The background features abstract, overlapping green geometric shapes in various shades of green, creating a modern and dynamic visual effect.

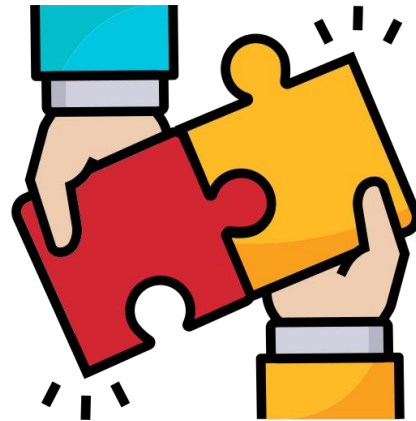
Building global citizens through community-based research projects: From competencies to practice

SOTF 2022

Access the working doc at:
<https://bit.ly/GCSandbox>

Objectives for today

- ▶ Collaboratively build components of a definition for global citizenship
- ▶ Collaboratively build global citizenship lesson ideas for our students
- ▶ Assess what it takes to run global citizenship activities



Shared norms

- ▶ Assume positive intent. Listen and act with **ALOHA**
 - ▶ Akahai (kindness)
 - ▶ Lōkahi (unity)
 - ▶ 'Olu'olu (gentle)
 - ▶ Ha'aha'a (humble, come empty)
 - ▶ Ahonui (patience)
- ▶ Be aware of your airtime, step up/step back



Setting our mental frame

We all are coming into this with our own experiences, lenses, privileges, and biases. Therefore:

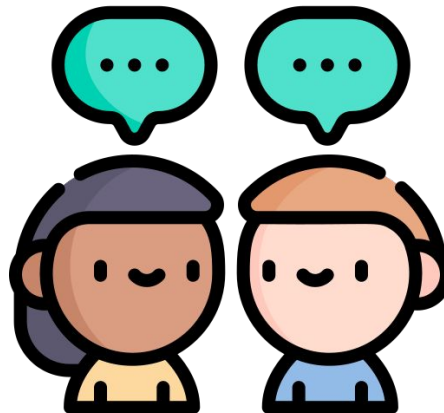
Any definition or frameworkz is inherently biased

This will continue as you build out your own strategies.
Inclusion is crucial, so is accepting the reality of our biases.

Let's get to know each other

- ▶ Introduce yourselves:
 - ▶ Name
 - ▶ Where you work
 - ▶ Why you are here

When talking, be aware of your biases and lenses. No need to share, just reflect.



Let's take a step back...Why are we here?

Why is global citizenship important?

www.kahoot.it

Pin: TBD



Definition co-construction

Some components of a definition to keep in mind

- ▶ Behaviors
- ▶ Actions
- ▶ Mindsets
- ▶ Competencies

Great practice for you and your students on learning about our biases can be found at

<https://implicit.harvard.edu/implicit>

Remember

- ▶ Be aware of your own biases, (lack of) experiences, and privilege
- ▶ Try not to impose your beliefs, practices, customs, expectations on other people
- ▶ Definitions are rarely ever completely finished. Ours won't be today!

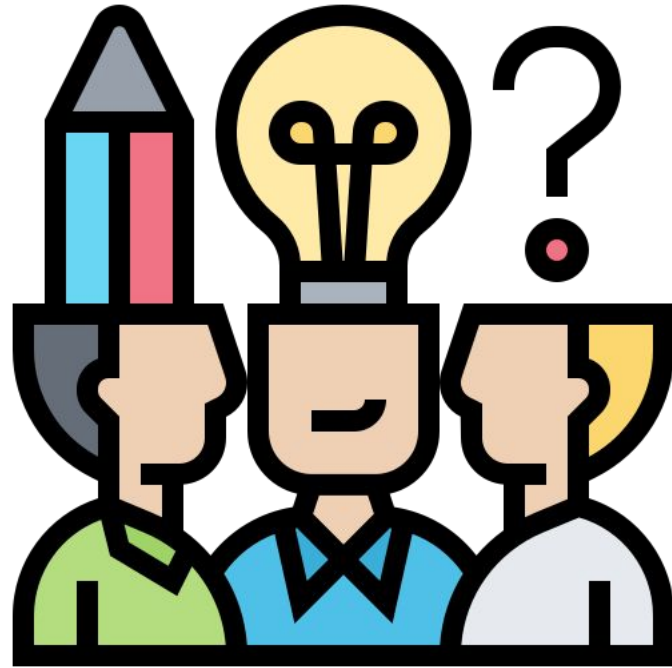
Definition co-construction

Small Group definition

- ▶ You will be put into small groups
- ▶ Each group will be assigned 2 definitions for global citizenship
- ▶ Using the values and experiences of your group, review those existing definitions (**8 minutes**) and consider
 - ▶ What is important to keep?
 - ▶ What is important to edit?
 - ▶ What is missing?
 - ▶ What privilege/biases comes with this definition?
- ▶ Construct a list of key *components* for your group definition of global citizenship. Also capture what should not be included. Document this in our shared sandbox. (**10 minutes**)

Be prepared to have 1 person from the group present for 3 minutes

Let's think students!!



Mālama Honua PCS - Mind of the Navigator.



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Community research projects

- ▶ Reflexivity
- ▶ Community research
 - ▶ Scope and “assessment” criteria
 - ▶ Role of researcher in design, implementation, and analysis
 - ▶ Framing of “problems”
 - ▶ Constant reflection, mentorship, and revision
 - ▶ Discomfort leads to growth
 - ▶ Four “Gs” of community work



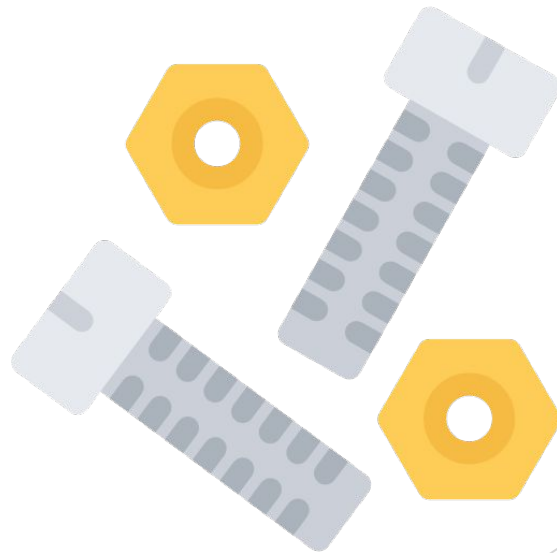
Lessons for students

- ▶ In your groups, first take **3 minutes** to individually think about a lesson you have done or would like to in a school to support the building of global citizens. You can use an existing lesson and add a global citizenship lens. Think about:
 - ▶ How this connects to the definitions we have and desired outcomes
 - ▶ Partnerships needed
 - ▶ How you would assess global citizenship outcomes
- ▶ Come together. Each person shares their ideas for **2 minutes**
- ▶ As a group, merge ideas, expand on one, or create a brand new activity for building global citizenship in students. Use the [shared sandbox](#). (**15 minutes**)

Be prepared to have 1 person from the group present for 3 minutes

Getting practical

- ▶ School bureaucracies
- ▶ Logistics planning
- ▶ Money
- ▶ Training of teachers and mentors
- ▶ Change fears
- ▶ What else?...



Final thoughts/Ninau?



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