

WHO: Students grades 5-8 (10-20 students max)

TEACHERS: WL teacher, History teacher, Science teacher

UNIT LENGTH: 2 hours 15 minutes over 4 days (this class is run as a 'mini-course' at the end of the school year)

ESSENTIAL QUESTIONS:

What is a global citizen?

How am I a global citizen?

What is a stereotype? How is it harmful?

How is the environment part of my world? What can I do to help sustain the environment?

What can I tell others about the world?

KEY WORDS:

Global citizen

Stereotype

Respect

Import/Export

Migration/Immigration/Emigration

Sustainability

Sustainability Targets

DAY 1: What is a Global Citizen (identity of self)

Resources: Generation Global -Global Citizen [resource packet](#), Padlet, culturegrams, globe beach ball, post-it notes, cardboard VR sets (if available)

Intro: Padlet activity- Use map to mark a place that represents yourself. Why is this place important? What does it tell us about you? Share.

Connection: How big is 'our world' (within this class)? Are we 'global'?

Activity 1: What is a global citizen?

- Show pictures/names of people from around the world. What do we know about these people?

-What do you assume based on someone's name? What do they look like? What is this called? (Discuss stereotyping)

-What connects us as people vs what divides us?

-What is a global citizen/global citizenship? - post-it note activity. Write down any ideas/key words/concepts that you think answers these questions.

-As a class, create a definition (include ideas of respect, appreciation, recognition, education)

Activity 2: What we can learn/teach as global citizens?

-Throw globe beach ball- wherever your right thumb lands, you now become the tour guide to

this place (Type of presentation is up to the student. Options could include: power point, photo blitz, video, etc)

-Use 360cities.net and google cardboard/VR sets to have students look up images of their place

-Use culturegrams (a library database) to research more about your place. Be sure to include:

- Where is it? (continent, neighbors)
- Who lives there? (nationality, age, language)
- What do they do there? (types of jobs, imports and exports)
- Why would someone want to visit?

DAY 2: How can I be a global citizen?

Resources: Goosechase, paper for audience feedback to presentation, speaker from local nonprofit

Intro: Goosechase (a digital scavenger hunt- can be web or app based) activity of [Pitt's Nationality Rooms](#). (using 360 views, info on website)

Activity 1: Teaching others about the world

-Share presentations about your place. As audience listens, use a note sheet to write:

1. Something new they learned
2. A reason why they would want to visit
3. A stereotype that was dispelled
4. A question they have

Activity 2: Hello, Neighbor or Casa San Jose (these are Pgh local nonprofits that help immigrants/refugees feel more welcome to the city/area)

-Speaker (zoom or in person) with staff member with focus on:

- Definitions: immigrants/emigrants/migration, refugees
- How to welcome new people into our community/city
- What programs/projects?
- What can we do at our school to welcome new people (to the community)?

DAY 3: The world is bigger than its people (focus on the environment)

Resources: Online websites

Intro: [Climate Interactive Simulator](#)

-Work with a partner- How do we get greenhouse gasses to zero? What are the tradeoffs? What questions do you have? Discuss.

Activity 1: [Sustainable development goals](#)

-Using the UN sustainable development goals (17) and graphics from David Sanchez's presentation

- Work in pairs and pick one goal
- What targets are part of this goal?

- How would you measure this goal?
- Does every goal work to improve the other?
- How could we improve this goal? (we as the world, as a country, as our community, as a global citizen?)

Activity 2: Giving back to our community- small steps in sustainability

-On campus or local service project (ie: weeding the butterfly garden for the spring, trash pick-up in mellon park, packing kits for [global links](#) on campus)

DAY 4: Join the conversation

Resources: Generation Global videoconference, books with tales from other countries (pull from library)

Intro: Nordic tales/Spanish fairy tales/French story book/Etc

- Read first story together aloud- As students listen, draw what they hear
- Second story- Read in small groups. Create a way to share story with rest of class (drawing, act out, review, etc).
- What is the importance of stories from other cultures? What do we learn?

FOR ELLIS- Work with Ellis 3rd grade to listen and react to Migration Stories

Activity 1: Global Citizenship video conference through Generation Global

-Students will participate in a video conference with another school (either within the US or from an international school) discussing global citizenship, the importance of global citizenship, how to be a global citizen, etc.

Activity 2: Recap and reflect- journaling