Global Citizens in Action: Youth Voices 2013 - 2014

Educator Handbook

Interactive Videoconference Scheduling

Use this page to record the days/times of your interactive videoconferences. <u>Please note</u>: a school **may not cancel** a videoconference unless extenuating circumstances arise (i.e. extreme weather, security threat).

SAMPLE	
Day	Wednesday
Date	October 18, 2013
Tech Dial-in Time	*7:30 AM EST*
Conference Start Time	*8:00 AM EST*
IVC #1 Backup Day, Date, Time	October 25, 2013 / Dial in 7:30 AM EST / Start Time 8:00 AM EST

INTERACTIVE VIDEOCONFERENCE #1: UNDERSTANDING OUR WORLDVIEWS	
Day	
Date	
Tech Dial-in Time	____:____ *(Hour: Minute AM / PM)*
Conference Start Time	____:____ *(Hour: Minute AM / PM)*
IVC #1 Backup Day, Date, Time	*(Day, Date, Time)*

INTERACTIVE VIDEOCONFERENCE #2: BUILDING MULTIPLE PERSPECTIVES	
Day	
Date	
Tech Dial-in Time	____:____ *(Hour: Minute AM / PM)*
Conference Start Time	____:____ *(Hour: Minute AM / PM)*
IVC #2 Backup Day, Date, Time	*(Day, Date, Time)*

INTERACTIVE VIDEOCONFERENCE #3: INVESTIGATING CURRENT GLOBAL ISSUES	
Day	
Date	
Tech Dial-in Time	____:____ *(Hour: Minute AM / PM)*
Conference Start Time	____:____ *(Hour: Minute AM / PM)*
IVC #3 Backup Day, Date, Time	*(Day, Date, Time)*

INTERACTIVE VIDEOCONFERENCE #4: ENGAGING OUR COMMUNITIES	
Day	
Date	
Tech Dial-in Time	____:____ *(Hour: Minute AM / PM)*
Conference Start Time	____:____ *(Hour: Minute AM / PM)*
IVC #4 Backup Day, Date, Time	*(Day, Date, Time)*

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Global Citizens in Action: Youth Voices
Program Overview

Introduction

Global Citizens in Action: Youth Voices (GCA:YV) is a yearlong civic engagement program that connects students and educators in the Middle East and North Africa, Central and South Asia, and North America through a dynamic curriculum on cultural exchange, media literacy, and global citizenship. *GCA:YV* pairs classrooms from different regions of the world for one academic year, from October through May, building cultural awareness and global citizenship through investigation of the driving question, "How do we, as youth, engage our communities to create positive social change?" In the program, students engage in intercultural dialogue, explore media bias, utilize technology, and learn how to communicate and share ideas across cultures. By equipping students with these critical 21st century learning skills, *GCA:YV* fosters leadership and motivation for youth to take positive action in their local and global communities.

Learning Objectives and Learning Outcomes

The overall goal of *GCA:YV* is to foster cultural awareness and active global citizenship among youth through intercultural dialogue and collaboration. The program's specific learning objectives and learning outcomes include:

Program Goal: Cultural Awareness and Global Citizenship	
Learning Objectives	**Learning Outcomes**
• Greater awareness of interrelations between people, cultures, traditions, places and events; • Understanding of how different media sources portray news and events differently; • Ability to identify, investigate, and address issues relevant to students' communities; • Ability to use project-based learning, interactive videoconferencing, online social networking, and collaboration for engagement and understanding of cross-cultural dialogue.	• Recognition of cross-cultural dialogue as a tool for increasing intercultural competence; • Ability to analyze complex conflicts using critical thinking skills; • Increased knowledge of relevant and current issues affecting communities; • Acquisition of tools, skills and abilities to positively influence communities. • Acquisition of research and presentation skills relevant to life, college, and career ready skills.

Unit Overview

The *GCA:YV* project-based curriculum includes three modules, each of which includes at least one unit. Each unit goes through three steps, designed to help integrate and support student engagement.

The following abbreviations refer to page numbers in the Educator Handbook and corresponding Student Workbook, respectively.

EH = Educator Handbook Page Number   **SW** = Student Workbook Page Number

Unit Overview	
LEARN	• Students dive into the topic at hand with background information and skills relevant to the curriculum module. • Students apply the skills and knowledge gained through a short activity to share with program peers in an IVC.
ACT	• Students use knowledge and skills gained in step 1 to engage in an action-oriented collaborative project. This project will be showcased in an IVC with their peers. • Students prepare for the IVC with an agenda.
REFLECT	• Students debrief and reflect on their IVC dialogue. • Students continue conversations through the online platform. • Educators give feedback via an online survey on module and IVC experience.

Scope and Sequence

	MODULE 1: CULTURAL EXCHANGE	MODULE 2: MEDIA & SOCIETY		MODULE 3: GLOBAL CITIZENSHIP
Driving Question	**"How do we, as youth, engage our communities to create positive social change?"**			
Guiding Question	*How does cross-cultural dialogue enhance our global awareness?*	*How do our news sources and information resources shape our perceptions about people and places worldwide?*		*How can we be active global citizens?*
Enduring Understanding	Dialogue enables mutual understanding and collaboration within our global community.	Critical consumption of media shapes well-informed perspectives.		Global citizens harness cross-cultural understanding and well-informed perspectives to positively engage communities.
Module Units	**Unit 1** Understanding our Worldviews	**Unit 2** Building Multiple Perspectives	**Unit 3** Investigating Current Global Issues	**Unit 4** Engaging our Communities
Timeframe	**Fall 2013**	**Fall 2013**	**Spring 2014**	**Spring 2014**
LEARN	Windows Exercise KHW Chart	Exploring Media Perspectives Global Timelines and Me	Conflict Tree	Activism Case Studies
ACT	Community Lens	Milestone 1: Project Launch	Milestone 2: Outline & Content Milestone 3: Rough Draft	Milestone 4: Final Product
	IVC #1	**IVC #2**	**IVC #3**	**IVC #4**
REFLECT	Reflect & Connect	Reflect & Connect	Reflect & Connect	Reflect & Connect

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Collaborative Project Module
Overview and Supporting Documents

	Educator Handbook (EH) Page Numbers	Student Workbook (SW) Page Numbers
Collaborative Project Introduction	pgs. 8 – 9	pgs. 9 – 10
Criteria Wheel	p. 10	p. 11
Project Format Options	p. 11	p. 12
Project Team Roles	p. 12	p. 13
Challenge Letter	p. 13	p. 5
Project Guide	pgs. 14 – 15	p. 14 – 15
Feedback Guide	p. 16	p. 16

Collaborative Project Introduction

What is a GNG collaborative project?

A GNG collaborative project is a project-based learning activity that challenges students to work together to develop solutions to real-world problems. Within and across classrooms engaged in GNG programs, students collaborate to define a challenge in their local or global communities and develop a project that addresses that issue by promoting positive change and community engagement.

> **Collaboration** is defined as two or more people working together towards a common goal. Collaboration on projects (with peers in class and/or virtually, locally and/or globally) should take place in **at least** one of the following ways:
> • Share feedback and reflections on projects
> • Share resources for projects
> • Co-construct one project with peers

What are the collaborative project's specific objectives?

1. To address the *GCA:YV* program's driving question, through youth-led investigation of a challenge identified in students' local or global communities;

> A **driving question (DQ)** provides the purpose for the project and guides its creation. **The Collaborative Project should answer the DQ.**

2. To use cross-cultural dialogue, media, and technology to deepen understanding of this challenge through collaboration;

3. To problem solve and/or raise awareness about issues or needs in the local or global community, and;

4. To engage local and global communities in this challenge by sharing projects and knowledge with wider audiences.

How will the curriculum support completion of the collaborative project?

Students will be introduced to the collaborative project through a **Challenge Letter** (EH p. 13; SW p. 5), calling all youth to become GLOBAL NOMADS through completion of a project with peers, addressing an issue relevant and meaningful to their local and global community. The Challenge Letter will appear as the first page of the Student Workbook and will set the framework for student participation in a GNG program.

The documents below[1] will support design, planning, and completion of the collaborative project and should be referred to throughout the project. The Challenge Letter, referenced above, also appears within these documents.
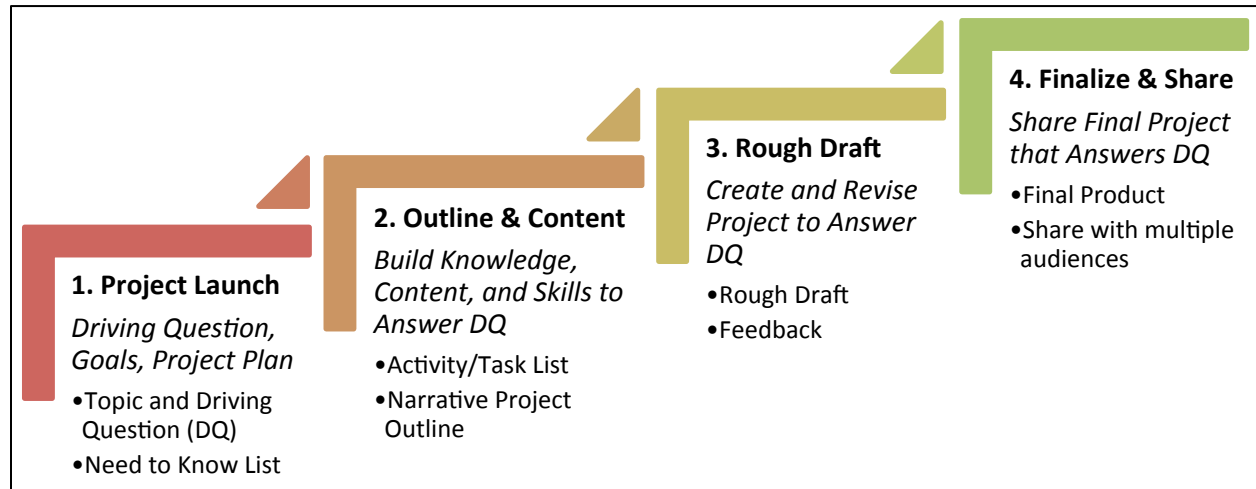
	Educator Handbook (EH) Page	Student Workbook (SW) Page
Criteria Wheel	p. 10	p. 11
Project Format Options	p. 11	p. 12
Project Team Roles	p. 12	p. 13
Challenge Letter	p. 13	p. 5
Project Guide	pgs. 14 – 15	p. 14 – 15
Feedback Guide	p. 16	p. 16

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[1] The framing and supporting documents presented in this Collaborative Project Module were based on or adapted from resources of the 2013 Buck Institute of Education, *PBL 101 Workbook*

Global Citizens in Action: Youth Voices
Collaborative Project Module

Four Milestones, or accomplishments, outline the step-by-step process for project completion. An overview of each milestone appears in the chart below, and is elaborated upon fully in each corresponding curricula unit. Upon completion of each milestone, students should return to the **Project Guide** (EH p. 14-15; SW p. 14-15) to fill in or update information, as applicable. As part of the collaboration process, students will give and receive feedback to their peers as a key component of each milestone.

1. Project Launch

Driving Question, Goals, Project Plan

•Topic and Driving Question (DQ)
•Need to Know List

2. Outline & Content

Build Knowledge, Content, and Skills to Answer DQ

•Activity/Task List
•Narrative Project Outline

3. Rough Draft

Create and Revise Project to Answer DQ

•Rough Draft
•Feedback

4. Finalize & Share

Share Final Project that Answers DQ

•Final Product
•Share with multiple audiences

The **Online Platform** will serve as the space for project communication, including sharing of feedback, ideas, and resources, between schools or groups. As each milestone is completed, students should post work to the corresponding section of the online platform, for feedback from peers. Once projects are complete, these should be shared with peers on the online platform.

The **Feedback Guide** (EH p. 16; SW p. 16) will guide students in giving and receiving feedback from their peers. Revision should take place every time groups receive feedback, adjusting and updating the project guide and project activities as applicable.

> **Revision** is when one changes or alters something in light of new ideas, suggestions, or evidence. In the collaborative project, students should revise the Project Guide and Activities every time peer feedback is received.

How long will the project take to complete?

Each curriculum unit includes 60 minutes of activity time to begin the preparation for each milestone. However, additional time and student work outside of class may be needed to complete milestones, and will be necessary to complete the project by the final interactive videoconference.

What are the criteria and guidelines for the project?

The collaborative project **Criteria Wheel** (EH p. 10; SW p. 11) outlines six elements of a strong and successful project that can promote deep community impact. Project completion depends equally on all criteria elements, which work best in tandem to achieve students' objectives and the goals of *GCA:YV*. The Criteria Wheel can be used as a rubric to perform peer and self-assessment throughout the project.

Criteria Wheel

The Criteria wheel outlines six elements of a strong and successful project and can be used as a rubric to perform peer and self-assessment throughout the project.

Mobilize	• Project answers the program's driving question. • Project positively engages youth and communities, within and beyond GNG programs and community, in an active way.
Investigate & Analyze	• Topic is relevant to your local and/or global community. • Inquiry deepens your understandings of people, places, and relevant issues worldwide.
Communicate	• Communication among peers involved in the project occurs throughout the project and in a timely fashion.

Collaborate	• Collaboration with peers (in class, nationally, or internationally) takes place in at least one of the following ways:
	  • Share feedback and reflection on projects
	  • Share resources for one another's projects
	  • Co-construct one project with peers.

Document	• Project creation and implementation is visually documented by students, for sharing with a wider audience. This could include picture, video, or written text (online or print).
Share	• Project is shared with other GNG program peers. • Project is shared with at least one additional group outside of GNG that is actively impacted by or involved in the project topic.

Global Citizens in Action: Youth Voices
Collaborative Project Module

Project Format Options

The collaborative project Format Options outlines types of projects across three themes: **Awareness, Advocacy, and Action**. Determine what you and your peers would like to accomplish through this project, and then brainstorm which format option will help you achieve this goal best.

	AWARENESS	ADVOCACY	ACTION
Goal *What do you want to accomplish?*	Awareness projects **inform** others about an issue. They **expand a community's understanding** of a problem, empowering people through knowledge.	Advocacy projects **speak out** or argue for a **specific cause** or policy that would address an issue. Advocates target **decision-makers** in a community who can help change the status quo.	Action projects **develop and implement real-world solutions** to community problems. They involve **direct** activities that support or counter a cause.
Sample Driving Questions	What impact does water scarcity have on our future?	How do we, as advocates, change city policies that would reduce water use?	How do we, as citizens, reduce our individual and school water usage?
Project Type	**Public Service Announcement (PSA):** *Widely-shared message that raises awareness or changes public attitude* Media Output: Visual arts, performing arts	**Campaign**: *A set of activities that promotes a specific cause, law, or change of behavior, often through media or politics* Media Output: Visual arts, performing arts, writing, event	
	Documentary*: *Media or art that objectively presents the stories of real-life people or events, often to raise awareness of a specific issue or move people to take action.* Media Output: Visual arts, performing arts, writing *Don't forget! Documentaries are not limited to film. They can be radio podcasts, photo/art exhibits, interactive theatre, investigative journalism, and more!		**Event:** *In-person activity that produces a particular product or outcome (voter registration, fundraising)* Media Output: Event-based
	Student Choice: *Design and implement your own type of project! Make sure it fits the criteria on pg. ##.* Media Output: All!		
Media Output	**Visual Arts** – Photography, drawing, painting, design, crafts, mural, film, posters **Performing Arts** – Radio, theatre, film, music, spoken word, dance **Writing** – Fiction/non-fiction blog, newsletter, journalism, letter-writing, creative writing, social media **Events** – Debate, fundraiser, exhibition, rally, registration drive		

Project Team Roles

Team Roles will organize everyone's responsibilities around the project. Be sure every group member has at least one role!

Project Start → **Project Completion and Sharing**

Group Leader: You make sure all group members stay on task and meet deadlines! You are also responsible for communicating with your partner group and/or GNG and SOLA staff, as needed. As the group leader, you should keep your peers focused and on schedule, making sure your project stays on topic, is action-oriented, and involves positive collaboration, feedback, and reflection with your partner group.

Research Committee: As part of this team, you conduct or lead background research on the chosen topic, which includes finding similar projects for inspiration and comparison. You should share what you learn with the Content Creation Committee to make sure the project is accurate, relevant to your chosen topic, and has the information necessary to make it successful.
Example: In a project to reduce your community's trash output, the research committee might research how much trash the community currently produces, where the trash goes, what current recycling options exist in the area, etc.

Logistics Committee: As part of this team, you make sure that the group has all necessary supplies and materials needed for project and your community event. You will also coordinate any travel needs, event planning and/or any venue reservations required.
Examples: Reserve venue for film screening/exhibition/community event; hire bus or translation services; recruit volunteer to assist with film editing, etc.

Content Creation Committee: As part of this team, you coordinate the creation of content of the project. This doesn't mean you have to create all of the content yourselves; similar to the Research Committee, other group members may be assigned roles in the creation process.
Examples: Storyboard, draft, and collect materials for project, which could be film, photos, posters, letter writing templates, mural, etc.

Documentation Committee: As part of this team, you visually document the project – in its creation and/or completion. You will make sure it can be easily shared with online and in person audiences
Examples: short film, time-lapse photography, etc.

Outreach Committee: As part of this team, you raise awareness about your project: engage in PR, social media, and or press media campaigns. You should also plan a community event, in coordination with the Logistics Committee.

Challenge Letter

> ### WHO ARE GLOBAL NOMADS?
>
> Global Nomads fundamentally believe that all people, in all countries, from all cultures, are good. It's the misconceptions we're all raised with, taught or learned, that blind us to be otherwise. Global Nomads seek out these misconceptions and discuss them openly, honestly, and more importantly, face-to-face. Global Nomads are citizens of the world.

Calling All Youth:

Since 1998, Global Nomads Group has been connecting young people like you with their peers worldwide. Global Nomads – young people who embrace cross-cultural dialogue and celebrate both similarity and difference – are positively influencing their communities in over 50 countries, across all seven continents. Today, we ask you to join them as part of the *Global Citizens in Action: Youth Voices (GCA:YV)* program.

As a Global Nomad in *GCA:YV*, you can bring global voices into your local conversations. By connecting and collaborating with peers in North America, the Middle East, Afghanistan, and Pakistan, we challenge you to answer**: "How do we, as youth, engage our communities to create positive social change?"**

As a Global Nomad, you will:
- **Collaborate** with your peers to identify an issue that you want to **change** in your community.
- Use arts and media to **create** a real-world solution to this issue.
- **Share** the project locally and globally.

By taking action, you can become a Global Nomad, a citizen of the world.

Are you ready for the challenge? Through discussion with your peers, you will identify an issue that impacts you, as a young person, in your local or global community and that you want to positively influence. Together with your peers, you will investigate, analyze, and learn more about this issue in order to develop a project that implements a real-world solution in your local or global community.

Throughout the program, you'll use the following project documents to guide your progress:

- **Four Milestones**, or steps, will help you plan and implement your project. Curriculum activities and a **Project Guide** will lead you through completion of each milestone.

- The **Criteria Wheel** will guide you in making sure your project includes all of the elements of a successful and collaborative effort with your peers!

- In the **Format Options** guide, we've outlined **Project Types** across three themes: **Awareness, Advocacy, and Action**. Determine what you and your peers would like to accomplish through this project, and then brainstorm which format option will help you achieve this goal best.

- To streamline collaboration, review the **Team Roles** and make sure that everyone in your group has at least one role and responsibility for the project.

Be daring and creative, and don't be afraid to take risks. This is your opportunity to make a difference in the world in which you live. This is your opportunity to become a **Global Nomad**.

- The **Global Nomads Group** Team

Project Guide

*As a **living document,** the **Project Guide** will lead the development of your project. Upon completion of each **milestone**, refer to this guide and fill in – __or revise__ – the relevant information.*

A. Project Overview
Refer to Project Format Options (EH p. 11; SW p. 12) for additional guidance.

Topic: _____

Title: _____

Goal: ☐ Awareness ☐ Advocacy ☐ Action

Driving Question (DQ): _____

_____

Objective: *Based on your DQ and goal, what do you hope to achieve with your project?*

_____

Project Type: ☐ Campaign ☐ Documentary ☐ Event ☐ Public Service Announcement

Media Output: ☐ Visual Arts ☐ Performing Arts ☐ Writing ☐ Event-Based
         Specific output (for example: radio piece, blog, photo story): _____

Calendar: *If you are engaging in Interactive Videoconferences (IVCs), milestones should be completed and shared online one week before the related IVC, so you and your peers have time to give and receive feedback. You may have more than one milestone per IVC.*

Milestone	IVC Number and Date *Ex: IVC 3, April 2*	Milestone Due Date *1 week before IVC (Ex: March 25)*
1 – Project Launch		
2 – Outline & Content		
3 – Rough Draft		
4 – Finalize & Share		

B. Target Audience

Who is the target audience? (ex: peers, teachers, community, family, country)

_____

Why is this an important target audience?

_____

How will we share our project with our audience? (ex: In local events? Online?)

_____

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Global Citizens in Action: Youth Voices
Collaborative Project Module

C. Team Roles
Refer to Project Team Roles, (EH p. 12; SW p. 13), for additional guidance

Student Roles: *Record your group's roles here.*

Group Leader: _____

Research Committee: _____

Logistics Committee: _____

Content Committee: _____

Documentation Committee: _____

Outreach Committee: _____

Partner School Role (if applicable): *What do you need from your partner school?*

_____

_____

D. Activity and Materials Chart
Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Feedback Guide[2]

Use the categories below to provide feedback on your group or partner's project or milestone. Remember to give constructive feedback that is respectful and includes specific ideas for growth, instead of general praise or criticism.

I hear/see…
What do you observe? How does the project make you feel or think? Does it motivate you to action?

_____

_____

_____

_____

I want more of…
What do you want to see expanded or enhanced? What worked well and compelled you to think or act a certain way?

_____

_____

_____

_____

I wonder…
What questions do you still have? What could strengthen the project? How could it more specifically answer the Driving Question?

_____

_____

_____

_____

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[2] Adapted from: Buck Institute of Education. *PBL 101 Workbook*. California: Unicorn Printing Specialists, 2013.

Program Curriculum

	Educator Handbook (EH) Page Numbers	Student Workbook (SW) Page Numbers
Cultural Exchange Module	p. 18	p. 18
Unit 1: Understanding our Worldviews	p. 19	p. 19
Media and Society Module	p. 26	p. 25
Unit 2: Building Multiple Perspectives	p. 27	p. 26
Unit 3: Investigating Current Global Issues	p. 40	p. 38
Global Citizenship Module	p. 54	p. 51
Unit 4: Engaging our Communities	p. 55	p. 52

Cultural Exchange Module

In this first module, students will be introduced to the *Global Citizens in Action: Youth Voices (GCA:YV)* program and will begin the process of cultural exchange with their peers. They will deepen and broaden their understandings of themselves and each other, reflecting on their current global knowledge and their individual perspectives on people and places worldwide. In **Unit 1**, students will assess their background knowledge as it relates to the program themes and they will identify what they would like to learn. Additionally, they will identify and share significant aspects of their own country, cultures and customs with their partners.

Unit 1: Understanding our Worldviews			
	Activity	**Page (EH)**	**Estimated Time**
LEARN	Windows Exercise	p. 19	20 minutes
	KHW Chart	p. 20	40 minutes
ACT	Community Lens	p. 22	60 minutes
	Interactive Videoconference (IVC) #1	p. 23 – 24	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT	Reflect & Connect	p. 25	15 minutes

Unit 1: Understanding Our Worldviews

LEARN

Windows Exercise[3]	
TIME	**MATERIALS**
20 minutes	A room with a window; pen and paper
OVERVIEW	
The "windows" exercise will assist students in recognizing and understanding their global community beyond their individual perspectives.	

1. **Observe:** From their seats, instruct students to look out the window and individually identify what is outside. Allow 3-4 minutes for students to work silently and independently, free-writing or drawing what they see out the window(s).

2. **Discuss:** Have students share excerpts from their writing or drawings, especially from students sitting in different parts of the room and with various vantage points. Ask the class what they notice about the selection of shared observations. *(Try to avoid phrasing this question using "different;" hopefully the primary comment will be that each observation was different).* Deepen conversation by asking students to further consider their observations, even those that seem obvious:
   - If a student noted that there were leaves moving in the wind, ask, "How do you know that the wind is moving the tree?" Try to get students to come up with other possible causes for the tree moving (a person standing below, a squirrel climbing, etc.).
   - If a student saw a car pass by, ask how they know it was a car. Did others see the car?
   - If one student sees something that others didn't, ask the students if they believe/trust the report of the peer. Maybe some things outside are visible from only certain angles/positions in the room, only at certain times.
   - Ask students how their previous knowledge of what is outside the window may have informed their current observations. Maybe they make reference to a building they see as being a store or another part of the school, but what they actually see does not show any indicators of it being that type of building.
   - If you have multiple classroom windows, ask if everyone looked out the same windows? Out multiple windows? Why do we choose to look in some directions over others?

3. **Make Connections:** Use these observations to make the point that our information is always incomplete; things aren't always as they appear (in life, or in the media). We are always getting partial pictures because we can't know everything that happened before we arrive or everything that is happening outside the "frame" (whether that frame is the window in this exercise, our media sources, etc.). Additionally, point out to the students that our previous knowledge informs any new knowledge we receive, whether about what we think we see, a particular culture, or a local or global event.

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[3] Adapted from: *Windows: Channels for Communication*, http://www.win-peace.org/.

Know/How/Wish (KHW) Chart	
TIME 15-20 minutes	**MATERIALS:** "KHW" Worksheet (EH p. 20; SW p. 20)
OVERVIEW In this exercise, students will complete a Know/How/Wish (KHW) chart about their partner country, including what they already know, how they know it, and what they wish to learn. Through this activity, students will identify prior knowledge and outline what they hope to gain from program participation.	

INSTRUCTIONS
 	
1. **Introduce** students to their partner country by having them individually, then collectively, complete the "KHW" Worksheet (EH p. 20; SW p. 20). After, discuss as a group what they already **K**now about their partner country, **H**ow they got this information, and what they **W**ish to learn.
 	
2. **Know:** In **Column 1: "What do I know/hear about my partner country,"** provide 2-5 minutes for students to record their ideas in a minimum of three categories.
 	
   Sample prompting questions include:
    • On what continent/in what region is our partner country?
    • What language(s) do they speak?
    • Who is the political leader (President, Prime Minister, King, etc.)?
    • What type of government does our partner country have?
    • What are the current relations between our country and our partner country?
    • What do we know about the history, culture, or way of life in our partner country?
 	
3. **How:** Ask students to complete **Column 2: "How do I know this? Where did this information come from?"** Provide 2 minutes for students to record where their knowledge comes from. Possible sources include:
 	
    • School   • Internet   • Parents
    • Newspapers   • TV   • Friends
 	
4. **Wish:** Ask students to complete **column 3: "What do I wish to learn?"** to enhance the information they've listed, or gain knowledge in new areas about their partner country.
 	
5. **Discuss:** Share responses. Encourage students to add details to their answers during discussion. You may also want to ask students to consider some of the following questions:
    • How is our partner country relevant in our lives? Why should we be interested in our partner country?
    • How will we learn about our partner country? Where will we get the information from for our "wish" column?
    • What do I want to get out of participation in this program? How will this program relate to other parts of my life?	

Cultural Exchange Module
Unit 1: Understanding our Worldviews

"KHW" Worksheet
Complete this chart with what you **KNOW**, **HOW** you know this, and what you **WISH** to learn from your partner school peers this year.

	What do I KNOW about my partner country? What have I heard about my partner country?	**HOW do I know this?** Where did this information come from?	**What do I WISH to learn more about in this area?**
Geography Have students locate their partner country on a map. What countries border your partner?			
People and Culture			
Religion			
History			
Government and Economy			
Education			
Human Rights			
Environment			
Other: _____			

ACT

Community Lens	
TIME 60 minutes	**MATERIALS** Video camera / digital camera with video option (optional), computer, Internet, Slideshow or video software

OVERVIEW

Students will introduce themselves and their school/community/cultures to their peers through the creation of a short video or picture slideshow. The video/picture slideshow will be showcased during the IVC and will serve as a starting point for students to discuss their cultures, countries, and interests, as well as relevant community issues, with their peers.

1. **Brainstorm and Investigate:** Lead students in a brainstorming exercise to identify what they want to showcase of their school and community to their peers. Have students identify one of the following key themes on which to focus their video/picture slideshow:
   - **School Life:** What makes your school unique compared to others in the area? How do you travel to school (Ex: walk, car, bus) and what does the trip look like? What types of food do students eat at lunch?
   - **Extracurricular Life:** How do you spend your free time when you are not in class? What activities do you do at school or home? Where are the popular student hangouts?
   - **Culture and Society:** What are the famous landmarks in your community or country? What customs and traditions do you, your family and your peers practice?
   - **Community Issues:** What are school or community issues that concern you? Why are these important to you?

2. **Prepare:** Assign roles and make your video or picture slideshow, remembering to make it as visual as possible. Consider the following:

> **Optional: EXPAND YOUR UNDERSTANDING**
> **Interview Your Community**
> Interview peers, family, and community members to find out what they know about your partner country.
> - What ideas do your interviewees hold about your partner country?
> - How do these ideas or stereotypes form? How are they spread?
> - Through participation in this program, what role will you play in informing the perspectives of others?

   - Who will create the script?
   - Who will be in charge of filming or collecting images?
   - Do you need narration, captions, or an on-screen moderator? How can you communicate information in a visual way?
   - If you are collecting original footage (i.e. video or photos), use a video camera or digital camera to create a 2-3 minute video or a 10-12 picture slideshow. Try to make it as visual as possible, as your peers may not speak the same language that you speak.
   - If you are creating a picture slideshow that shows images outside of your daily life or community, you may use the Internet and other media resources to gather the necessary images for a 10-12 picture slideshow.

3. **Share:** Upload the video or picture slideshow to the online platform.

4. **View:** View your partner school video or picture slideshow, offer comments online, and compose 2-3 questions for the IVC!

Interactive Videoconference (IVC) #1 Preparation and Outline	
TIME	**MATERIALS**
IVC Outline Preparation– 30 minutes (before IVC) IVC #1 – 60 minutes	IVC #1 Outline (SW p. 22-23)
OVERVIEW The outline below will be used as a guide for discussion during the first IVC. Have all students review and complete this outline prior to IVC #1. In addition to this outline, make sure to: • Coordinate student facilitator responsibilities with partner educator. • Have designated student facilitator draft a detailed script to be approved before the IVC. Use Appendix B: Sample IVC Script (page 73) for guidance.	

INTERACTIVE VIDEOCONFERENCE #1: UNDERSTANDING OUR WORLDVIEWS	
Day	
Date	
Tech Dial-in Time	____:____ *(Hour: Minute AM / PM)*
Conference Start Time	____:____ *(Hour: Minute AM / PM)*
IVC #1 Backup Day, Date, Time	*(Day, Date, Time)*

IVC Outline
Facilitator Name: _____   School: _____

I.   **Introduction to *Global Citizens in Action: Youth Voices* (7 minutes)**
Facilitator welcomes all participating students to the *Global Citizens in Action: Youth Voices* program and poses program's driving question to students. One representative from each school introduces him/herself and their classmates to their partner school.

➢   Name of Class Representative:
➢   Number of students participating in IVC #1:
➢   Interesting background about your school or community (something that isn't shared in your Community Lens, but will be useful for your partners to know about where you live/study):

II.   **LEARN: Understanding our Worldviews (20 minutes)**
After reflecting on how our individual perspectives shape our worldviews and brainstorming what you know/want to know about your partners, record two comments on how the Windows activity impacts the way you think about people and places worldwide. Then, record three questions for your peers that you would like to learn more about from a first-hand source.

Two Comments:
➢
➢

Three Questions:
➢
➢
➢

III.   ACT: Presentation of Community Lens (20 minutes)

Each group introduces their school, community and cultures to their peers through the presentation of the Community Lens video/picture slideshow. View the Community Lens of your peers on the online platform and record three questions to ask during the IVC.

Introduction of Community Lens
➢   Name of Class Representative:

Three Questions:
➢
➢
➢

IV.   60-Second Showcase! (10 minutes)

In each IVC, students will have the opportunity to share more about their personality through showcasing personal talents or interests for their peers. Students are encouraged to participate _only once_, until all classmates have shared with their peers. As part of Show and Tell, students will have the opportunity to ask questions or comment on their peers' presentations.

60-Second Showcase can include: playing a musical instrument, singing, dancing, reciting poetry, exhibiting art (paint, sculpture, etc.); showing any equipment, pictures or medals associated with a sports hobby; sharing any dress or dance associated with a custom or holiday; or explaining a family heirloom or other artifact of significance; on something else!

Encourage students to keep their presentations visual (or require little technical explanation), especially for IVCs using consecutive translation. Presentation of the talent **should not exceed 60 seconds**.

Select three student representatives to share a personal interest or talent for their peers in this IVC.

➢   Name of Representative:
➢   Name of Representative:
➢   Name of Representative:

V.   Conclusion (3 minutes)

Facilitator thanks all students and teachers for participating and reminds participants to contribute to the online platform and prepare Unit 2 activities for the upcoming IVC.

REFLECT

IVC #1 Debriefing Conversation	
TIME 15 minutes *(Either immediately following or shortly after IVC)*	**MATERIALS** Pen, paper, internet access to online platform
OVERVIEW Following each IVC, engage your students in a short reflective conversation on the module topic, the module activities, and the IVC experience.	

INSTRUCTIONS
 	
1. **REFLECT** on your Conversation:
    • By preparing the video or picture showcase about your school/community, what did you realize/learn about your own culture(s)?
    • By engaging with your peers in real-time dialogue, what did you learn about their culture? What surprised you?
    • Did you feel prepared for the IVC?
    • What questions do you have after the IVC?
 	
2. **CONNECT** on the Online Platform:
    • Visit Google Plus to answer today's poll question(s,) posted by GNG:
 	
  i. What was your favorite part about your first IVC?
     a. Sharing my Community Lens
     b. Viewing the Community Lens of my partner school
     c. Learning something new about my partner school peers
     d. Show and Tell
 	
  ii. To Be Determined: See Online Platform	

EDUCATOR FEEDBACK SURVEY:
Following each IVC, educators are encouraged to complete the "Educator Feedback Survey." The survey should not take more than 10 minutes to complete, and will be e-mailed directly to educators immediately following the IVC.

Media and Society Module

In this second module, students will consider the role media plays in influencing our individual and community perceptions about people, places, and events worldwide. In **Unit 2,** students will further cultivate their worldviews as they examine significant events in their personal lives, and how they are influenced and impacted by international, national, and local events. In **Unit 3,** students will continue their exploration and understanding of complex issues through a conflict mapping exercise, analyzing the causes and effects of their collaborative project topic.

In this module students will also be introduced to the **Collaborative Project**. In Unit 2, students will identify an issue in their local and global community, which they would like to address through a real-world solution in the form of a project, and take the first steps towards project planning and creation. Students should use the Global Events and Me Timeline (Unit 2) and the *GCA:YV* thematic pages (Appendix A) to help them identify this issue.

Collaborative project development continues in Unit 3 with planning, outlining and developing of a rough draft for the project. Throughout the project development phase, students are expected to seek and incorporate feedback on their project plan, outline, and draft.

Milestone's One, Two and Three should be completed by the conclusion of this module.

Unit 2: Building Multiple Perspectives			
	Activity	**Page (EH)**	**Estimated Time**
LEARN	Media Bias Exercise	p. 27	20 minutes
	Global Events and Me Timeline	p. 29	40 minutes
ACT	Milestone 1: Project Launch	p. 31	60 minutes in class planning 45 - 60 minutes additional preparation (outside of class)
	Interactive Videoconference (IVC) #2	p. 37 – 38	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT	Reflect & Connect	p. 39	15 minutes

Unit 3: Investigating Current Global Issues			
	Activity	**Page (EH)**	**Estimated Time**
LEARN	Conflict Tree Exercise	p. 40	60 minutes
ACT	Milestone 2: Outline & Content	p. 44	90 minutes in-class planning
	Milestone 3: Rough Draft	p. 48	90 minutes additional preparation (outside of class)
	Interactive Videoconference (IVC) #3	p. 51 - 52	30 minutes preparation 75 minute IVC + 30 min. dial-in
REFLECT	Reflect & Connect	p. 53	15 minutes

Unit 2: Building Multiple Perspectives

LEARN

Exploring Media Perspectives	
TIME 20 minutes	**MATERIALS:** Pen, Paper, "Captions in the Media" Worksheet (EH p. 28; SW p. 27)

OVERVIEW

Students will consider how media sources can incorporate bias or subjective opinion by analyzing images from various media stories and writing their own picture captions from different viewpoints.

INSTRUCTIONS

1. **Warm-up:** Brainstorm the resources students use to gather information, such as:
   - Print media (i.e. newspapers, magazines)
   - Digital media (i.e. websites, audio, and video)
   - Family, friends, and/or peers
   - Social networking

   Challenge students to reflect upon these sources and consider:
   - What is the purpose of media? Does the media tell the "whole" story? Why or why not?
   - How can you make sure that your perspectives are well-informed?

2. **Analyzing Media Images:** Distribute the "Captions in the Media" worksheet (EH p. 28; SW p. 27). In small groups, have students analyze the images using the guiding questions provided. Next, have groups brainstorm TWO captions for each image. Encourage students to be creative. Consider:
   - *How can the image be used in different contexts?*
   - *How might the caption differ if the image was in other media sources (i.e. print, online, social media)?*

   > **Optional: Choose your own images**
   > - In class or at home, have students explore newspapers, magazines, the Internet, or other media to <u>select two images of their own.</u>
   > - Have students/small groups swap images (without captions), then analyze the photos and develop their own captions.
   > - As a group, discuss the caption writing process, similarities and differences, and how background knowledge impacts our views.

3. **Group Discussion:** Debrief as a group. Bring attention to the differences in groups' captions to demonstrate how media incorporates subjective opinion on events and information, even when the intention is to be objective. You may end by disclosing the caption and discussing the similarities and/or differences between the students' captions and the actual caption.

Image 1: "*People stand outside a KDDI Corp. outlet prior to the launch of the Apple Inc. iPhone 5 in Tokyo, Japan, on Friday, Sept. 21, 2012. Apple is poised for a record iPhone 5 debut and may not be able to keep up with demand as customers lined up in Sydney, Tokyo and New York to pick up the latest model of its top-selling product.*"[4]

Image 2: "*Journalists listen in amazement as fisherman Keith Myrie points to the disappearing beach at Jackson Bay in the distance. According to Panos, there is evidence to suggest that some of the sand which disappeared from that location is being carried miles away to Rocky Point where the beach is getting larger, and areas which were formerly covered by seawater can now be accessed by walking or driving.*"[5]

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[4] "Bloomberg's Best of 2012," *The Windsor Star, 2012,* http://blogs.windsorstar.com/2012/12/14/bloombergs-best-of-2012/
[5] "Media urged to promote environmental issues," *The Gleaner,* 2 April 2011, http://jamaica-gleaner.com/gleaner/20110402/lead/lead5.html

Media and Society Module
Unit 2: Building Multiple Perspectives

"Captions in the Media" Worksheet

Part 1: In your group, analyze the images below and discuss following questions:
- What is shown in each picture? What "story" does each picture tell?
- How do you think each picture was used in media (i.e. to provide information, to advocate for a cause, to accompany a written article, as part of a photo story)?
- What is not shown in the picture that might be important in understanding the story?

Image 1 – Photographer: Akio Kon/Bloomberg

Image 2 – Photographer: Christopher Serju

Part 2: After analyzing, write TWO different captions (a 1-2 sentence description that explains the context of a particular image or media piece) for each image. These captions should be able to accompany the image if it were to be printed in a newspaper, magazine, or posted online. Be creative and try to think about how the image could be used in different ways.

Global Timelines and Me	
TIME 60 minutes	**MATERIALS** Pen and paper, "Timeline" Worksheet (EH p. 30; SW p. 29)
OVERVIEW Students will identify significant events that impact their lives, at the personal, local, national and international levels. They will consider how these also influence their peers and communities.	

1. **Identify Personal Events**: Individually, have students each identify personal events in the following categories that are significant in their life:
   - 2 personal events in their lifetime,
   - 2 family events in their lifetime, and
   - 2 family events prior to their birth that are significant to them.

   Students should place these in chronological order, either on the top line of the Timeline Worksheet (EH p. 30; SW p. 29), or on a separate sheet of paper (feel free to get creative and artistic!).

2. **Identify Local and Global Events:** Individually, in pairs, or in small groups, have students identify:
   - 5-7 local, national, or international events that they consider significant, and which occurred during the same timeframe as students' personal events.

   Students should plot these in chronological order along the bottom half of their timelines.

3. **Reflect & Analyze:** Have students reflect on their timelines and consider how their personal lives relate to international/national/local events, and vice versa.

4. **Share**: Post student timelines to the online platform.

5. **View**: View the partner school timelines, offer comments online, and compose 2-3 questions for the IVC!

> **Optional: EXPAND YOUR UNDERSTANDING**
> **Local and Global Events in the Media**
> - For each local or global event on your timeline, utilize research skills (use of the Internet and/or other resources) to locate 2 media sources showing different perspectives on this event.
> - Why do you think these media sources present different perspectives when reporting on the same local or global events?

Media and Society Module
Unit 2: Building Multiple Perspectives

"Timeline" Worksheet

Use this timeline template, or get creative and make your own, to map out personal and global events in your life. Make sure to include one sentence of context for each event, so your peers can understand why these are significant events in your life.

Personal:

Global:

ACT

Milestone 1	
Project Launch: Topic of Interest, Driving Question, and Need to Know List	
TIME 60 minutes in-class planning 45 - 60 minutes additional preparation (outside of class, if needed)	**MATERIALS** Challenge Letter (EH p. 13 & 34; SW p. 5) Project Guide: Part A & B (EH p. 14-15 & 36; SW p. 14-15 & 34) Project Format Options (EH p. 11; SW p. 12) "Need to Know" Worksheet (EH p. 35; SW p. 33)

OVERVIEW

In this first milestone, students will determine their group's project topic and goals, develop a driving question, and create a "need to know" list to get their project started. Have students reflect on their first IVC, as well as the local, national and international events they highlighted in their Global Timelines, to draw inspiration for the issue they would like their project to address.

In order to complete Milestone 1, students must return to the Project Guide (EH p. 14-15 & 36; SW p. 14-15 & 34) and complete Part A: Project Overview and Part B: Target Audience.

INSTRUCTIONS

1. **Introduce the Project:** Have a student or group of students read the Challenge Letter aloud (EH p. 13 & 34; SW p. 5) to his/her peers. Lead a brief class discussion:
   - *What are your thoughts and feelings around taking on the Global Nomad challenge?*
   - *What obstacles do you think you will face during this challenge?*
   - *What is one thing you hope to achieve as a result of this challenge?*

   Record student responses, to be revisited at the conclusion of the project for reflection.

2. **Topic Selection Activity:** *What issues in your local or global community do you want to positively influence with your project? Why are these important to you?*

   Free Write/Draw: Students write or draw for five minutes about the brainstorm question above, focusing on the main topics they would like to pursue in the collaborative project. Students consider what they want to learn about themselves, their peers, current events, and the world through cross-cultural dialogue, and how they would like to positively engage – and change – their communities. Use the following to guide students' free write/draw:
   - IVC #1 Reflections and online platform exchanges
   - Local, national and international events highlighted in the Global Timeline
   - Thematic Resources (See below, and Appendix A)
     - History, Culture and Belief Systems
     - Environment and Natural Resources
     - Global Health
     - Women's Rights / Human Rights
     - Government and Foreign Policy

   Identify Trends: Have students identify the top 5 recurring words or phrases in their writing and compare these with peers to create a group list of the 3 most common or important topics.

Propose a Topic: Have students decide or vote on 1-2 topic(s) that they would like to explore further through the collaborative project.

Topic(s): _____

Why are these topics important to us? How do they connect to our lives and communities?

_____

_____

In the next IVC with their partner school, students will have the opportunity to discuss their topic(s)s and receive feedback. Students may decide to pursue the same topic together, or investigate different topics, with each other's support.

3. **Identifying the Goal, Project Type and Media Output** for the proposed project.

   Using the **Project Format Options** guide (EH p. 11; SW p. 12) have students brainstorm the following:

   a. *What **goal** do you want to accomplish with your project? (Check one box)*

□ Awareness	□ Advocacy	□ Action
Awareness projects inform others about an issue. They expand a community's understanding of a problem, empowering people through knowledge.	Advocacy projects speak out or argue for a specific cause or policy that would address an issue. Advocates target decision-makers in a community who can help change the status quo.	Action projects develop and implement real-world solutions to community problems. They involve direct activities that support or counter a cause.

   b. *What **project type** and **media output** do you think will help you achieve this project goal best?* In small groups, have students offer three reasons why a specific project type and media output will help achieve their project goal. Have students present these to the class and collectively decide upon a project type and media output (below) to share with their partner for feedback.

   Project Type: □ Campaign   □ Documentary   □ Event   □ Public Service Announcement

   Media Output: □ Visual Arts   □ Performing Arts □ Writing □ Event-Based
   Specific output (for example: radio piece, blog, photo story): _____

4. Crafting a **Driving Question (DQ)** for the proposed project.

> What is a Driving Question (DQ)? A **driving question** provides the purpose for the project and guides its creation. **The Collaborative Project should answer the DQ.**

Characteristics of a Good DQ

- Provocative and challenging: It's about an important or urgent issue that must be addressed.
- Open-ended and not easily answered: It requires inquiry, research, and creativity.
- Relevant to your lives and community: It should inspire you to take action!

Format of a DQ: *The four-part structure will help students write a great driving question!*

DQ Part	1. Question word that frames the issue…	2. Person/entity that is the focus…	3.Action/challenge that the entity accomplishes…	4. Audience* for the action or challenge?
Ideas	How do/can, What, Should, Could	we as [youth, class, citizens], town, country, school	build…, create…, design…, solve…, make…	real world problem, for a group, for a public audience
Example	How do	we, as citizens,	reduce water usage	in our school?
	How do we, as citizens, reduce water usage in our school?			
Practice				

*The audience should be real people who you can reach, and who would benefit from the project.

Based on the guidelines above, write your Driving Question as a class: _____

_____

5. **Need to Know List:** Now that students have a driving question, they must decide what knowledge and skills they already have, and what they need to know to complete this project.

Have students use the "Need to Know" worksheet (EH p. 35; SW p. 33) to record this information. Encourage them to **revisit and revise this list throughout the project**, checking off the list as they answer "need to know" items during research.

6. **Project Guide:** Using the information recorded in Milestone 1 above, direct students to the Project Guide (EH p. 14-15 & 36; SW p. 14-15 & 34) to complete Part A: Project Overview and Part B: Target Audience.

1. Project Launch
Driving Question, Goals, Project Plan

CONGRATULATIONS!
✓ Milestone 1 is complete!

Challenge Letter (Also on EH p. 13; SW p. 5)

WHO ARE GLOBAL NOMADS?

Global Nomads fundamentally believe that all people, in all countries, from all cultures, are good. It's the misconceptions we're all raised with, taught or learned, that blind us to be otherwise. Global Nomads seek out these misconceptions and discuss them openly, honestly, and more importantly, face-to-face. Global Nomads are citizens of the world.

Calling All Youth:

Since 1998, Global Nomads Group has been connecting young people like you with their peers worldwide. Global Nomads – young people who embrace cross-cultural dialogue and celebrate both similarity and difference – are positively influencing their communities in over 50 countries, across all seven continents. Today, we ask you to join them as part of the *Global Citizens in Action: Youth Voices (GCA:YV)* program.

As a Global Nomad in *GCA:YV*, you can bring global voices into your local conversations. By connecting and collaborating with peers in North America, the Middle East, Afghanistan, and Pakistan, we challenge you to answer: **"How do we, as youth, engage our communities to create positive social change?"**

As a Global Nomad, you will:
- **Collaborate** with your peers to identify an issue that you want to **change** in your community.
- Use arts and media to **create** a real-world solution to this issue.
- **Share** the project locally and globally.

By taking action, you can become a Global Nomad, a citizen of the world.

Are you ready for the challenge? Through discussion with your peers, you will identify an issue that impacts you, as a young person, in your local or global community and that you want to positively influence. Together with your peers, you will investigate, analyze, and learn more about this issue in order to develop a project that implements a real-world solution in your local or global community.

Throughout the program, you'll use the following project documents to guide your progress:

- **Four Milestones**, or steps, will help you plan and implement your project. Curriculum activities and a **Project Guide** will lead you through completion of each milestone.

- The **Criteria Wheel** will guide you in making sure your project includes all of the elements of a successful and collaborative effort with your peers!

- In the **Format Options** guide, we've outlined **Project Types** across three themes: **Awareness, Advocacy, and Action**. Determine what you and your peers would like to accomplish through this project, and then brainstorm which format option will help you achieve this goal best.

- To streamline collaboration, review the **Team Roles** and make sure that everyone in your group has at least one role and responsibility for the project.

Be daring and creative, and don't be afraid to take risks. This is your opportunity to make a difference in the world in which you live. This is your opportunity to become a **Global Nomad**.

- The **Global Nomads Group** Team

"Need to Know" Worksheet

Using your topic and driving question, decide what knowledge and skills you already have, and what you need to know to complete your project. **Revisit** and **revise** this list throughout your project.

What do you **already know** about the topic?	What do you still **need to know** to answer your driving question? *Try not to answer the questions you need to know right away! This process will be part of your research.*	**Where** will you get this knowledge? *Examples: resources, partners school, interviews, site visits*	What **skills or equipment do you need** to accomplish this?

Cultural Exchange Module
Unit 2: Building Multiple Perspectives

Project Guide – Part A and B (Also on EH p. 14-15; SW p. 14-15)

*As a **living document,** the **Project Guide** will lead the development of your project. Upon completion of each **milestone**, refer to this guide and fill in – __or revise__ – the relevant information.*

A. Project Overview
Refer to Project Format Options (EH p. 11; SW p. 12) for additional guidance.

Topic: _____

Title: _____

Goal: ☐ Awareness ☐ Advocacy ☐ Action

Driving Question (DQ): _____

_____

Objective: *Based on your DQ and goal, what do you hope to achieve with your project?*

_____

Project Type: ☐ Campaign ☐ Documentary ☐ Event ☐ Public Service Announcement

Media Output: ☐ Visual Arts ☐ Performing Arts ☐ Writing ☐ Event-Based
        Specific output (for example: radio piece, blog, photo story): _____

Calendar: *If you are engaging in IVCs, milestones should be completed and shared online one week before the related IVC, so you and your peers have time to give and receive feedback. You may have more than one milestone per IVC.*

Milestone	IVC Number and Date *Ex: IVC 3, April 2*	Milestone Due Date *1 week before IVC (Ex: March 25)*
1 – Project Launch		
2 – Outline & Content		
3 – Rough Draft		
4 – Finalize & Share		

B. Target Audience

Who is the target audience? (ex: peers, teachers, community, family, country)

_____

Why is this an important target audience?

_____

How will we share our project with our audience? (ex: In local events? Online?)

_____

Interactive Videoconference (IVC) #2 Preparation and Outline	
TIME IVC Outline Preparation– 30 minutes (before IVC) IVC #2 – 60 minutes	**MATERIALS** IVC #2 Outline (SW p. 35-36)
OVERVIEW The outline below will be used as a guide for discussion during the second IVC. Have all students review and complete this outline prior to IVC #2. In addition to this outline, make sure to: • Coordinate student facilitator responsibilities with partner educator. • Have designated student facilitator draft a detailed script to be approved before the IVC. Use Appendix B: Sample IVC Script (page 73) for guidance.	

INTERACTIVE VIDEOCONFERENCE #2: BUILDING MULTIPLE PERSPECTIVES	
Day	
Date	
Tech Dial-in Time	____:____ *(Hour: Minute AM / PM)*
Conference Start Time	____:____ *(Hour: Minute AM / PM)*
IVC #2 Backup Day, Date, Time	*(Day, Date, Time)*

IVC Outline
Facilitator Name: _____   School: _____

I. **Introduction and Greetings (7 minutes)**
    Facilitator welcomes all participating students to the second IVC meeting. One representative from each school shares:

➢ Number of students participating in today's IVC:
➢ Something interesting that has happened in your school community since the last IVC:
➢ A national/international event that has impacted you/your community since the last IVC:

II. **LEARN: Timeline Discussion (20 minutes)**
    Students share significant events of their timelines. View the timelines of your peers, consider the events your peers identified, and reflect and record three questions on how these related to the lives of your peers, and to your own. How did these events impact you and your peers, and your communities? Did you feel the same or different effects?

Select four to six class representatives to share one event from their timeline, including its significance to themselves and/or their peers.

Three Questions:

➢
➢
➢

III.   ACT: Milestone 1: Collaborative Project Launch (20 minutes)

In this second meeting, students will discuss progress towards completion of Milestone 1. Share your project topic and why this is significant and relevant to an issue in you life. Also share your driving question and key elements of your need to know list for feedback and comments from your partner school. During this conversation, decide whether you want to move forward with both projects, or if you want to choose/combine topics from each group to co-construct one project.

➢ Project topic and relevance:
➢ Driving Question:
➢ Need to Know:

➢ Feedback for peers:

IV.   60-Second Showcase! (10 minutes)

Select three student representatives to share a personal interest or talent for their peers. *Try to maintain the 60-Second Showcase as predominately visual or require little technical explanation, especially for IVCs using consecutive translation.*

➢ Name of Representative:

➢ Name of Representative:

➢ Name of Representative:

V.   Conclusion (3 minutes)

Facilitator thanks all students and teachers for participating and reminds participants to prepare the next module and collaborative project work for the upcoming IVC.

REFLECT

IVC #2 Debriefing Conversation	
TIME 15 minutes *(Either immediately following or shortly after IVC)*	**MATERIALS** Pen, paper, internet access to online platform
OVERVIEW Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.	

INSTRUCTIONS
 	
1. **REFLECT** on your Conversation:
    • What were some of the similarities and differences between the timelines that you and your peers created?
    • What perceptions about your peers have changed as a result of this IVC?
    • How do you feel about the outcomes of your first collaborative project discussion? Are you content with your topic?
    • What challenges, if any, do you anticipate as you start the research phase of the project?
 	
2. **CONNECT** on the Online Platform:
Visit Google Plus to answer today's poll question(s) posted by GNG:
 	
    i. Local and global events:
        a. Impact my personal life
        b. Impact my family and community
        c. Impact my partner country
        d. All of the above
        e. None of the above
 	
    ii. To Be Determined: (See Online Platform)	

EDUCATOR FEEDBACK SURVEY:
Following each IVC, educators are encouraged to complete the "Educator Feedback Survey." The survey should not take more than 10 minutes to complete, and will be e-mailed directly to educators immediately following the IVC.

Unit 3: Investigating Current Global Issues

LEARN

Conflict Tree[6]	
TIME 60 minutes	**MATERIALS** Flipcharts, markers, Sample conflict tree (EH p. 42-43; SW p. 39-40)
OVERVIEW In this exercise, students will be introduced to the "conflict tree" as an analytical tool. Analytical tools help organize information and explain context by looking at complex topics through different lenses. Students will deepen their understanding of their collaborative project topic using the conflict tree model.	
INSTRUCTIONS 1. **Introduction**: What is a "Conflict Tree?" Introduce the "Conflict Tree" as an analytical tool. Explain that analytical tools help organize information so that we can understand the context by looking through different lenses. Use a pre-prepared conflict tree (EH p. 42-43; SW p. 39-40) to explore the components of a conflict tree. Specifically, guide students through: - Roots of the tree = Causes - Trunk of the tree = Core Problem - Branches of the tree = Effects Use "Additional Notes" (EH p. 42-43; SW p. 39-40) to provide added context to the conflict tree components. 2. **Warm-up:** Gaining familiarity with "Conflict Trees" Divide students into four groups. Assign each group a different level of conflict (interpersonal, local, national, and international). Have each group select a conflict to analyze within their assigned level. For example, the "interpersonal" group may select a conflict such as a sibling or parent-child disagreement; the "local" group may select a community problem such as traffic or sanitation removal. Instruct each group to draw a conflict tree within the scope of their assigned context. Have students label the different parts of the tree including: - What is the name/trunk of the tree (the core problem)? - What are the roots (causes) of the conflict tree? - What are the branches (effects) of the tree?	

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[6] Adapted from www.peacepaces.com; United Nations Department of Economic and Social Affairs, Division of Public Administration and Development Management, Developing Capacities for Conflict Analysis and Early Response. A Training Manual. http://unpan1.un.org/intradoc/groups/public/documents/un/unpan011117.pdf

3. **Review and Discuss:** Have groups display their trees on the walls and have students do a gallery walk in order to get an overview of the trees produced by their fellow participants. Then discuss the following:

   - How did using this tool enhance your understanding of the conflict?
   - What difficulties did you face in drawing the conflict tree?
   - Was the process similar or different for groups looking at personal conflict and those looking at national or international conflict?
   - How does personal connection to an issue aid or hinder conflict analysis?
   - Does using a tool like this help you see potential ways to address the conflict?
   - Where would you begin addressing each conflict? At the roots, trunk, or branches? Is the starting point the same for every conflict?

4. **Understanding Collaborative Project Themes through Conflict Trees:** Now that students have gained familiarity with using a conflict tree as an analytical tool, **they will apply the conflict tree model to the topic, which they are addressing through the collaborative project.**

   In one or two groups, use the same analytic process as above to create a conflict tree analyzing the collaborative project topic. **The issue address through students' collaborative project topic should serve as the trunk, or core problem being addressed.**

   For projects focused on one of the five themes below, refer to **Appendix A, Thematic Resources**, for additional guidance and background research:
   - History, Culture and Belief Systems
   - Environment and Natural Resources
   - Global Health
   - Women's Rights / Human Rights
   - Government and Foreign Policy

5. **Share**: Once complete, have students upload the document (if in .doc; .docx; .ppt, or .pdf format) or scan and upload a picture (if created on paper) of the conflict tree to the online platform.

6. **View**: Instruct students to view the conflict tree posted by their partner school, offer comments online, and compose 2-3 questions or comments to share during the IVC.

Additional Notes[7]: Conflict Trees and Their Various Components

Overview:
Every conflict or problem has root causes, manifestations and effects, which can be likened to a tree with three main parts or elements: Roots, Trunk and Branches. Conflict analysis depends on who analyzes the conflict, and from what vantage point.

Roots:
The roots are the structural or causal factors. Although they are the invisible contents of the tree, the roots are the anchor and source of life for the tree. Some examples of root causes are for a lack of youth opportunities (Sample Conflict Tree A) are: poverty, lack of government attention, stereotypes, economic pressure and job outsourcing.

Tree trunk:
The trunk is the largest visible content of the tree. It is where all of the roots have converged, yet it is difficult to identify how different roots connect to different parts of the trunk. On its own, the trunk offers some clues about the nature of the tree, or the nature of the conflict. However, it can be dangerous to associate conflict with only the visible core problem. The core problem is actually a convergence of many roots with particular differences, so that the trunk comprises multiple dimensions of the conflict.
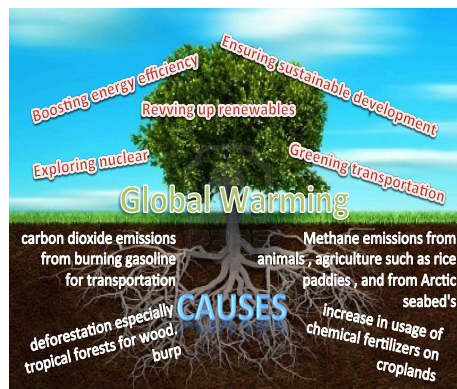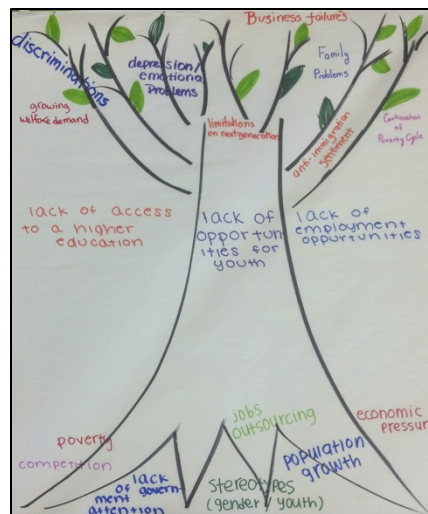

Branches, Leaves and Fruits:
Branches, leaves and fruits are the multitude of smaller conflicts or dimensions of the conflict emerging out of the trunk. They are sometimes referred to as effects of the conflict. For example, effects of a lack of youth opportunity (Sample Conflict Tree A) may include family problems, business failure or a growing number of people on welfare.

Beyond the Original Tree:
Over an extended period of time the effects or fruits of a particular conflict can fall into the fertile soil, germinate and develop other trees, separate from the original tree. Once this has happened one may need to address problems associated with the new tree outside of the earlier one. Sometimes the old tree is even dead and gone but the new tree grows in strength. This illustrates some of the complexity of conflicts.

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[7] Adapted from: "Developing Capacities for Conflict Analysis and Early Response: A Training Manual," *United Nations Public Administration Network,* http://unpan1.un.org/intradoc/groups/public/documents/un/unpan011117.pdf

Sample Conflict Tree A[8]
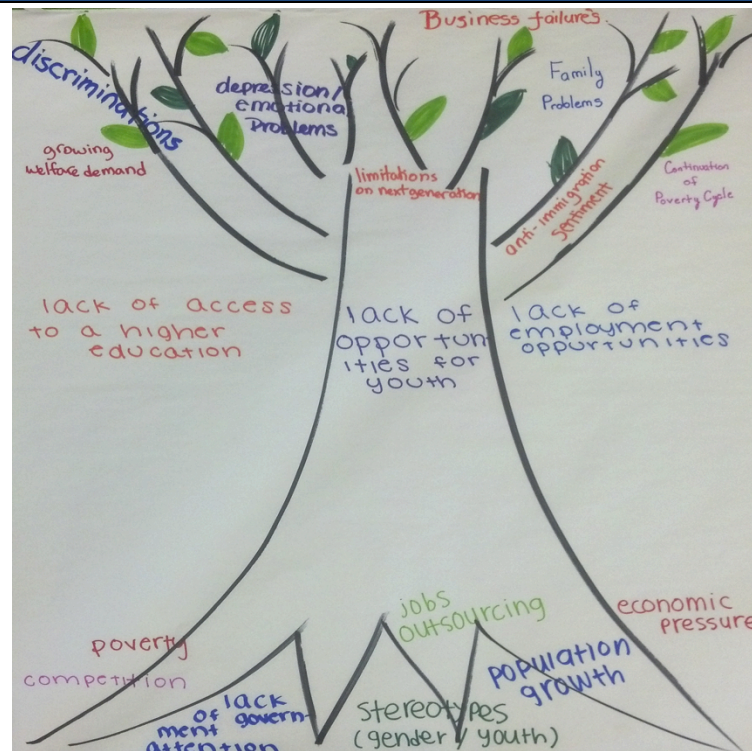
Sample Conflict Tree B[9]
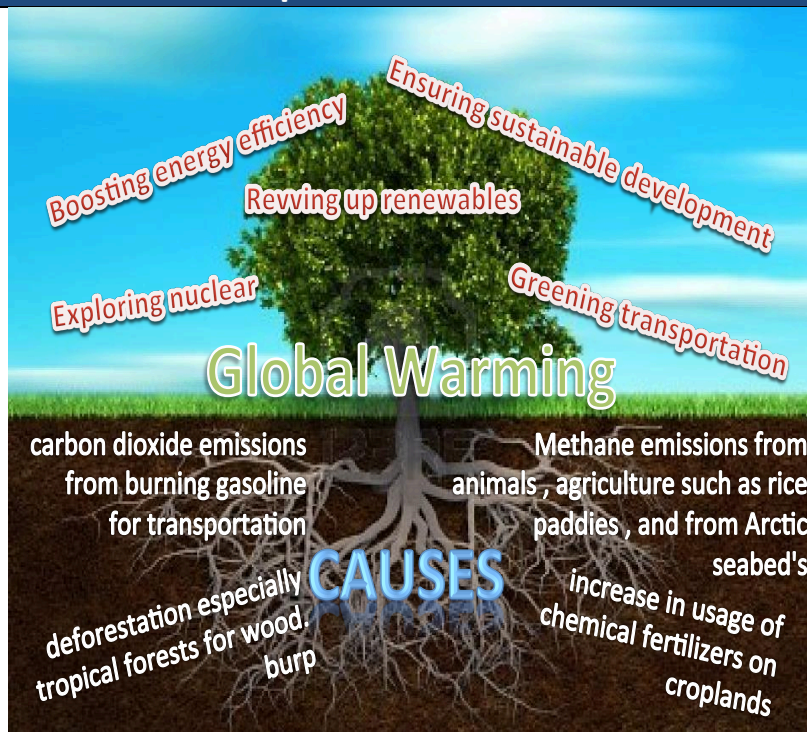
[8] Student-developed conflict tree, Global Nomads Group: Global Citizens in Action, 2013
[9] Student-developed conflict tree, Global Nomads Group: Youth Talk, 2013

ACT

| **Milestone 2** |
| **Project Outline & Content** |

TIME	MATERIALS
45 minutes in-class planning	Project Guide: Part C & D (EH p. 14-15 & 47; SW p. 14-15 & 44)
45 minutes additional preparation (outside of class if needed)	Project Team Roles (EH p. 12; SW p. 13)
	Feedback Guide (EH p. 16; SW p. 16)

OVERVIEW

In this second collaborative project milestone, students will view a completed sample project in one of the three categories: awareness, advocacy, or action. To guide them in their own project creation, students will identify the steps in creating the sample project, and define what made it successful in achieving its goal. Then, students will model this process to outline the steps needed to complete their own project. Students will identify team roles and draft a narrative project overview.

To complete Milestone 2, students must fill-in Part C: Team Roles and Part D: Activity and Materials Chart of the Project Guide (EH p. 14-15 & 47; SW p. 14-15 & 44).

INSTRUCTIONS

1. **View Sample Project:** Based upon the intended goal of their own project, have students select one of the six projects below to view/read/observe:

Awareness	*OneLENS: Public Service Announcement* http://www.youtube.com/watch?v=Xn3aCGUG1qs&list=SP9807DC6DB80322F1	*YouthLINKS: Collaborative Mural* http://www.youtube.com/watch?v=mhPU1MjJr1A&list=PLJo_lhg1LV0CuEU-sia2PqevX0F8ebsMO
Advocacy	*One Million Bones: Join the Movement!* http://www.youtube.com/watch?v=FFukmsLLG0k	*ETN: Student Interactive Theater* http://www.slideshare.net/mollyjlevine/etn-vocational-school-student-interactive-theater
Action	*Kids vs. Global Warming – Video and Blog* http://www.youtube.com/watch?v=PpMYkjyNJuw&feature=relmfu (Video) http://www.imatteryouth.org/home.html#!blog/ci6c (Blog)	*Shumate Middle School, STOMP Out Bullying Campaign:* http://www.thenewsherald.com/articles/2012/05/23/news/doc4fbc105f4d2ba723260472.txt?viewmode=fullstory

After exploring the project, have students answer the following either in small groups or as a class:
What did this project make you feel, think, or want to do as a result of viewing?

_____

_____

What elements of this project helped it reach its goal of awareness, advocacy or action?

_____

_____

What could have been strengthened to better reach the project goal?

_____

_____

In what ways do you think this project impacted its school and community?

_____

_____

2. **Team Roles:** It took more than one person to complete the project you viewed. Have students indicate what roles they think individuals played in completing the project they viewed, referring to the Project Team Roles (EH p. 12; SW p. 13) for guidance.

   ☐ Group Leader

   ☐ Research Committee

   ☐ Logistics Committee

   ☐ Content Committee

   ☐ Documentation Committee

   ☐ Outreach Committee

3. **Activities and Materials:** Ask students – What steps do you think the group took to complete the project you viewed? What materials or resources do you think the project team needed?

   Have students imagine that they were on that project team. In small groups or as a class, record all of the steps, materials, resources, and roles students think were needed to make the sample project successful.

Activity (Step)	Materials/Resources Needed	Committee Responsible
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

4. **Now it's your turn! Identify Project Activities and Team Roles for Your Own Project:**
Using their notes on what made the sample project successful, have students list the team roles, step-by-step process, and materials/resources needed to complete their own project.

Encourage students to be as specific as possible in outlining steps. Remind them to include deadlines with the IVC dates in mind!

Have students use the **Project Team Roles** (EH p. 12; SW p. 13) to make sure **every person in the group has a role** in the collaborative project. If applicable, be sure students are prepared to discuss team roles with their partner school.

5. **Project Guide:** Using the information recorded in step 4 above, direct students to the Project Guide (EH p. 14-15 & 47; SW p. 14-15 & 44) to record this information in Part C: Team Roles and Part D: Activity and Materials Chart.

6. **Narrative Project Outline:** It is important that students are able to describe the story of their project. As a group, have student create a narrative outline for the project. Project outlines could be in the form of:
   - Image criteria/subject list for photo story
   - Argument points for letter-writing campaign
   - Storyboard for a short film
   - Bulleted narrative of theatre/radio piece
   - Interview questions for live debate

7. **Presentation, Feedback, Revision:** Have students present their narrative project outline to their peers for feedback, in class and during the IVC. Presentations should be 5-8 minutes in length and give peers a sense of the narrative, story, or argument that the project will tell. Use the **Feedback Guide** (EH p. 16; SW p. 16) to give and receive feedback.

2. Outline & Content
Build Knowledge, Content, and Skills to Answer DQ

CONGRATULATIONS!
✓ Milestone 2 is complete!

Project Guide –Part C and D (Also on EH p. 14-15; SW p. 14-15 & 44)

C. Team Roles
Refer to Project Team Roles (EH p. 12; SW p. 13) for additional guidance.

Student Roles: *Record your group's roles here.*

Group Leader: _____

Research Committee: _____

Logistics Committee: _____

Content Committee: _____

Documentation Committee: _____

Outreach Committee: _____

Partner School Role (if applicable): *What do you need from your partner school?*

_____

_____

D. Activity and Materials Chart
Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Milestone 3	
Rough Draft	
TIME	**MATERIALS**
45 minute in-class planning	Project Guide (EH p. 14-15 & 49-50; SW p. 14-15 &
45 minutes additional preparation (outside of class	46-47)
if needed)	Feedback Guide (EH p. 16; SW p. 16)

OVERVIEW

In this third collaborative project milestone, students will first update their Project Guide, based on feedback from peers on the narrative outline. Then, they will gather content and create the first draft of their project, receive feedback from peers, and update and revise their project plan as needed.

INSTRUCTIONS

1. **Reflect and Revise:** Based on feedback from their narrative outline, direct students to their Project Guide (EH p. 14-15 & 49-50; SW p. 14-15 & 46-47), asking and answering the following and updating the Project Guide and Activity and Materials Chart (Part D) accordingly:
   a. Is your project answering the Driving Question (DQ) (Milestone 1)? If not, do you need to revise your DQ <u>or</u> your project plan?
   b. Review your "Need to Know" list (Milestone 1). What have you learned and what do you still need to know to complete your project? Are there new questions or subjects that you need to investigate?
   c. How is your project addressing your target audience and their needs and/or interests?
   d. Is your project addressing all six elements of a successful project according to the Criteria Wheel (EH p. 10; SW p. 11)? If not, what elements of your project still need to be addressed to ensure your project is meeting the relevant criteria.

2. **Create Your Rough Draft:** Using the outline and updated "Activities and Materials Chart " (Part D, Project Guide), as a foundation, have students continue gathering content and create a rough draft of the project.

   Be sure students follow their project plan step-by-step and with group members fulfilling their individual roles to ensure the draft is successfully completed!

3. **Presentation, Feedback, Revision:** Have students present their rough draft – and changes to the Project Guide – to peers in class and during the IVC. Presentations should be 5-8 minutes in length and give peers a nearly complete vision and understanding of how the project unfolds to achieve its goal. Use the **Feedback Guide** (EH p. 16; SW p. 16) to give and receive feedback.

3. Rough Draft

Create and Revise Project to Answer DQ

CONGRATULATIONS!

✓ Milestone 3 is complete!

Media and Society Module
Unit 3: Investigating Current Global Issues

Project Guide (Also on EH p. 14-15; SW p. 14-15 & 46-47)

*As a **living document,** the **Project Guide** will lead the development of your project. Upon completion of each **milestone**, refer to this guide and fill in – __or revise__ – the relevant information.*

A. Project Overview
Refer to Project Format Options (EH p. 11; SW p. 12), for additional guidance.

Topic:

Title:

Goal: ☐ Awareness ☐ Advocacy ☐ Action

Driving Question (DQ):

Objective: *Based on your DQ and goal, what do you hope to achieve with your project?*

Project Type: ☐ Campaign ☐ Documentary ☐ Event ☐ Public Service Announcement

Media Output: ☐ Visual Arts ☐ Performing Arts ☐ Writing ☐ Event-Based
        Specific output (for example: radio piece, blog, photo story):

Calendar: *If you are engaging in IVCs, milestones should be completed and shared online one week before the related IVC, so you and your peers have time to give and receive feedback. You may have more than one milestone per IVC.*

Milestone	IVC Number and Date *Ex: IVC 3, April 2*	Milestone Due Date *1 week before IVC (Ex: March 25)*
1 – Project Launch		
2 – Outline & Content		
3 – Rough Draft		
4 – Finalize & Share		

B. Target Audience

Who is the target audience? (ex: peers, teachers, community, family, country)

Why is this an important target audience?

How will we share our project with our audience? (ex: In local events? Online?)

C. Team Roles
Refer to Project Team Roles (EH p. 12; SW p. 13) for additional guidance.

Student Roles: *Record your group's roles here.*

Group Leader: _____

Research Committee: _____

Logistics Committee: _____

Content Committee: _____

Documentation Committee: _____

Outreach Committee: _____

Partner School Role (if applicable): *What do you need from your partner school?*

_____

_____

D. Activity and Materials Chart
Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Interactive Videoconference (IVC) #3 Preparation and Outline	
TIME IVC Outline Preparation– 30 minutes (before IVC) IVC #3 – 60 minutes	**MATERIALS** IVC #4 Outline (SW p. 48-49)
OVERVIEW The outline below will be used as a guide for discussion during the third IVC. Have all students review and complete this outline prior to IVC #3. In addition to this outline, make sure to: • Coordinate student facilitator responsibilities with partner educator. • Have designated student facilitator draft a detailed script to be approved before the IVC. Use Appendix B: Sample IVC Script (page 73) for guidance.	

INTERACTIVE VIDEOCONFERENCE #3: INVESTIGATING CURRENT GLOBAL ISSUES	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)
IVC #3 Backup Day, Date, Time	(Day, Date, Time)

IVC Outline
Facilitator Name: _____   School: _____

I.   **Introduction and Greetings (7 minutes)**
        Facilitator welcomes all participating students to the third IVC meeting. One representative from each school shares:

➢ Number of students participating in today's IVC:
➢ Something interesting that has happened in your community since the last IVC:
➢ A national/international event that has impacted you/your community since the last IVC:

II.   **LEARN: Presentation of Conflict Tree (20 minutes)**
        Students share and discuss their conflict trees, including the general knowledge they are gaining on their collaborative project topic. Students will offer three questions/comments on the conflict tree of their peers.

Conflict Tree Description:
➢ Name of Class Representative; Explanation of Core Problem and relationship of topic to collaborative project goal
➢ Name of Class Representative; Explanation of Causes of Problem
➢ Name of Class Representative; Explanation of Effects of Problem

Three Questions/Comments:

➢
➢
➢

III.   ACT: Milestone 2: Outline & Content and Milestone 3: Rough Draft (20 minutes)
In this third meeting, students will share their narrative project outlines and rough drafts for feedback from their peers. They also share one resource or current news article collected during the research phase. If applicable, students will also inform peers of what will be needed to help carry out the collaborative partnership of the project.

Use the **Feedback Guide** (EH p. 16; SW p. 16) to guide your responses to your peers, and be sure to have someone recording notes to make revisions to your own work!

➢ Narrative Project Outline Presentation:

➢ Rough Draft Presentation:

➢ Current Events on Collaborative Project Topic:

➢ Feedback Guide notes:
   o I hear / I see…
   o I want more of…
   o I wonder…

IV.   60-Second Showcase! (10 minutes)
Select three student representatives to share a personal interest or talent for their peers. Presentation of the talent should not exceed 60 seconds. *Try to maintain the 60-Second Showcase as predominately visual or requiring little technical explanation, especially for IVCs using consecutive translation.*

➢ Name of Representative:
➢ Name of Representative:
➢ Name of Representative:

V.   Conclusion (3 minutes)
Facilitator thanks all students and teachers for participating and reminds participants that all collaborative projects must be completed by the next, and final, IVC.

REFLECT

IVC #3 Debriefing Conversation	
TIME 15 minutes *(Either immediately following or shortly after IVC)*	**MATERIALS** Pen, paper, internet access to online platform
OVERVIEW Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.	

INSTRUCTIONS
 	
1. **REFLECT** on your Conversation:
• What were some of the similarities and differences between the conflict trees that you and your partner country peers created?
• Did anything surprise you about the conflict trees that your peers presented?
• How did feedback from your peers influence your plans for finalizing your project?
• What questions would you like to ask your partners during the final IVC?
 	
2. **CONNECT** on the Online Platform:
Visit Google Plus to answer today's poll question(s) posted by GNG:
 	
    i. My classmates and I are:
        a. On track and prepared to complete our collaborative project
        b. Still need to conduct significant research in order to complete our project
        c. Still need additional support from our partner school in order to complete our project
 	
    ii. To Be Determined: (See Online Platform).	

EDUCATOR FEEDBACK SURVEY:
Following each IVC, educators are encouraged to complete the "Educator Feedback Survey." The survey should not take more than 10 minutes to complete, and will be e-mailed directly to educators immediately following the IVC.

Global Citizenship Module

Global Citizenship is the ongoing process of becoming culturally aware and well-informed about people, places, and events worldwide, and developing the motivation to use that knowledge to positively influence local and global communities. In this final module, students will harness the skills gained in building cross-cultural understanding, multiple perspectives, and dialogue to positively engage their respective communities. In **Unit 4,** students will consider the ways in which they can tangibly create positive change in their own communities, drawing inspiration from other youth leaders and examining their own leadership characteristics.

The **collaborative project** concludes in Unit 4 with presentation of both the final product and an action plan for sharing the product with others. **Milestone Four**, Finalize and Share, should be completed by the conclusion of this module.

While Unit 4 corresponds with the final peer-to-peer Interactive Videoconference (IVC), please expect to spend 1-2 class periods on debriefing, reflection and evaluation work after the final IVC.

Unit 4: Engaging Our Communities			
	Activity	**Page (EH)**	**Estimated Time**
LEARN	Activism Case studies	p. 55	60 minutes
ACT	Milestone 4: Final Product	p. 58	60 minutes in-class planning 45 -60 minutes additional preparation (outside of class)
	Interactive Videoconference (IVC) #4	p. 60 - 61	30 minutes preparation 60 minute IVC
REFLECT	Reflect & Connect	p. 62	15 minutes
Program Evaluation and Debrief	Student and Educator Online Surveys		60 minutes

Unit 4: Engaging Our Communities

LEARN

Activism Case Studies	
TIME 60 minutes	**MATERIALS** Case Study Overview (EH p. 56; SW p. 53) "Leadership Types" Worksheet (EH p. 57; SW p. 54)

OVERVIEW

In this activity, students will learn about young people who took on active roles in their communities to promote positive social change. Students will consider the skills and methods used by others to engage communities, and how they could likewise harness these skills when engaging their own communities.

INSTRUCTIONS

1. **Warm-Up:** Distribute the "Case Study Overview" worksheet (EH p. 56; SW p. 53). In small groups, have students read a case study provided, or do research on a case study of their own. Guide small group discussion:
   o What prompted the young leader in your case study to engage their community?
   o What goal was the young person trying to accomplish?
   o What obstacles or challenges did the young person face in trying to reach this goal?
   o What skills, qualities, or tools did the young person use in order to achieve this goal?
   o What skills or qualities exhibited by the young person in your case study are relevant to your own role as a young person in your community?

2. **Recognizing Different Leadership Types:** Distribute the "Leadership Types" worksheet (EH p. 57; SW p. 54). Have students review the different types of leaders, add a sixth leadership type, and identify where both they and the young person of their case study fit within the spectrum of leadership types. Stress that all leadership types work together to promote positive change.

3. **Discussion**: Debrief as a class.
   o What characteristics, qualities and leadership types were similar or different among students?
   o Does being a leader refer to a single person or a group working together?
   o Must all leaders posses each of the characteristics you identified promote positive action, or do different character traits still yield influential leaders?

> **Optional: EXPAND YOUR UNDERSTANDING**
> **Tomorrow's Leaders, Today**
> - Many of today's well-known leaders began as individuals leading everyday lives, who possessed determination and ambition. In your community and country today, what rising leaders do you see?
> - Reflect on your leadership qualities and draft an action plan of a project you would like to implement in your local community.

4. **Share**: On the online platform, post new leadership types that you identified, and its significance.

5. **View**: View and comment on the leadership types posted by peers.

Case Study Overview

AMANI EL TUNSI – GIRLS ONLY RADIO:

In 2008, 25-year-old Amani El Tunsi launched Girls Only (Banat wa Bas) Radio because she was concerned about the future of women in Egypt and the lack of media content relevant to women. The station, which is run by women for women, is the first of its kind in the Arab region and began with eight female presenters and a small following, but has grown to over 25 presenters and five million subscribers in 2013.[10] The radio serves as an open space for female presenters and audience members to discuss topics related to women's rights: politics, religion, sexual abuse, and family. Amani, who holds a college degree in computer science, has faced opposition to her work with Girls Only Radio; she was fired from her job as a graphic designer, arrested, and lost financial investors. However, she continues her commitment to providing radio programming relevant to women in her community. Despite hardships and opposition, Amani lives by her motto: "I will resist and won't follow the others. I can make a change."[11] This belief drives her desire to strengthen and educate the female community in Egypt.[12]

BABAR ALI – YOUNGEST HEADMASTER:

Babar Ali has been called the "youngest headmaster in the world" by BBC News.[13] In 2002 at the age of 9, Ali opened a school in his family's backyard for the children in his village in West Bengal, India, with the goal to provide education for all. His interest in teaching began at age 9 when some of his friends, who were unable to attend school, wanted to learn what Ali was learning in the government-run school that he attended. The informal lessons he gave to his friends inspired a passion for teaching and a desire to help children in his village who could not afford to go to school: "It's my duty to educate them, to help our country build a better future."[14] Ali opened the school and served as headmaster while he was still a student himself, and recruited friends to serve as additional volunteer teachers. During the day, he attended a school and in the afternoon he operated and taught at the school in his backyard. In 2002, when it started, the school served 8 students; by 2009, over 600 students attended the school. Babar Ali has received numerous awards for his work, including recognition by CNN-IBN's program "Real Heroes," and has been a TED Talk guest speaker.[15]

STUDENT'S CHOICE:

Who inspires you?! Students may also choose to investigate a case study of their choice, looking at young people (or one specific young person) taking on active roles in their community. Students may consider selecting a case study and leader of their partner country, or a case study from their own country that they would like to share with their partner school.

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[10] "Girls Only Radio Station," *World Summit Youth Award,* 2013, http://www.youthaward.org/winners/girls-only-radio-station
[11] "Egyptian Divorcees, Girls Only, Burst onto Web Radio Scene," *Huffington Post,* 21 September, 2009, http://www.huffingtonpost.com/magda-abufadil/egyptian-divorces-girls-o_b_293425.html
[12] For additional information on Amani El Tunsi, see: "Amani El Tunsi," *Ashoka Innovators for the Pu*blic, 2013, https://www.ashoka.org/fellow/amani-el-tunsi
[13] "Hungry to Learn Across the World," *BBC News,* 12 October, 2009, http://news.bbc.co.uk/2/hi/8299780.stm
[14] Ibid.
[15] For additional information on Babar Ali, see: "Babar Ali," *Real Heroes,* http://www.realheroes.com/babar-ali.php

"Leadership Types" Worksheet[16]

"What it means to be a leader is not in a single form. We need to embrace and encourage and support different approaches to leadership. [Solving] the complex challenges that exist in the world today is about convergence of those approaches to leadership." – Jennifer Corriero, TedxTeen, 27 March 2010

Individuals who engage their communities to promote positive change come in all shapes and sizes, with different skills, qualities and methods that aide in their success. Below are five types of leaders. Each leadership type is individually influential, and collectively powerful.

Different Types of Leaders

1. Reflecting on the young person of your case study discussion and the free write/draw, develop a sixth leadership type in the final row and indicate why this role is significant in positively engaging communities.

2. What leadership type(s) are you? What is one way in which you will showcase this type in your own community engagement through the collaborative project?

Role Model
• Leads by example in own behaviors and values
• Guides, mentors, and/or tutors others towards an end goal

Visionary
• Excited by the possibilities of the unknown
• Takes value in learning from mistakes
• Drives self and others towards new opportunities

Public Voice
• Engages wide audiences
• Spreads important messages to the masses

Collaborator
• Brings people of different backgrounds to common space for dialogue
• Uses networks to engage people of different resources, skills and abilities

Storyteller
• Tells the stories of those creating change
• Brings attention to the role and value of all contributors to a cause

_____

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[16] "Different Types of Leaders" chart compiled from:
Jennifer Corriero. "Next Generation Youth Leadership," *TedxTeen, 27* March 2010, http://www.youtube.com/watch?v=hI6Czn7GeSw
"Five Practices," *The Student Leadership Challenge,* 2011, http://www.studentleadershipchallenge.com/About/Five-practices.aspx

ACT

Milestone 4	
Final Product & Sharing	
TIME 60 minute in-class planning 60 - 75 minutes additional preparation (outside of class if needed)	**MATERIALS** Project Guide (EH p. 14-15; SW p. 14-15) Feedback Guide (EH p. 16; SW p. 16) "Call to Action" Worksheet (EH p. 59; SW p. 56)
OVERVIEW In this final collaborative project activity, students will incorporate feedback from the rough draft, gather any additional content needed, and finish the creation of the final product. Then, students will implement a distribution plan to share with multiple audiences.	

INSTRUCTIONS
 	
 1. **Reflect and Revise:** Based on feedback from their rough draft, direct students to their Project Guide (EH p. 14-15; SW p. 14-15), asking and answering the following and updating the Project Guide and Activity and Materials Chart (Part D) accordingly:
    a. Review your "Need to Know" list (Milestone 1). What have you learned and what do you still need to know to complete your project? Are there new questions or subjects that you need to investigate?
    b. Is your project addressing all six elements of a successful project according to the Criteria Wheel (EH p. 10; SW p. 11)? If not, what elements of your project still need to be addressed to ensure your project is meeting the relevant criteria.
 	
 2. **Finalize the Product**: Based on feedback from peers on the rough draft of your project, and any additional content gathered, have students move forward with creation of the final product of their project. Students should be able to answer the following upon completion of the project:
    a. How does your project address your target audience and their needs and/or interests?
    b. How does your project answer the DQ?
 	
 3. **Craft a Distribution Plan:** Based on target audience (Project Guide, Part B) complete the "Call to Action" planning worksheet (EH p. 59; SW p. 56) to identify where and how to share your project with your target audience.
 	
 4. **Keep Going!:** You have completed your final product, but make sure to share it with multiple audiences beyond your partner group! Share in local events, online, and more!
 	
 4. Finalize & Share
 Share Final Project that Answers DQ   **CONGRATULATIONS!**
 ✓ Milestone 4 and your collaborative project are complete!	

"Call to Action" Planning Guide

<u>WHO:</u>
- ✓ Who is the target audience? (Hint: See Project Guide, Part B: Target Audience)

<u>WHY:</u>
- ✓ Why is this an important target audience?

<u>HOW:</u>
- ✓ How will we engage this audience? (i.e. in what format? Film screening, art showcase, poetry reading, food festival)

- ✓ Where will we hold this event?

- ✓ On what day and time should we plan this event? Is this the best time to engage our target audience?

- ✓ How will we advertise our event to our target audience?

Interactive Videoconference (IVC) #4 Preparation and Outline	
TIME IVC Outline Preparation– 30 minutes (before IVC) IVC #4 – 60 minutes	**MATERIALS** IVC #4 Outline (SW p. 57-58)
OVERVIEW The outline below will be used as a guide for discussion during the fourth IVC. Have students review and complete this outline prior to IVC #4. In addition to this outline, make sure to: • Coordinate student facilitator responsibilities with partner educator. • Have designated student facilitator draft a detailed script to be approved before the IVC. Use Appendix B: Sample IVC Script (page 73) for guidance.	

INTERACTIVE VIDEOCONFERENCE #4: ENGAGING OUR COMMUNITIES	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)
IVC #4 Backup Day, Date, Time	(Day, Date, Time)

IVC Outline
Facilitator Name: _____   School: _____

I.   Introduction and Greetings (7 minutes)
Facilitator introduces all participating students to the final IVC of the program. One representative from each school shares:

➢   Name of Representative:
➢   Number of students participating in today's IVC:
➢   Something interesting that has happened in your community since the last IVC:
➢   A national/international event that has impacted you/your community since the last IVC:

II.   LEARN: Activism Case Studies Discussion (10 minutes)
Students share reflections on the activism case studies and discuss their own skills and qualities, in relation to the Leadership Types. This should include how students can use these skills in engagement of their own community through the collaborative project.

Case Study Observations and Comments:

_____

My own style and qualities that help me positively engage my community:

II.   ACT: Milestone 4: Final Product & Sharing (20 minutes)
Students share their completed Collaborative Project with their partner school. Introduce your project, discusses its significance to your community, any challenges or triumphs in completing the project, and your "Call to Action" distribution plan.

> ➢ Name of Representative; Introduction of Project
> ➢ Name of Representative; Explanation of Project's Significance
> ➢ Name of Representative; Explanation of Challenges or Triumphs
>
>
> "Call to Action" Distribution Plan:
>
>
> Comments for Your Peers:

III.   60-Second Showcase! (10 minutes)
Any students who have not yet shared their talents with their peers will have the opportunity to do so in this final IVC.

> ➢ Name of Representative:
> ➢ Name of Representative:
> ➢ Name of Representative:

IV.   Culminating Discussion (10 minutes)
This is the final IVC meeting. Reflecting on the module topics and your experiences to date, record any final questions for your peers.

V.   Conclusion (3 minutes)
Facilitator thanks all students and teachers for participating, reminds students to remain connected through the online platform, and invites all to join the *GCA:YV* alumni network! Select one student representative to express final "thank you and goodbye" remarks on behalf of the class.

Name of Representative; Final Remarks:

REFLECT

IVC #4 Debriefing Conversation	
TIME	**MATERIALS**
15 minutes	Pen, paper, internet access to online platform
(Either immediately following or shortly after IVC)	

OVERVIEW

Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.

INSTRUCTIONS

1. **REFLECT** on your Conversation:
   - Did you realize anything new about yourself and your own ability to engage others?
   - How was the process of completing your collaborative project? Did you face any unanticipated challenges? If so, are you content with how you and your peers overcame them?
   - How do you feel about engaging a wider audience around the issue addressed in your project?

   Have students capture their feelings and reflections on their *GCA:YV* experience in a 200-word paragraph or one-page visual image (photo or drawing). Share these reflections on the online platform and with GNG staff.

2. **CONNECT** on the Online Platform:
Visit Google Plus to answer today's poll questions posted by GNG:

   i. As a result of participating in *GCA:YV* I gained: (Select all that apply)
   - a. New knowledge about another culture
   - b. A deeper commitment to changing my local community
   - c. A deeper commitment to changing my global community
   - d. A better understanding of current events and politics
   - e. Increased self-confidence
   - f. Improved language and communication skills

   ii. Complete this sentence: With our collaborative project, my classmates and I will…
   - a. Share the project with our friends.
   - b. Share the project with our school and classmates.
   - c. Share the project with our families.
   - d. Share the project with our community.

   iii. To Be Determined: See Online Platform.

EDUCATOR FEEDBACK SURVEY:
Following each IVC, educators are encouraged to complete the "Educator Feedback Survey." The survey should not take more than 10 minutes to complete, and will be e-mailed directly to educators immediately following the IVC.

Following this final IVC only, both educators and students will also need to complete online surveys and participate in an interview or focus group discussion, if requested. Please allocate 45 – 60 minutes to complete the End of Program evaluation process.

Alumni Toolkit

	Educator Handbook (EH) Page Numbers	Student Workbook (SW) Page Numbers
Alumni Toolkit Overview	p. 64	p. 61
Planning and Event: Getting Started	p. 65	p. 62
Planning and Event: Before, During and After	p. 66	p. 63
Planning and Event: Options	p. 67	p. 64

Alumni Toolkit Overview

Congratulations! As a student who has successful completed a Global Nomads Group program you are now part of the GNG Alumni Network! Even though your virtual exchange program has ended, we hope you'll stay connected with your peers and share your experiences through any or all of the following activities:

Stay Connected

- Reach out to your partner school peers
- Meet peers from other schools
- Start discussion forums on the online platform
- Post updates about your school and community to the online platform

Share Your Experience

- Display your final project(s) at your school
- Give a presentation about your experience to friends, clubs, and/or family
- Write letters to future GNG participants

Plan an Event

- Plan a film screening of your final project(s) and/or related documentaries
- Host a cultural exchange event (food festival, holiday celebration, music & dance)
- Arrange a guest speaker to share information about a related topic (religion, culture, politics, current events from your partner country, etc.)

Alumni Toolkit

Planning an Event: Getting Started

Whether you are planning an event at your school, in your community, or sharing on an individual level, it is important to organize all logistical details in advance and prepare a back-up plan in case of last-minute challenges.

☐ **Goals for the Event:** Determine your goals before planning the event. Defining your motivations will help ensure successful participation (and turnout).

Sample Goals:
- ✓ Raise awareness about a social issue, which you discussed in the program;
- ✓ Share what you learned in the program about a topic such as culture, religion, food, education, family, etc;
- ✓ Take action by promoting participation in future GNG programs.

☐ **Choosing the Date:** Choose a date that works best for both you and your audience but which also meets the goal you have set for the activity. For example, if you wish to use this event to motivate your audience to participate in a holiday celebration, consider when you will coordinate additional activities and schedule these activities accordingly.

A few general suggestions for picking a date:
- ✓ Ensure you have enough time to plan and promote the event.
- ✓ Consider holidays and/or school breaks. To keep momentum going, any additional activities should be held within two weeks of the event.
- ✓ If you need to reserve a special room/venue, be sure it is available on your desired date.

☐ **Reserving the Venue:**
- ✓ Can the venue accommodate everyone planning to attend?
- ✓ Will everyone be able to hear? Is it possible to set up sound equipment if necessary?
- ✓ How is the lighting in the venue?
- ✓ Does the venue include all necessary video and sound equipment for your event, or will you need to arrange equipment separately?
- ✓ If applicable, is there space to store refreshments or snacks if you are providing?

☐ **The Event: Hospitality**
- ✓ Do you wish to track attendance? If so, set up a registration area outside the main entrance to the event with formal sign-in sheets. If you plan to send out additional information post-event, include an area on the sign-in sheet for guests to include an email address.
- ✓ Do you want to offer light refreshments? This is a great way to get the community involved -- check in with your local bakery or coffee shop to see if they would be willing to donate for the event. If possible, this is an opportunity to prepare treats from your partner country.
- ✓ Do you need help with setting up and facilitating the event? If so, enlist volunteers well in advance to ensure you have adequate support.

☐ **Advertising – Reaching Target Audience**
- ✓ Share information about your event with posters, emails, school and/or community newspapers, and social media (Facebook, Twitter, etc.)
- ✓ For planning purposes, it may be helpful to request RSVPs to track attendance.
- ✓ Make sure to send out a reminder prior to the event.

Alumni Toolkit

☐ **Plan a Discussion:** After a film screening or guest speaker facilitate a discussion on themes that arose from the event. Start any discussion with the brief summary of your personal involvement in the GNG project before proceeding with questions.

Sample Discussion Questions:
- ✓ How do you think GNG programs are contributing to the process of fostering dialogue?
- ✓ What questions would you be interested in asking the students from the partner school?
- ✓ After watching this event, has your perception of the partner country changed? How?
- ✓ What did you find most surprising? What would you like to discuss further?

Anticipate questions from the audience:
- ✓ Were the students from the partner schools who participated in the project able to keep in touch with one another after the videoconferences?
- ✓ What other activities did these students participate in together?

Planning an Event: Before, During, and After

☐ **Before the Event:**
- ✓ Ensure venue/equipment is reserved.
- ✓ Confirm that internet connection is available, if needed.
- ✓ Make sure that the refreshments have been ordered (if applicable).
- ✓ Ensure materials are printed (e.g. sign-in sheets, information on GNG).
- ✓ Be sure you have a digital camera to take pictures to document your event (depending on your audience, you may require photo releases).

☐ **Day of the Event:**
- ✓ Arrive early to begin set-up.
- ✓ Check audio/visual prior to event start.
- ✓ If you are having a sign-in sheet, ensure the table is in a visible location and a volunteer is there to greet people when they arrive.
- ✓ Make sure you have sufficient materials printed for your anticipated audience (e.g. further information on GNG programs) and display these in a visible location. Hand the materials out when guests sign-in, or have the materials set on each seat prior to audience arrival.
- ✓ Begin with an introduction to GNG and a brief explanation of what you hope the audience will gain from the event. This is an opportunity to facilitate a brief discussion with probing questions. If you will be holding a discussion after the event, be sure to reference this prior to the event so the audience is prepared to participate.

☐ **Concluding the Event:**
- ✓ Conclude by thanking everyone for participating. Encourage them to visit the GNG website and "Like us" on Facebook (http://www.facebook.com/globalnomadsgroup).
- ✓ Give the audiences ideas for ways to get involved!

☐ **After the Event:**
- ✓ If you have collected email addresses, follow up with an email thanking everyone for their participation and including any relevant follow-up information
- ✓ If you had any special guests, send them a personal thank you note.
- ✓ Debrief to determine what went well and what could have been improved.
- ✓ Post your photos on the GNG Facebook and NING pages!

Planning an Event: Options

Film Screening

- Based on audience size, find an appropriate space for the screening (auditorium, classroom, etc.).
- Make sure you have the proper equipment with the proper adapters, most projectors and TV sets can be connected directly to a laptop, and therefore the video can be streamed from the Internet.
- Make sure you have the right size screen for your audience size.
- In case of technology issues the day of the screening, make sure to have the contact name and number for a person that can be reached during your event.
- Create a program with background and context about the videos to distribute at the screening.

Cultural Celebration

- Possible ideas include a religious celebration, food festival, music & dance.
- Find a space (park, gymnasium, etc.) that is the appropriate size for people to come and go and able to move around during the event.
- Arrange food/ refreshments with a local restaurant and be mindful of possible diet restrictions amongst your audience.
- If technology or sound equipment is required, ensure in advance that it works.
- Create a program with background and cultural context about the holiday, tradition, music, etc. to distribute at the event.

Guest Speaker

- Research experts or officials in your community and contact them about their interest and availability for your event.
- Find out if the guest(s) have special requirements or fees.
- Create a program with guest speaker biography and background about the topic to distribute at the event.

Appendix A: Thematic Resources

Theme: Culture, History, and Belief Systems

Description: Culture is a complex topic and can be separated into material culture and non-material culture. Material culture refers to the cultural artifacts that are produced by a group of people such as art, food, buildings, historic monuments, etc. Non-material culture is more difficult to define and identify but non-material culture can be explained as the values, beliefs, and the systems of meaning that are shared by a group of people. Culture is not biological but rather learned and is informed by traditions, religious systems, storytelling, and local history. Students who are interested in learning more about these topics can explore different forms of material and non-material culture, world religions, and the history of a particular geographical region.

Resources:

PBS Global Connections	An overview of Middle Eastern Cultural topics including languages, religions, family, and history.	http://www.pbs.org/wgbh/globalconnections/mideast/themes/culture/
UNESCO	An explanation of tangible cultural heritage and the efforts to protect historical sites	http://www.unesco.org/new/en/cairo/culture/tangible-cultural-heritage/
BBC	An overview of religion as a system of meaning and provides detailed information about twenty world religions.	http://www.bbc.co.uk/religion/religions/
Middle East Institute	The Institute aims to provide non-partisan information about the Middle East.	http://www.mei.edu/
US Government	A concise and brief history of the United State of America in PDF format.	http://www.america.gov/publications/books/usa-history-in-brief.html
TED Talks	A list of TED Talks under the category "World Culture."	http://www.ted.com/topics/world%20cultures
The British Museum	An overview of world cultures and history by region	http://www.britishmuseum.org/explore/cultures.aspx
Smithsonian Museum	Stories and artifacts from World History and American History.	http://www.smithsonianmag.com/history-archaeology/world-history/

Theme: Environment and Natural Resources

Description: The environment refers to the natural world and the surroundings in which an animal, plant, and or person lives. Living things are dependent on the environment for their survival and have learned to adapt to their surroundings. Human activity has an impact on the environment as we consume natural resources to support our daily lives, such as water, natural gas, coal, oil, trees, etc. The depletion of natural resources is a growing concern and students interested in exploring environmental topics may focus on climate change, energy consumption, the water crisis, and/ or efforts to limit our environmental impact.

Resources:

Qatar Foundation	Under the overarching aim of promoting development in the nation of Qatar, the website provides and overview of the organization's environmental efforts.	http://www.qf.com.qa/environment
US National Park Service on Climate Change	An overview of climate change with vocabulary definitions and diagrams.	http://www.nps.gov/goga/naturescience/climate-change-causes.htm
UNEP Collaborating Center on Water and Environment	Supports the UN on issues of water consumptions and protecting fresh water resources and preserving the marine environment.	http://www.ucc-water.org/
EcoPeace Friend of the Earth Middle East	An organization that aims to protect the shared environmental heritage in Jordan, Palestine, and Israel with a wide range of environmental projects.	http://foeme.org/www/?module=about_us&record_id=12
US Environmental Protection Agency	Explanation of how the products we use contribute to climate change. Includes conservation tips.	http://www.epa.gov/climatechange/climate-change-waste/life-cycle-diagram.html
International Research Institute for Climate and Society	Works to manage the impact of climate and improve society and the environment through research, education, and advocacy	http://irithree.ldeo.columbia.edu/about-us/what-is-iri/
UN Global Issues	An overview of global issues related to the environment and links to additional resources.	http://www.un.org/en/globalissues/environment/

Theme: Global Health

Description: Access to health care is unequally distributed around the world and millions of people die each year from preventable diseases. Pandemic diseases such as HIV/AIDS, Malaria, and influenza are still considered global in nature and the changing environmental factors and globalization has also had adverse effects on global health. Poverty is the number one cause of preventable diseases. Over one billion people live in conditions of extreme poverty living off less than one dollar a day.[17] Poor living conditions can make people sick due to limited access to clean drinking water, lack of adequate shelter, and absence of proper sanitation. New technologies offer solutions to health challenges and new technological innovations should aim to provide effective and cost effective methods to help solve current global health challenges. Students interested in these topics can research a health crisis of their choice, innovative health technologies, or international aid targeting health needs.

Resources:

The New England Journal of Medicine	An overview on global health from the leading medicine journal in the US.	http://www.nejm.org/doi/full/10.1056/NEJMe1208801
World Health Organization (WHO)	Publication on 2013 health statistics by the UN authority on health and health related programming	http://apps.who.int/iris/bitstream/10665/82058/1/WHO_HIS_HSI_13.1_eng.pdf
World Health Organization (WHO)	The UN authority on health and health related programming.	http://www.who.int/healthinfo/en/
The Global Fund	An organization committed to fighting AIDS, Tuberculosis, and Malaria internationally.	http://www.theglobalfund.org/en/about/diseases/
UN Global Issues	An introduction to the UN's efforts to improve global health. Site includes links to various health crises.	http://www.un.org/en/globalissues/health/index.shtml
Health Right	An organization committed to providing accessible health care to excluded communities internationally.	http://www.healthright.org/who-we-are/our-mission

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[17] "World Health Statistics 2013: a Wealth of Information on Global Public Health," *World Health Organization*, http://apps.who.int/iris/bitstream/10665/82058/1/WHO_HIS_HSI_13.1_eng.pdf

Theme: Women's Rights and Human Rights

Description: Human rights are rights inherent to all human beings, whatever his or her nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. All people are equally entitled to human rights without discrimination. [18] Although human rights are guaranteed to all, violations of human rights persist worldwide. Students interested in further exploring this topic may focus on human rights issues in their local and global communities, including discrimination, education rights, women's rights or gender and equity.

Resources:

Universal Declaration of Human Rights	Adopted by the United Nations General Assembly in December 1948; Names rights to which all humans are inherently entitled	http://www.un.org/en/documents/udhr/
Declaration of the Rights of the Child	Adopted by the United Nations General Assembly in December 1949; Names rights to which all children are entitled	http://www.un.org/cyberschoolbus/humanrights/resources/child.asp
UN High Commissioner for Human Rights (OHCHR)	Promotes and protects all human rights of the international community.	http://www.ohchr.org/EN/Pages/WelcomePage.aspx
IRIN Humanitarian News and Analysis	Humanitarian news and analysis service of the UN Office for the Coordination of Humanitarian Affairs	http://www.irinnews.org/
Human Rights Watch	Publishes reports and briefings on human rights conditions in over 90 countries.	http://www.hrw.org/
Amnesty International	Unites people from all over the world to fight for human rights using research, action and advocacy	http://www.amnestyusa.org/
UN Human Rights Issues	An overview of human rights issues, and links to resources for additional information	http://www.ohchr.org/EN/Issues/Pages/ListofIssues.aspx
UN Global Issues	An overview of global issues, and links to resources for additional information.	http://www.un.org/en/globalissues/index.shtml

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[18] "What are Human Rights," *Office of the High Commissioner for Human Rights, 2013,* http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx

Theme: Government and Foreign Policy

Description: A government is the system that makes and administers the policies, actions and affairs of a state, community, or country. Every country does not have the same government system. Rather, different countries have different types of government systems and the decision-making roles and processes in each of these types differ. The ways in which different countries interact with one another is known as a country's foreign policy. The foreign policy initiatives of different countries vary based upon national objectives. Students interested in exploring the government and foreign policy initiatives of countries worldwide, and how these are interrelated, may choose to focus on the relationship between themselves and their partner country or current events affecting the international community and the role of their country and their partner country.

Resources:

Council on Foreign Relations	The Council on Foreign Relations publishes on U.S. foreign policy and international affairs.	http://www.cfr.org/
Foreign Affairs: Middle East	Foreign Affairs analyzes and debates foreign policy, economics and global affairs.	http://www.foreignaffairs.com/regions/Middle%20East
Arab Spring Interactive Timeline, The Guardian	Timeline of events leading up to and including the Arab Spring, separated by country.	http://www.theguardian.com/world/interactive/2011/mar/22/middle-east-protest-interactive-timeline
CFR: The Israeli-Palestinian Conflict	An in-depth, multimedia look at the history of the Israeli-Palestinian conflict and its geopolitical repercussions.	http://www.cfr.org/israel/crisis-guide-israeli-palestinian-conflict/p13850
CFR: Issue Guide - One Year of Arab Spring Upheavals	Overview of articles and other publications on the Arab Spring and its impact, by country.	http://www.cfr.org/middle-east-and-north-africa/issue-guide-one-year-arab-spring-upheavals/p26764
Wadah Khanfar: A historic moment in the Arab World (Video: 17 minutes)	Wadah Khanfar, the head of Al Jazeera, shares an optimistic view of current events in Egypt, Tunisia, Libya and beyond.	http://www.ted.com/talks/wadah_khanfar_a_historic_moment_in_the_arab_world.html
President Obama's Speech to the Arab World (Video: 58 minutes)	President Obama's 2009 address to the Arab World	http://www.youtube.com/watch?v=B_889oBKkNU
General Current Events and News Resources	New York Times International Herald Tribune Al Jazeera English Al Jazeera Arabic BBC World News Brookings Institution: International Affairs CIA World Factbook	http://www.nytimes.com http://global.nytimes.com/?iht http://america.aljazeera.com/ http://www.aljazeera.net/portal http://www.bbc.co.uk/news/world/ http://www.brookings.edu/research/topics/international-affairs https://www.cia.gov/library/publications/the-world-factbook/

Appendix B: Sample IVC Script

Use this sample IVC script as a guide to help write your own facilitation script. Refer to the IVC outline in each unit for guidance about the specific discussion topics and timing, but feel free to add your own personality throughout! Sections marked *[…student discussion…]* indicate peer discussion, during which you'll use active listening and make sure the dialogue stays moving, engaging, and on topic.

***Remember, your script is a guide, but you **don't** have to memorize it or stick to it word-for-word! Prepare the best you can, but be ready to think and act on your toes as you take on the four roles of a GNG Facilitator:

- **Guide the conversation,**
- **Present neutral and multi-partial perspectives,**
- **Create a safe space for dialogue,**
- **Be yourself!**

INTERACTIVE VIDEOCONFERENCE # *3* : TOPIC: *Investigating Current Global Issues*	
Day	*Tuesday*
Date	*March 18th, 2014*
Tech Dial-in Time	*10:30 AM* (Hour: Minute AM / PM)
Conference Start Time	*11:00 AM* (Hour: Minute AM / PM)
IVC #3 Backup Day, Date, Time	(Day, Date, Time)

Facilitator Name: *Rudy*   **School:** *Global Nomads School*

I. INTRODUCTIONS (Time: *7 minutes*):

Welcome to our *third* IVC! My name is *Rudy* from *Global Nomads School* and I'll be facilitating today's discussion on *investigating current global issues.* Before we begin, I'd like to remind everyone of the following **four important IVC tips**:

     a. State your name at the beginning of each question or comment.
     b. Say "thank you" after each question/comment so it is clear that you're done.
     c. Keep your microphone muted when not speaking.
     d. Speak slowly and clearly so that everyone can understand.

To start, can we please have a **representative from each school site to introduce** their school by stating:

     a. Representative name, school name and location;
     b. Number of students participating in today's IVC;
     c. *First IVC* – Interesting fact about their school or community (or)
        Subsequent IVCs –Something interesting that has happened in your school community since the last IVC; and a national/international event that has impacted you/your community since the last IVC:

Let's hear first from the *The World School* and then from a representative from *Global Nomads School.*

[…student discussion… use active listening!]

Before we get started with our discussion today, I'd like to quickly review our agenda so we're all on the same page. We'll start by presenting the conflict trees we made, then share progress made on our collaborative projects, including giving each other feedback, and then wrap up with 60-showcase.

II. LEARN: _Presentation of Conflict Trees_ (Time: _20 minutes_):
In this unit we used conflict trees to help better analyze and understand the roots and effects of problems, specifically, the problem we are addressing in our collaborative project! Let's start by having The World School describe their conflict tree- the core problem and it's relationship to the collaborative project, the causes of the problem, and the effects.   Then we'll take questions from Global Nomads School before they share their conflict tree.

[…student discussion… use active listening!]

Thanks for all these great conflict trees and questions. I'd like to add one more question into the mix (refer to either a pre-prepared guiding question, or one that you develop while listening to your peers): I've noticed that The World School identified many local effects of their core problem, are there any international effects that your problem might cause?

[…student discussion… use active listening!]

III. ACT: _Milestone 2: Outline & Content and Milestone 3: Rough Draft_ (Time: _20 minutes_):
Thanks so much to everyone who shared comments and questions. Moving on to the ACT section of our IVC, let's have representatives from each group share the progress they've made on their collaborative project. Let's start with the project outline and rough draft presentation from Global Nomads School. Then we'll hear feedback from The World School before they present their project progress and receive feedback from Global Nomads School.

[…student discussion… use active listening!]

We are just about out of time, so let's take one last question before we conclude and let's hear from someone who hasn't spoken yet. Remember, projects need to be complete before our next (and final) IVC so be sure you have all the information you need from your partners to finish! Be in touch on G+ to coordinate any last efforts. Ok, let's take the last question from The World School.

[…student discussion… use active listening!]

IV. _60-Second Showcase_ (Time: _10 minutes_)
Wow, our collaborative projects look awesome. I can't wait to see them finished! We now have time to enjoy a 60-second showcase from 2-3 students from each school. We'll start with one from Global Nomads School, then one from The World School, and then I'll prompt you to continue taking turns presenting.
[…student discussion… use active listening!]

V. CONCLUSION (Time: _3 minutes_)
Thanks so much to everyone who participated and shared his or her thoughts today! It was a great discussion and I look forward to future conversations with you all! Now it's time to REFLECT so don't forget to post and keep in touch on our group's Google+ community page!