ST CENTURY LEARNING (WWW.P21.ORG) INTERDISCIPLINARY THEME: GLOBAL AWARENESS

Using 21st century skills to understand and address global issues

Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

Understanding other nations and cultures, including the use of non-English languages

COMMON CORE STATE STANDARDS (WWW.CORESTANDARDS.ORG): COMPREHENSION AND COLLABORATION

CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES (WWW.SOCIALSTUDIES.ORG)

Include experiences that provide for the study of people, places, and environments

Include experiences that provide for the study of individual development and identity

Include experiences that provide for the study of interactions among individuals, groups, and institutions

Include experiences that provide for the study of global connections and interdependence

TEACHER EFFECTIVENESS FOR LANGUAGE LEARNING (WWW.TELLPROJECT.ORG)

Collaboration 5: I connect with local and global communities to support and encourage language and culture learning.

Learning Experience 6: I provide opportunities for students to engage in cultural observation and analysis.

Learning Tools 3: I use a variety of learning tools that facilitate the understanding of the perspectives behind cultural products and practices.

Performance and Feedback 3: I provide my students with opportunities to set and monitor their own goals for language performance and cultural competence that are consistent with or exceed course proficiency targets.

Planning 2: I plan learning experiences that address the unique needs and interests of my students.

IMPORTANT NOTES BEFORE BEGINNING

Make sure your internet is up and running.

Make sure the audio system/speakers are on and at a volume appropriate for the room.

Test your connection and sound ahead of time by opening the slide show, advancing to *Slide 5*, and clicking on the video URL. Once you have tested the system, you can close the browser window.

It's a really good idea to make your own Global Idea Catcher before you give this workshop. Write your own ideas on the Catcher as described in this lesson plan. To learn how to fold and use this dynamic learning manipulative, see the graphic steps on page 7 of the student handout, or watch a YouTube video (e.g. https://www.youtube.com/watch?v=DHT3N-pXVTY. Though it is often called a cootie-catcher, you can use this tool for lots of curricular areas—and students can use it in the workshop for capturing their thoughts and experiences.

SEGMENT 1 — 10 MINUTES

PREPARATION

Distribute student handouts; make sure each student has a writing instrument.

Project PowerPoint *slide 1* as a visual welcome while you finish your preparations.

SEGMENT 1 / PART 1: ACTIVATING PRIOR KNOWLEDGE – 5 MINUTES

OBJECTIVE

To guide students to define global citizenship in a way that connects the concept to their lives.

DISCUSSION TOPICS / QUESTIONS

How are all of us connected to the globalized world?

Where are our phones and computers manufactured?

From where do our clothes come?

From where is the food we eat imported?

Record answers on whiteboard to compile list of ways in which students are connected to the globalized world

SEGMENT 1 / PART 2: DEFINING GLOBAL CITIZENSHIP – 5 MINUTES

(Advance to Slide 2)

OBJECTIVE

Students to define what it means to be a global citizen in the context of their own lives

ESSENTIAL QUESTION

What does it mean to be a global citizen?

QUESTIONS ON STUDENT WORKSHEET

What does it mean to be global?

What does it mean to be a citizen?

What does it mean to be a global citizen?

Students to record their answers to the questions on their worksheets independently and then share with the class in small groups or all together

SEGMENT 2 / PART 1: EXPANDING PERSPECTIVE – 15 MINUTES

(Advance to Slide 3)

OBJECTIVE

For students to gain a new perspective on global citizenship and to identify the impact of global citizenship on societies and in the lives of individuals, both themselves and persons young and old around the world.

ESSENTIAL QUESTION

What is the impact of global citizenship on individuals and communities?

(Advance to Slide 4)

(Show the video on slide 4 https://www.youtube.com/watch?v=_yio6kQrlYQ)

DISCUSSION QUESTIONS ON STUDENT WORKSHEET

What new perspectives on global citizenship were represented in the video?

How did the speakers in the video describe global citizenship affects people and societies?

What other thoughts did you have about the video?

SEGMENT 2 / PART 2: THINK PAIR-SHARE – 10 MINUTES

OBJECTIVE

For students to work with a partner to further explore quotes from the video and contemplate their meaning.

ACTIVITY

Using a Think Pair Share worksheet and the list of quotes in the student handout, have students work with a partner or small group to examine the list of quotes and find their favorites as well as the ones that challenged them the most.

SEGMENT 2 / PART 3: FOCUSING ON IMPACT – 10 MINUTES

(Advance to Slide 5)

OBJECTIVE

For students to see more perspectives on global citizenship from other students representing viewpoints from different parts of the world

ACTIVITY

Watch two additional videos to further the discussion. Then read through the compilation of views of Global Citizenship from UNICEF, The United Nations, and Oxfam. Either lead another think-pair-share activity or discuss as a group.

(Show the video https://www.youtube.com/watch?v=7QRJH4WS6FA&feature=em-share_video_user - 1:09. The sound on this video is low so it might be necessary to raise the volume)

(Advance to Slide 6)

(Show the video https://www.youtube.com/watch?v=ehUhtbayFRs&feature=em-share_video_user - 1:17)

DISCUSSION TOPICS / QUESTIONS

How do the viewpoints represented in these videos fit into our broader discussion?

What role do organizations like The United Nations, Oxfam and UNICEF play in building awareness of global citizenship?

What are some global issues that would be affected if more peopled acted as global citizens?

WHAT PART DO I PLAY?

(Advance to Slide 8)

OBJECTIVE

To guide students to identify their own individual skills and interests that can address their role as global citizen.

ESSENTIAL QUESTION

What is my role as a global citizen?

DISCUSSION TOPICS / QUESTIONS

Bringing the focus back to the students' lives day-to-day, what part do they play in this broader discussion?

Do they feel they have a responsibility to be global citizens?

If so, what can they do to fulfill their role as global citizens?

(Advance to Slide 9)

ACTIVITY

Fill out the eight circles on page 5 of the student worksheet with words or short phrases that embody their understanding of global citizenship

(Advance to Slide 10)

ACTIVITY

Fill out the eight circles on page 6 of the student worksheet with issues for individuals and societies that focus on areas of global citizenship

(Advance to Slide 11)

SEGMENT 4 / PART 1: WHAT WILL I DO NEXT? – 4 MINUTES

(Advance to Slide 12)

OBJECTIVE

To guide students to plan specific actions to grow in effectiveness as a global citizen.

ESSENTIAL QUESTION

What specific steps will I take to act on what I have learned?

DISCUSSION QUESTIONS ON STUDENT WORKSHEET

What can I do to keep learning about global citizenship?

What can I do to connect more with individuals and groups around the world?

What global challenges and issues can I focus on in my day-to-day life now and in my future?

ACTIVITY

On page eight of your student worksheet, fill each of the four circles with a specific action you could take to learn about and connect with global cultures or work to address specific global issues

SEGMENT 4 / PART 2: THE GLOBAL CITIZENSHIP IDEA CATCHER/ FORTUNE TELLER – 4 MINUTES

(Advance to Slide 13)

ACTIVITY

Take the ideas from the eight circles of Global Citizenship on page 5 of your handout, and put them in the Catcher in the center boxes marked with a #1. Next place your eight issues from page 6 in the smaller diagonal boxes marked with #2. Finally, place your four action plan items in the squares at the four corners, marked #3. When you're done, ***carefully bend and separate off*** the bottom directions to leave the square. Then, following the idea catcher folding directions, fold your idea catcher into its final shape.

(Here's a video demonstrating how to fold an idea catcher to accompany the instruction sheet: https://www.youtube.com/watch?v=ccrwvGYlqyg)

The finished idea catcher should allow students to follow a journey from a specific action, to a global issue, to a word or phrase associated with global citizenship.